

6 - 8th Grade Curriculum Topics and Lesson Outline



- Learning sessions are based on a 45-50-minute class period.
- Animation and video lesson alignment is included in the second table of this document.
- Each grade level has a graphic novel-style chapter book. Each chapter in the grade-level book corresponds to the lesson for that topic. The chapter books are in a physical format and also in e-book format within the digital lesson.
- A Student Activity Journal is provided with each lesson.
- The 6th - 8th Grade Scope and Sequence includes the student "I can..." Statements and alignment to standards for each grade level lesson.

Curriculum Topic and Lesson Outline

Lesson Title	Brief Lesson Description	Learning Sessions
My Body		
6.1 - My Body	Through discussion, comic story, role-play, and use of the P-T-A strategy, students will learn about the changes their bodies go through during puberty, and how those changes impact their emotional responses to social situations.	1
7.1 - My Body	A review of the visible and invisible changes that occur during adolescence leads students to the discussion of how these changes occur for each individual, but at different rates. Using comics, an animation, and writing affirmations, students will have a better understanding of how they can stay positive and respect themselves and others.	1
8.1 - My Body	An online vocabulary quiz game, a comic, group discussion, and role-play scenarios are the teaching tools for this lesson. Real-life role-play scenarios help students think about respect for self and others, making safe choices, and dealing with uncomfortable situations.	1
Emotions		
6.2 - Emotions	Class discussion using the emotions wheel, comic story, and animation, students will explore emotions and how they affect them physically and mentally.	1
7.2 - Emotions	Through discussion, comics, and an animation, this lesson focuses on internal and external stress. Students will begin to recognize and identify stress in their own lives and activities they can do to release stress. A hands-on activity to illustrate "stress" will support the discussion.	1

8.2 - Emotions	This lesson focuses on emotions, triggers, and identifying challenges. Through the use of discussion, comics, and an digital game, "Is it Healthy or is it Risky?" students can use the P-T-A strategy to think about consequences and responses.	1
Pressures		
6.3 - Pressures	Through group discussion, comic story, animation, and real-life role-playing situations, students will identify positive and negative influences in their lives. Students will develop their own mantra to help them safely respond to social pressures.	1
7.3 - Pressures	This lesson explores resilience and setbacks with discussion, a comic, and an engaging activity that explores a variety of Grounding Techniques that students will practice to help them practice self-regulation and stress reduction.	1
8.3 - Pressures	This lesson is designed to teach students about advocacy messaging, how to share ideas for supporting their choices, and to create their own message. Discussion, comics, and an animation support the students' understanding of advocacy and messaging. To allow for creative planning and project completion, you may want to use more than one learning session.	1-2
Your Health/My Health		
6.4 - Your Health/My Health	Through teaching strategies of discussion, comics, and an activity with real-life situations, students will discuss how to respond in a medical situation, review the steps for calling 911, and be able to identify the safest response to that situation.	1
7.4 - Your Health/My Health	Using discussion, comics, an animation, the PTA strategy, and role-playing real-life situations, students will learn how to support a peer who may be participating in risky behavior. Identifying both helpful responses and unhelpful responses, students will determine the best way to respond and also keep themselves safe.	1
8.4 - Your Health/My Health	With a focus on social media, this lesson uses discussion, comics, and a creative social media PSA activity to help students identify the risks with social media, "netiquette, digital citizenship, and safe sharing. Students will also develop their own goals for healthy social media use. To provide time for students to create their own PSA, more than one learning session may be needed.	1-2
Medication Safety		
6.5 - Medication Safety	Through the use of discussion, comics, animation, and an activity, students will understand the difference between over-the-counter (OTC) medications, prescription medications, and illegal substances. The chocolate chip cookie effect is highlighted in the animation with a follow-up hands-on activity.	1
7.5 - Medication Safety	This lesson reviews previous information regarding over-the-counter and prescription medication definitions. Discussion includes the importance of following the directions of	1

	medications and the dangers of misuse. A medication safety visual demonstration provides a visual representation of the misuse of medications.	
8.5 - Medication Safety	Through the use of discussion, comics, and a hands-on activity learning to read drug fact labels, students will better understand the dangers of misuse of OTC and prescription drugs, and the dangers of illegal substances and fake pills. A "Safe and Unsafe - Sort it Out" activity will demonstrate their comprehension. Follow-up activities include discussion of emergency procedures (911) and an introduction to naloxone as a life-saving tool for an opioid overdose	1-2
My Brain		
6.6 - My Brain	With a review of the parts of the brain and their functions, students will review how the brain sends messages. Through an interactive activity, students will then demonstrate how these messages travel from the brain and how they can be damaged or delivered inaccurately. Using the PTA strategy, students will describe how they respond to challenging decisions.	1
7.6 - My Brain	Discussion, comic, and a collaborative poster activity support the students' understanding of the normal changes in the brain during adolescence, even though they may feel like it is only happening to them. (The collaborative poster activity may extend this lesson to more than one learning session.)	1-2
8.6 - My Brain	animation	1
My Brain on Substances		
6.7 - My Brain on Substances	With the use of discussion, animation, comics, and an interactive activity, students will learn more about how substances, when entering the brain, can disrupt the normal function and messaging process.	1
7.7 - My Brain on Substances	Discussion, comic, and a "Brain Squeeze" Message game will guide students to understanding how the body manages the signals and messages that the brain sends and how external substances change and interfere with these messages.	1
8.7 - My Brain on Substances	Discussion, comics, and an animation provide students with information on the increased risk of developing substance use disorder when using substances while the brain is still developing, the impact on the body and brain from the misuse of legal or illegal drugs. A scripted skit allows students to "act out" what they have learned. End the lesson with the digital "Brain Power Jeopardy" game to review information learned in these lessons.	1-2
Substance Use Disorder		
6.8 - Substance Use Disorder	This lesson focuses on defining what substance use disorder (SUD) is and how substances mimic the brain's natural dopamine production to an unhealthy level. A simple simulation activity provides students with a hands-on experience that illustrates the	1

	disruption of brain function.	
7.8 - Substance Use Disorder	This lesson reviews the definition of substance use disorder (SUD) and how SUD develops and impacts the brain. Discussion, comic, an animation, and an online quiz game are used to guide the discussion, including understanding risk and protective factors.	1
8.8 - Substance Use Disorder	Discussion, comics, and a lesson animation review what a substance use disorder (SUD) is and introduce the word "stigma". Several collaborative activities support the understanding of stigma and how words matter. A final wrap-up animation, "Level Up", summarizes what students have learned through the grade-level lessons.	1-2

Informational Animations and Videos Lesson Alignment

The following will provide the animation or video title, the lesson they are currently incorporated in, and suggestions for additional lessons where they could be used appropriately.

Animation/Video	Included in Lesson(s) #	Optional/Additional Use
The Emotional Quest	6.2 - Emotions	
The Bracelet Challenge	6.3 - Pressures	
The Unseen Danger: The Chocolate Chip Cookie Effect	6.5 - Medication Safety	
Brain Explorers: Synapse Safeguard	6.7 - My Brain on Substances	
Hormone Harmony at the Science Fair	7.1 - My Body	
Virtual Ventures in Stress at the Tech Expo	7.2 - Emotions	
Stepping Up for Sam	7.4 - Your Health/My Health	
Understanding and Helping with Substance Use Disorder	7.8 - Substance Use Disorder	
PTA in Action	8.3 - Pressures	
My Brain is a Supercomputer	8.6 - My Brain	
Message Disruptors, The Brain Gameshow	8.7 - My Brain on Substances	
The Dopamine Trap	8.8 - Substance Use Disorder	
Level Up	8.8 - Substance Use Disorder	

Note:

There may be additional videos or podcasts that are included in the Resources section of several lessons that can be used as additional educator and parent resources.