

For **CT Health Standard ANOD 1.8.12**, students in **grades 9–12** are not just expected to *list* effects of alcohol, nicotine, and other drug (ANOD) use, but to **analyze how one person’s use creates ripple effects that spread outward**—affecting families, schools, communities, and society as a whole.

Below is a **clear, age-appropriate breakdown of what high school students should know and be able to do** for this standard.

What 9–12 Graders Should Know

ANOD 1.8.12: Ripple Effects of ANOD Use

1. Physical Costs

Students should understand that ANOD use can cause:

- Short-term harm: injuries, accidents, overdose, impaired driving
- Long-term harm: addiction, organ damage (brain, liver, lungs, heart), chronic illness
- Increased risk of death due to overdose or accidents

Ripple effect:

Injuries and illness place strain on families, emergency services, hospitals, and the healthcare system.

2. Emotional & Mental Health Costs

Students should recognize that ANOD use is linked to:

- Anxiety, depression, mood swings
- Increased risk of self-harm or suicide
- Emotional instability affecting decision-making

Ripple effect:

Families and friends experience stress, fear, grief, and emotional trauma. Communities face increased need for mental health services.

3. Social & Relationship Costs

Students should understand how ANOD use can:

- Damage trust with family and peers
- Lead to conflict, isolation, or unhealthy relationships
- Increase risk of violence or unsafe behaviors

Ripple effect:

Families may experience instability. Schools and communities may face increased conflict, safety concerns, and loss of social cohesion.

4. Academic & Career Costs

Students should know that ANOD use can result in:

- Poor grades, absenteeism, and disengagement
- Suspension, expulsion, or dropping out
- Difficulty maintaining jobs or advancing in careers

Ripple effect:

Lower educational attainment affects workforce readiness and economic productivity at the community and state level.

5. Financial Costs

Students should understand both **personal and societal financial impacts**, including:

- Costs of substances themselves
- Medical bills, legal fees, court costs
- Loss of income due to poor job performance or unemployment

Ripple effect:

Taxpayers help fund healthcare, law enforcement, courts, and treatment programs related to substance use.

6. Legal & Community Costs

Students should be aware that ANOD use may lead to:

- Arrests, fines, or criminal records
- Driving under the influence (DUI) charges
- School disciplinary consequences

Ripple effect:

Communities face increased law enforcement and judicial costs, reduced public safety, and long-term social consequences.

7. Intergenerational & Societal Impact

Students should understand that:

- Substance use can affect future family stability
- Children in substance-affected households face higher risks
- Societies with high ANOD use experience greater health inequities

Ripple effect:

The effects extend beyond one generation, impacting public health, education, and economic stability.

What Students Should Be Able to Do (Skills Focus)

By grade 12, students should be able to:

- **Explain** how ANOD use affects more than just the individual
- **Analyze** real-world scenarios showing ripple effects
- **Compare** short-term vs. long-term impacts
- **Connect** personal choices to community and societal outcomes
- **Reflect** on how prevention benefits everyone

Student-Friendly Summary Statement

ANOD use doesn't just affect the person using it. It creates ripple effects that impact families, schools, communities, and society through health problems, emotional strain, financial costs, and reduced safety.

Classroom-Ready Activity Ideas (Optional)

- **Ripple Effect Map:** Students trace impacts from individual → family → school → community → society
- **Case Study Analysis:** Analyze a scenario involving teen substance use and identify costs
- **Compare & Contrast:** Personal costs vs. societal costs of ANOD use
- **Exit Ticket:** “One way ANOD use affects society that surprised me was...”

How to Use This Document

The lessons and materials in this prevention unit are designed to be used together and in order.

Lessons: Each lesson contains movement and breathing breaks, a video explaining each health topic, a review for students to strengthen their understanding, and a slide for parents.

Materials: The materials provided in each lesson are designed to reinforce the main idea of each topic. These materials can be used in a whole class setting, in small groups, or individually.

Parent Post: Each lesson has a Parent Post created to keep grown-ups at home involved in what their student is learning! The posts include key topics and vocabulary that was used.

Connecticut State Standards

Standards: Healthy & Balanced Living Curriculum Framework

Health Education & Physical Education

- ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.
- ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.
- ANOD 1.3.12 Examine the resiliency skills that empower people to remain alcohol- and drug-free.
- ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.
- ANOD 1.5.12 Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss.
- ANOD 1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.
- ANOD 1.7.12 Identify treatments for addiction to ANOD.
- ANOD 1.8.12 Examine the ripple effects (e.g., financial, social, emotional, physical) costs of ANOD's use to the individual and society.

What Are Prescription Stimulants?

Let's start with some a calm down movement break!

What do we know about eating disorders?

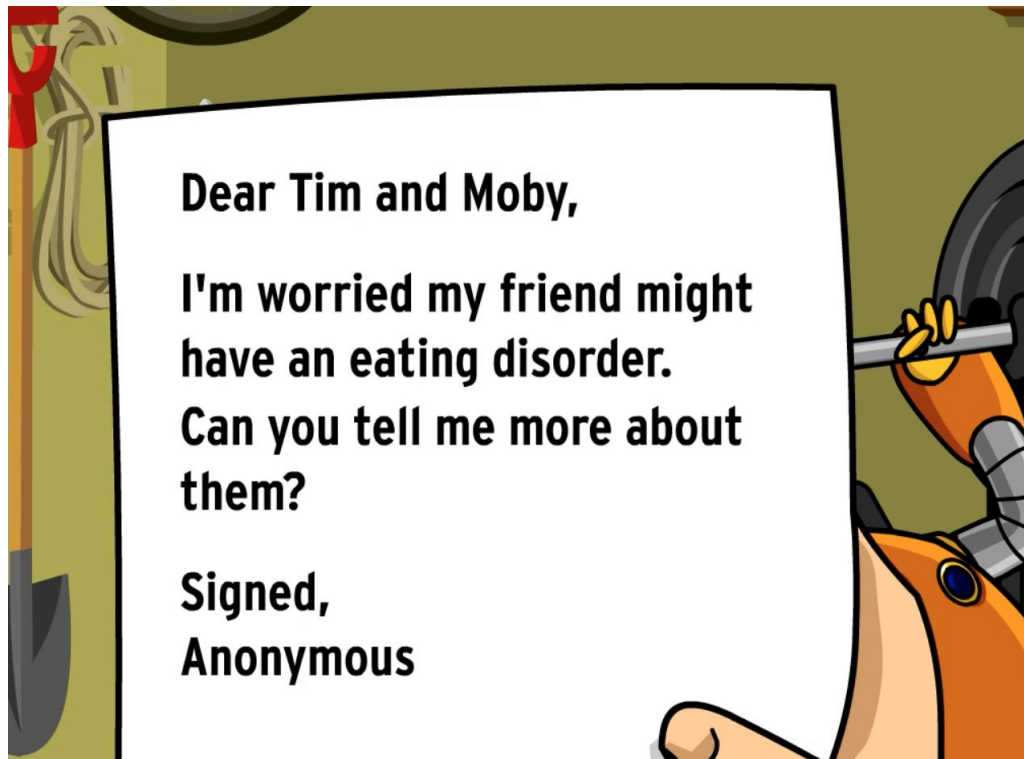
What are eating disorders? Do you know of any types or examples of eating disorder behavior?

What are negative consequences of commenting on people's body types or what they are eating?

-
-
-
-
-

-
-
-
-
-

Eating Disorders are ...



What Are Eating Disorders?

Eating disorder is an unhealthy obsession with food, body image, or body weight. Eating disorders are serious illnesses, not choices or phases. They affect how someone thinks, feels, and eats



shutterstock.com · 2478058359



What Are Eating Disorders?

Anyone can struggle- all genders, body sizes and backgrounds. You cannot tell if someone has an eating disorder just by how they look!



Common Types of Eating Disorders

Anorexia Nervosa	Bulimia Nervosa	Binge Eating Disorder (BED)
A serious illness where a person is very afraid of gaining weight and may eat too little, even when their body needs more food to stay healthy.	A serious illness where a person may eat large amounts of food and then try to get rid of it in unhealthy ways, called purging, because they feel upset or ashamed afterwards.	A serious illness where a person eats large amounts of food in a short amount of time and feels out of control, guilty, or upset afterward, without trying to purge the food.

Warning Signs

It is hard to tell only my symptoms if someone has an eating disorder. Look at people's changes

For example, some changes might be:

- Skipping meals or avoiding eating with others
- Talking a lot about weight, food rules or food "being good or bad"
- Feeling guilty or shame after eating
- Mood changes: irritability, anxiety or withdrawal
- Excessive exercise or fear of rest



Causes & Triggers

It is never someone's fault they have an eating disorder. It is never just one factor that contributes to an eating disorder, some causes and triggers may be:

- Pressure from social media and social media
- Stress, anxiety, or wanting control
- Bullying or teasing about body or food
- Genetics and brain chemistry

Social Media

Social media does not establish realistic expectations!

- Images online are often edited or filtered!
- Trends about “clean eating” or dieting, or body comparison can be harmful!
- Algorithms may push unhealthy content without warning!



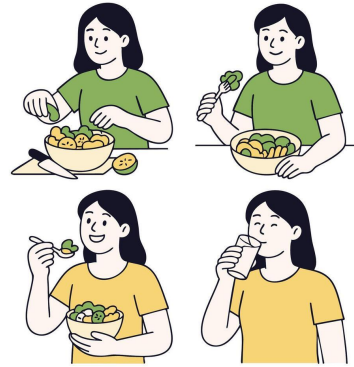
shutterstock.com · 2641409987



Healthy Relationship with Food & Bodies!

Food is fuel! It gives us energy growth and enjoyment.

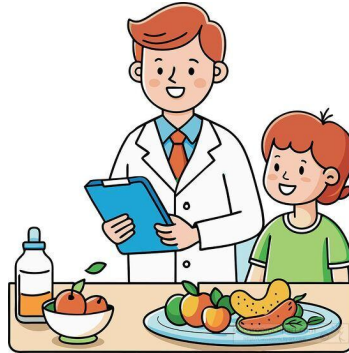
- All bodies grow and change during puberty- this is normal!
- No food is “bad”, balance matters!
- Respect your body’s hunger and fullness cues!



Getting Help

You will not get in trouble for speaking up!
Getting help early makes recovery easier.

- Be kind with each other- do not comment on anyone's weight or eating habits!
- Talk to a trusted adult, like a parent, teacher, counselor, nurse or coach!



Let's Review!

**What are eating disorders?
What are the different types of
eating disorders?**

-
-
-
-
-

**What can you do if you notice
behavioral changes around
food or exercising?**

-
-
-
-
-

Parents!

- Eating disorders are **serious mental health conditions**, not phases or choices, and they can affect children of all body types and genders.
- Middle school is a **high-risk time** due to puberty, stress, social pressure, and social media influences.
- Warning signs include **skipping meals, sudden food rules, frequent body talk, mood changes, secrecy or guilt around eating.**
- If you are concerned, talk calmly with your child and **seek help early** from a pediatrician, school counselor, or mental health professional.
- Early support greatly improves recovery and **family involvement matters!**