Too Good for Drugs Grade 8
2018 Edition

Correlated to Delaware Social Emotional Learning Competencies

Lesson 1 The Architect – *Setting Reachable Goals*

Objectives
Following this lesson, the student will be able to:
- Define goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable personal goal
- Name a personal goal using the goal-setting model
- Recognize and manage potential obstacles that can get in the way of reaching a goal

Competency: Self-Awareness

Benchmark: 1C. Demonstrate an awareness of one's own strengths and opportunities for growth

- Identifies personal strengths and opportunities for growth related to specific activities
- Applies self-reflection techniques to recognize potential, strengths, and growth areas
- Implements a plan to build on strengths or address opportunities for growth

Competency: Self-Management

Benchmark: 2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.

- Sets short-term and long-term goals
- Designs actions plans with timelines for achieving goals
- Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)

Lesson 2 iDecide – *Making Responsible Decisions*

Objectives
Following this lesson, the student will be able to:
- Define decision
- Demonstrate the ability to apply the steps in the Decision-Making Model
- Examine how goals, media, peers, and family influence decisions
- Demonstrate the effect decisions have on accomplishing goals
- Recognize that decisions are made every day
- Differentiate between impulsive behavior and thoughtful decisions
- Predict how decisions have consequences for self and others

Competency: Responsible Decision-Making

Benchmark: 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

- Identifies and applies the steps of systematic decision-making
- Develops decision making strategies for avoiding risky behavior
- Defines how external influences impact decision making
- Analyzes how decision-making skills affect study habits and academic performance

Lesson 3 Calibrating Sensors - *Identifying and Managing Emotions*

Objectives

Following this lesson, the student will be able to:
- Relate managing emotions to success in life
- Demonstrate strategies to manage emotions
- Analyze how emotions and self-awareness influence decision making
- Demonstrate healthy ways to express feelings
- Discern the emotions of others
- Demonstrate ways to communicate care, consideration, and respect of self and others

Competency: Self-Awareness

Benchmark: 1A. Demonstrate an awareness of one's own emotions

- Identifies emotional states that contribute to or detract from ability to problem solve
- Explains the possible outcomes associated with the expression of different emotions
- Recognizes how emotional states affect ability to problem solve

Competency: Self-Management

Benchmark: 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.

- Recognizes and begins to apply the skills necessary to maintain confidence during stress, emotional responses, or changing emotions
- Recognizes the affective behavioral responses to thoughts, emotions, and actions
- Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior

Lesson 4 Press Send - *Effective Communication*

Objectives

Following this lesson, the student will be able to:
- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language affect meaning and understanding
- Differentiate assertive, aggressive, and passive communication styles

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Practices reflective listening
- Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others

Lesson 5 Friend Request – *Bonding & Relationships*

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy relationships
- Recognize the effects of negative peer pressure and peer influence
- Employ strategies to resist negative peer pressure and peer influence
- Recognize the effects of positive peer pressure and peer influence
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

Competency: Relationship Skills

Benchmark: 4B. Develop and maintain positive relationships.

- Distinguishes between helpful and harmful peer pressure
- Is involved in positive activities with their peers
- Develops friendships based on personal values
- Identifies the impact of social media in developing and sustaining positive relationships
- Identifies the difference between safe and risky behaviors in a relationship
- Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure

Lesson 6 Server Not Responding – *Effects of Alcohol Use*

Objectives

Following this lesson, the students will be able to:

- Recognize the role expectations play in decision making
- Discuss the short-term and long-term effects of alcohol use on the teenage brain and body
- Evaluate the effects of alcohol use on reaching goals, decision-making, managing emotions, communication, and relationships
- Predict the consequences of underage alcohol use
- Discuss the benefits of positive health behaviors and their effect on preventing alcohol use

Competency: Self-Awareness

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy

- Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications

Benchmark: 4B. Develop and maintain positive relationships.

- Distinguishes between helpful and harmful peer pressure
- Identifies the difference between safe and risky behaviors in a relationship
- Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure

Competency: Responsible Decision-Making

Benchmark: 5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

- Stands up for other peers when they are teased, insulted, or left out

Benchmark: 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

• Develops decision making strategies for avoiding risky behavior

Lesson 7 The Social Hacker – *Effects of Nicotine Use*

Objectives

Following this lesson, the student will be able to:

• Identify the various forms of tobacco and tobacco-related products
• Identify the short-term, long-term, and social consequences of nicotine use
• Compare the glamorous image and the harmful reality of nicotine use
• Discuss the impact of product placement in media on perceptions and attitudes about nicotine use
• Discuss the stages of addiction and the associated behaviors

Competency: Self-Awareness

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy

• Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

• Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications

Benchmark: 4B. Develop and maintain positive relationships.

• Distinguishes between helpful and harmful peer pressure
• Identifies the difference between safe and risky behaviors in a relationship
• Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure

Competency: Responsible Decision-Making

Benchmark: 5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

• Stands up for other peers when they are teased, insulted, or left out

Benchmark: 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

• Develops decision making strategies for avoiding risky behavior

Lesson 8 The Blunt Truth – *Effects of THC and Marijuana Use*

Objectives

Following this lesson, the student will be able to:

- Examine the misperceptions of marijuana and its use
- Examine the effects of marijuana and THC use on the body, particularly on brain function
- Discuss the impact of marijuana and THC use on reaching goals
- Discuss the psychological addiction aspects of marijuana use

Competency: Self-Awareness

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy

- Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications

Benchmark: 4B. Develop and maintain positive relationships.

- Distinguishes between helpful and harmful peer pressure
- Identifies the difference between safe and risky behaviors in a relationship
- Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure

Competency: Responsible Decision-Making

Benchmark: 5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

- Stands up for other peers when they are teased, insulted, or left out

Benchmark: 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

- Develops decision making strategies for avoiding risky behavior

Lesson 9 Not What the Doctor Ordered – *Street, Prescription, and OTC Drugs*

Objectives

Following this lesson, the students will be able to:

- Discuss the addictive and harmful effects of over-the-counter, prescription, and street drug abuse
- Differentiate the appropriate use and abuse of prescription and over-the-counter drugs
- Discuss the physical, psychological, social, and emotional consequences of abusing drugs
- Identify healthy alternatives to substance use

Competency: Self-Awareness

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy

- Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being

Competency: Responsible Decision-Making

Benchmark: 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.
• Identifies and applies the steps of systematic decision-making
• Develops decision making strategies for avoiding risky behavior
• Defines how external influences impact decision making
• Analyzes how decision-making skills affect study habits and academic performance

Lesson **10** The Operating System – *Understanding Risk and Course Review*

Objectives
Following this lesson, the student will be able to:
• Discuss risk and examine the development of aspects of risk-taking
• Differentiate healthy and unhealthy risks and predict their outcomes
• Practice Goal Setting, Decision Making, Effective Communication, Managing Emotions and Relationship Management Skills
• Recall specific drug information and the effects of drug use on the brain and body
• Identify the benefits of remaining healthy and drug free
• Support and influence friends to remain healthy and drug free

Competency: Self-Awareness

Benchmark: 1A. Demonstrate an awareness of one's own emotions
• Identifies emotional states that contribute to or detract from ability to problem solve
• Explains the possible outcomes associated with the expression of different emotions
• Recognizes how emotional states affect ability to problem solve

Benchmark: 1B. Demonstrate an awareness of personal qualities and interests
• Identifies interaction between personal qualities and interests with academic activities and social opportunities
• Utilizes interest to gain additional experiences toward mastery of a skill or concept
• Evaluates influence of personal qualities and interests on decision making

Competency: Self-Awareness

Benchmark: 1C. Demonstrate an awareness of one's own strengths and opportunities for growth
• Identifies personal strengths and opportunities for growth related to specific activities
• Applies self-reflection techniques to recognize potential, strengths, and growth areas
• Implements a plan to build on strengths or address opportunities for growth

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy
• Plans and develops an action plan to set and achieve short- and long-term goals
• Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being
• Explains the connection between choice, responsibility, and consequences for behaviors

Competency: Self-Management

Benchmark: 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.
• Recognizes and begins to apply the skills necessary to maintain confidence during stress, emotional responses, or changing emotions
• Recognizes the affective behavioral responses to thoughts, emotions, and actions
• Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior

Benchmark: 2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.
- Sets short-term and long-term goals
- Designs actions plans with timelines for achieving goals

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.
- Practices reflective listening
- Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others
- Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications

Benchmark: 4B. Develop and maintain positive relationships.
- Distinguishes between helpful and harmful peer pressure
- Is involved in positive activities with their peers
- Develops friendships based on personal values
- Identifies the impact of social media in developing and sustaining positive relationships
- Identifies the difference between safe and risky behaviors in a relationship
- Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure

Competency: Responsible Decision-Making

Benchmark: 5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
- Stands up for other peers when they are teased, insulted, or left out

Benchmark: 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.
- Identifies and applies the steps of systematic decision-making
- Develops decision making strategies for avoiding risky behavior
- Defines how external influences impact decision making