

Too Good for Drugs High School

2021 Edition

Correlated to Delaware Social Emotional Learning Competencies

Lesson 1 Graduation Day – *Setting Reachable Goal*

Objectives

Following this lesson, the student will be able to:

- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable goal
- Apply knowledge of aptitudes and interests to goal setting
- Recognize and manage obstacles that can interfere with reaching a goal

Competency: Self-Awareness

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

- Demonstrates confidence based on an accurate self-assessment of strengths

Competency: Self-Management

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

- Identifies academic goals and employs self-monitoring strategies
- Demonstrates an understanding of how goal setting supports life-long success
- Sets, monitors, adapts, and evaluates goals to achieve success in school and life
- Identifies outside resources to assist in achieving goals
- Incorporates personal management skills (i.e., time management, organization skills) on a daily basis

Lesson 2 Who's in Charge Here? – *Making Responsible Decisions*

Objectives

Following this lesson, the student will be able to:

- Demonstrate the ability to apply the steps in the Decision-Making Model
- Predict the consequences of decisions on self and others
- Recognize personal responsibility for the outcomes of decisions
- Use decision-making and problem-solving skills to reach a desirable outcome
- Examine the effects of influence on decision-making

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.

- Demonstrates the ability to consider personal factors during the decision-making process
- Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making

Competency: Responsible Decision-Making

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

- Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices
- Considers ethical, safety, and societal factors and consequences when making decisions
- Understands how decision made now can impact short- and long-term goals

Lesson 3 Feelings 101 – *Identifying and Managing Emotions*

Objectives

Following this lesson, the student will be able to:

- Demonstrate strategies to identify and manage emotions
- Discern the emotions of others
- Demonstrate the ability to perspective take in a variety of situations
- Demonstrate ways to communicate care, consideration, and respect for self and others
- Analyze how emotions and self-awareness influence decision making
- Relate managing emotions to success in life

Competency: Self-Awareness

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

- Identifies personal emotions as valid, regardless of how others expect them to feel
- Describes the external event or thought that triggered an emotion
- Recognizes how positive and negative expressions of emotions affect others
- Acknowledges an emotion and determines the appropriate time and place to safely process it
- Understands the effect of self-talk on emotions

Competency: Self-Management

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

- Evaluates how thoughts and emotions affect decision making and responsible behavior
- Recognizes and evaluates how expressing one's emotions might affect or influence others

Lesson 4 Say What You Mean. Mean What You Say. – *Effective Communication*

Objectives

Following this lesson, the student will be able to:

- Demonstrate active listening techniques to build and maintain healthy relationships
- Recognize the role of verbal and nonverbal communication in conveying meaning and understanding
- Differentiate assertive, passive, and aggressive communication styles
- Demonstrate assertive communication techniques
- Use effective communication skills in asking for help and advocating needs
- Apply effective communication skills to collaborative efforts

Competency: Social Awareness

Benchmark: 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Considers the feelings of others
- Identifies verbal, environmental, or situational cues that demonstrate how others feel

Competency: Relationship Skills

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

- Uses assertive communication to have needs met without negatively impacting others

Benchmark: 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

- Uses listening and speaking skills to help prevent and resolve conflicts to build and maintain healthy relationships

Lesson 5 The Ties that Bind – *Bonding and Relationships*

Objectives

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy relationships
- Develop social-awareness and interpersonal skills to maintain positive relationships
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group
- Manage one's emotions in relationships to positively influence and inspire others

Competency: Relationship Skills

Benchmark: 4B. Develop and maintain positive relationships.

- Practices strategies for maintaining positive relationships with peers and others such as:
 - ☐ pursuing shared interests and activities
 - ☐ spending time together
 - ☐ giving and receiving help
 - ☐ practicing forgiveness

Lesson 6 Wasted Time – *Effects of Alcohol Use on the Brain and Body*

Objectives

Following this lesson, the students will be able to:

- Recognize and evaluate the influence of expectations on the decision to consume alcohol
- Identify the physical, mental, social, emotional, and legal implications of underage consumption of alcohol
- Discuss the short and long-term effects of alcohol use on the development of the teenage brain and body
- Discuss the negative effect of underage drinking on achieving goals
- Demonstrate peer-refusal skills in situations involving alcohol

Competency: Self-Awareness

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

- Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
- Describes how taking personal responsibility is linked to being accountable for behavior
- Demonstrates an ability to take responsibility for one's choices

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.

- Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making

Competency: Responsible Decision-Making

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

- Considers ethical, safety, and societal factors and consequences when making decisions
- Understands how decision made now can impact short- and long-term goals

Lesson 7 Vaporware – *Effects of Nicotine Use on the Brain and Body*

Objectives

Following this lesson, the student will be able to:

- Identify the various forms of nicotine products
- Define tolerance, addiction, and withdrawal
- Discuss the stages of addiction and the associated behaviors of each stage
- Identify the short-term, long-term, and social consequences of tobacco use
- Apply peer-refusal skills to situations involving nicotine

Competency: Self-Awareness

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

- Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
- Describes how taking personal responsibility is linked to being accountable for behavior
- Demonstrates an ability to take responsibility for one's choices

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.

- Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making

Competency: Responsible Decision-Making

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

- Considers ethical, safety, and societal factors and consequences when making decisions
- Understands how decision made now can impact short- and long-term goals

Lesson 8 Truth or Consequences – *Effects of THC and Marijuana Use on the Brain and Body*

Objectives

Following this lesson, the student will be able to:

- Discuss the physical, mental, social, and emotional consequences of marijuana use
- Discuss the misperceptions of marijuana and its use
- Examine the effects of marijuana on the body, particularly on brain function
- Evaluate the impact of marijuana impairment on goals, activities, and occupations
- Discuss the psychological addiction aspects of marijuana use

Competency: Self-Awareness

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

- Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
- Describes how taking personal responsibility is linked to being accountable for behavior
- Demonstrates an ability to take responsibility for one's choices

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.

- Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making

Competency: Responsible Decision-Making

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

- Considers ethical, safety, and societal factors and consequences when making decisions
- Understands how decision made now can impact short- and long-term goals

Lesson 9 The Evidence Speaks for Itself – *Prescription, OTC, and Street Drugs*

Objectives

Following this lesson, the students will be able to:

- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Compare the harmful effects of abusing prescription and OTC drugs to those of street drugs
- Discuss the addictive and harmful effects of over-the-counter, prescription, street drug abuse
- Discuss the physical, psychological, social, and emotional consequences of prescription and OTC drug abuse
- Differentiate appropriate use and abuse of prescription, over-the-counter, and street drugs

Competency: Self-Awareness

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

- Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
- Describes how taking personal responsibility is linked to being accountable for behavior
- Demonstrates an ability to take responsibility for one's choices

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.

- Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making

Competency: Responsible Decision-Making

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

- Considers ethical, safety, and societal factors and consequences when making decisions
- Understands how decision made now can impact short- and long-term goals

Lesson 10 Consider the Alternative – *Alternatives to Substance Use and Course Review*

Objectives

Following this lesson, the student will be able to:

- Discuss the reasons why some teenagers choose to use drugs
- Identify healthy alternatives to drug use
- Discuss solutions for a friend with an alcohol or other drug problem
- Access school and community resources for help with alcohol or other drug problems
- Recall and practice skills and concepts learned in the course

Competency: Self-Awareness

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

- Identifies personal emotions as valid, regardless of how others expect them to feel

- Describes the external event or thought that triggered an emotion
- Recognizes how positive and negative expressions of emotions affect others
- Acknowledges an emotion and determines the appropriate time and place to safely process it
- Understands the effect of self-talk on emotions

Competency: Self-Awareness

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

- Demonstrates confidence based on an accurate self-assessment of strengths

Competency: Self-Awareness

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

- Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
- Describes how taking personal responsibility is linked to being accountable for behavior
- Demonstrates an ability to take responsibility for one's choices

Competency: Self-Management

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

- Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism
- Evaluates how thoughts and emotions affect decision making and responsible behavior
- Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors
- Recognizes and evaluates how expressing one's emotions might affect or influence others
- Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress

Competency: Self-Management

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

- Identifies academic goals and employs self-monitoring strategies
- Demonstrates an understanding of how goal setting supports life-long success
- Sets, monitors, adapts, and evaluates goals to achieve success in school and life
- Identifies outside resources to assist in achieving goals
- Incorporates personal management skills (i.e., time management, organization skills) on a daily basis

Competency: Social Awareness

Benchmark: 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Considers the feelings of others
- Identifies verbal, environmental, or situational cues that demonstrate how others feel
- Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)

Competency: Relationship Skills

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

- Uses assertive communication to have needs met without negatively impacting others

Competency: Relationship Skills

Benchmark: 4B. Develop and maintain positive relationships.

- Practices strategies for maintaining positive relationships with peers and others such as:
 - ☐ pursuing shared interests and activities
 - ☐ spending time together
 - ☐ giving and receiving help

- practicing forgiveness

Competency: Relationship Skills

Benchmark: 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

- Uses listening and speaking skills to help prevent and resolve conflicts to build and maintain healthy relationships

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.

- Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making

Competency: Responsible Decision-Making

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

- Considers ethical, safety, and societal factors and consequences when making decisions
- Understands how decision made now can impact short- and long-term goals