Too Good for Drugs
Grade 8

Correlated to American School Counselors Association Mindset and Behaviors for Student Success Standards

Lesson 8.1 *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

Category 2: Behavior Standards
Learning Strategies
B-LS 7.   Identify long- and short-term academic, career and social/emotional goals

Self-Management Skills
B-SMS 5.   Demonstrate perseverance to achieve long- and short-term goals

Lesson 8.2 *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

Category 2: Behavior Standards
Learning Strategies
B-LS 1.   Demonstrate critical-thinking skills to make informed decisions
B-LS 9.   Gather evidence and consider multiple perspectives to make informed decisions

Lesson 8.3 *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

Category 1: Mindset Standards
M 1.   Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 3.   Sense of belonging in the school environment
M 6.   Positive attitude toward work and learning

Category 2: Behavior Standards
Social Skills
B-SS 2.   Create positive and supportive relationships with other students
B-SS 3.   Create relationships with adults that support success
B-SS 5.   Demonstrate ethical decision-making and social responsibility
B-SS 6.   Use effective collaboration and cooperation skills

Lesson 8.4 *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

Category 1: Mindset Standards
M 1.   Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards
Social Skills
B-SS 1.   Use effective oral and written communication skills and listening skills
B-SS 8.   Demonstrate advocacy skills and ability to assert self, when necessary

Lesson 8.5 *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

Category 1: Mindset Standards
M 3.   Sense of belonging in the school environment

Category 2: Behavior Standards
Learning Strategies
B-LS 10. Participate in enrichment and extracurricular activities

Social Skills
B-SS 1.   Use effective oral and written communication skills and listening skills
B-SS 2.   Create positive and supportive relationships with other students
B-SS 3.   Create relationships with adults that support success
B-SS 7.   Use leadership and teamwork skills to work effectively in diverse teams

Lesson 8.6 *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

Category 1: Mindset Standards

M 1.   Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards

Learning Strategies

B-LS 1.   Demonstrate critical-thinking skills to make informed decisions

B-LS 9.   Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 5.   Demonstrate perseverance to achieve long- and short-term goals

B-SMS 9.   Demonstrate personal safety

Social Skills

B-SS 8.   Demonstrate advocacy skills and ability to assert self, when necessary

Lesson 8.7 *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

Category 1: Mindset Standards

M 1.   Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards

Learning Strategies

B-LS 1.   Demonstrate critical-thinking skills to make informed decisions

B-LS 9.   Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 5.   Demonstrate perseverance to achieve long- and short-term goals

B-SMS 9.   Demonstrate personal safety

Social Skills

B-SS 8.   Demonstrate advocacy skills and ability to assert self, when necessary

Lesson 8.8 *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

Category 1: Mindset Standards

M 1.   Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards
Learning Strategies

B-LS 1.   Demonstrate critical-thinking skills to make informed decisions

B-LS 9.   Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 5.   Demonstrate perseverance to achieve long- and short-term goals

B-SMS 9.   Demonstrate personal safety

Social Skills

B-SS 8.   Demonstrate advocacy skills and ability to assert self, when necessary

Lesson 8.9 *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

Category 1: Mindset Standards

M 1.   Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards
Learning Strategies

B-LS 1.   Demonstrate critical-thinking skills to make informed decisions

B-LS 9.   Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 5.   Demonstrate perseverance to achieve long- and short-term goals

B-SMS 9.   Demonstrate personal safety

Social Skills

B-SS 8.   Demonstrate advocacy skills and ability to assert self, when necessary

Lesson 8.10 *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

Category 1: Mindset Standards

M 1.   Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 3.   Sense of belonging in the school environment

M 6.   Positive attitude toward work and learning

Category 2: Behavior Standards

Learning Strategies

B-LS 1.   Demonstrate critical-thinking skills to make informed decisions

B-LS 9.   Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 5.   Demonstrate perseverance to achieve long- and short-term goals

B-SMS 9.   Demonstrate personal safety

Social Skills

B-SS 2.   Create positive and supportive relationships with other students

B-SS 3.   Create relationships with adults that support success

B-SS 5.   Demonstrate ethical decision-making and social responsibility

B-SS 6.   Use effective collaboration and cooperation skills

B-SS 8.   Demonstrate advocacy skills and ability to assert self, when necessary