Too Good for Drugs
Grade High School

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

Lesson HS.1 Graduation Day – Goal Setting
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

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 HS.2 Who’s in Charge Here? – Decision Making
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

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 HS.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

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 10. Participate in enrichment and extracurricular activities
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 HS.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

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 HS.5 The Ties That Bind – Bonding & 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

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 HS.6 *Time Wasted* – Effects of Alcohol Use

**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

**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 HS.7 *Vaporware* – Effects of Nicotine 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

**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 HS.8 Truth or Consequences? – Effects of Marijuana Use

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

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 HS.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

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 HS.10 *Consider the Alternative* – Alternatives to Substance Use/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

**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