

Too Good for Drugs

Grade 7

Correlated with Louisiana Health Education Content Standards

Lesson 7.1 *Set to Win* – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working toward a goal

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.

Lesson 7.2 *The Decision is Yours* – Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

- Identify and apply four steps in the decision-making model
- Define consequences and differentiate positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.

5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices

Lesson 7.3 *Understanding Me* - Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Identify and manage the emotions of others

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health.

1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.

Lesson 7.4 *Say It with Style* - Effective Communication

Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of effective communication, both verbal and nonverbal
- Recognize how tone of voice, facial expressions, and body language affect meaning
- Demonstrate assertive speaking and active listening techniques

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.

GLEs:

4-M-1.1 Use effective listening techniques when communicating with others (active listening).

4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.

4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Benchmark 8-M-1: Analyze various communication methods to accurately express health ideas and opinions for oneself or others.

Lesson 7.5 *The Right Connection* – Bonding & Relationships

Objectives

Following this lesson, the student will be able to:

- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer-pressure refusal strategies and the peer-pressure situations to which they apply

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.

2-M-1.2 Analyze how the community can affect personal health practices and behaviors

Benchmark 2-M-3: Explain the influence of personal values and beliefs on individual health practices and behaviors.

GLEs:

2-M-3.1 Identify the difference between external and internal influences.

2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).

2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-3: Demonstrate effective conflict management or resolution strategies.

GLEs:

4-M-3.1 Compare and contrast the steps for conflict resolution/negotiation.

4-M-3.2 Demonstrate skills to effectively resist pressure from peers to engage in unhealthy behaviors.

Lesson 7.6 *Addiction Notice* – Understanding Addiction

Objectives

Following this lesson, the students will be able to:

- Define and differentiate addiction and chemical dependency
- Discuss the stages of addiction
- Compare the stages of addiction and the associated behaviors
- Define tolerance and withdrawal and identify withdrawal symptoms
- Identify several reasons some teenagers consider drug use and list alternative solutions

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLEs:

1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).

1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.

2-M-1.2 Analyze how the community can affect personal health practices and behaviors.

Benchmark 2-M-3: Explain the influence of personal values and beliefs on individual health practices and behaviors.

GLEs:

2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).

Lesson 7.7 *A Toxic Waste* – Effects of Nicotine Use

Objectives

Following this lesson, the student will be able to:

- Identify the various types of tobacco and nicotine products
- Identify the chemical makeup of tobacco products
- Analyze the social consequences of nicotine use
- Describe the harmful short-term and long-term effects of nicotine use, including secondhand smoke, on the body

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLEs:

1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).

1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.

5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).

Lesson 7.8 *Al K. Hol* – Effects of Alcohol Use

Objectives

Following this lesson, the student will be able to:

- Describe the harmful short-term effects of underage alcohol use
- Identify possible sources for the false expectations people have about alcohol
- Define media literacy and discuss its potential influence on teen behavior
- Differentiate the common misperception of alcohol as an energizing party drink and its actual effects as a depressant

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLEs:

1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).

1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.

2-M-1.2 Analyze how the community can affect personal health practices and behaviors.

Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.

GLEs:

2-M-2.1 Assess ways in which various media influence buying decisions (e.g., health products, medicines, food).

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.

5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).

Lesson 7.9 *The Real Deal* – Effects of THC and Marijuana Use

Objectives

Following this lesson, the students will be able to:

- Differentiate accurate and inaccurate sources of information about drugs
- Differentiate myth and reality regarding marijuana
- Identify the effects of marijuana on the body, particularly on brain function
- Describe the impact of marijuana use on reaching goals
- Describe the impact of marijuana use on everyday activities

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLEs:

1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).

1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.

5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).

Lesson 7.10 *A Drug is a Drug* – Street, Prescription, and OTC Drugs & Course Review

Objectives

Following this lesson, the student will be able to:

- Identify the harmful effects of over-the-counter and prescription drug abuse on the human brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs
- Demonstrate a knowledge of the facts regarding nicotine, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLEs:

1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).

1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.

2-M-1.2 Analyze how the community can affect personal health practices and behaviors.

Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.

GLEs:

2-M-2.1 Assess ways in which various media influence buying decisions (e.g., health products, medicines, food).

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Benchmark 3-M-1: Utilize resources at home, school and community to access valid health information and services.

GLEs:

3-M-1.1 Explore validity, cost and safety of health products and services (e.g., diet pills, tanning beds, energy drinks, generic drugs).

3-M-1.2 Describe situations that may require professional health services.

3-M-1.3 Engage trusted adults at home, school and community in health issues.

3-M-1.4 Identify credible health-related websites.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.

5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).