

Too Good for Drugs

Grade 8

Correlated with Louisiana Health Education Content 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

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.

GLE:

6- M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.

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

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

Benchmark 5-M-1: Discuss how emotional health affects decision-making.

GLEs:

5- M-1.2 Demonstrate how to overcome barriers that can hinder healthy decision-making.

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

GLEs:

5- M-2.1 Analyze the positive and negative consequences of a health-related decision.

5- M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices (e.g., abstinence, sexual risk behaviors, alcohol and tobacco use, exercise and healthy eating).

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

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

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4- M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

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

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

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4- M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

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

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

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

GLEs:

1- M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

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 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.

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 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).

4- M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4- M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

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

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

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

GLEs:

1- M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

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 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.

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 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).

4- M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4- M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

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 Analyze the positive and negative consequences of a health-related decision.

5- M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices (e.g., abstinence, sexual risk behaviors, alcohol and tobacco use, exercise and healthy eating).

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.

GLE:

6- M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.

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

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

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

GLEs:

1- M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

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 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.

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 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).

4- M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4- M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

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 Analyze the positive and negative consequences of a health-related decision.

5- M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices (e.g., abstinence, sexual risk behaviors, alcohol and tobacco use, exercise and healthy eating).

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.

GLE:

6- M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.

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

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

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

GLEs:

1- M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

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 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.

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 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).

4- M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4- M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

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 Analyze the positive and negative consequences of a health-related decision.

5- M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices (e.g., abstinence, sexual risk behaviors, alcohol and tobacco use, exercise and healthy eating).

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.

GLE:

6- M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.

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

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

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

GLEs:

1- M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

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 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.

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 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).

4- M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4- M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

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 Analyze the positive and negative consequences of a health-related decision.

5- M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices (e.g., abstinence, sexual risk behaviors, alcohol and tobacco use, exercise and healthy eating).

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.

GLE:

6- M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.

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

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

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

GLEs:

1- M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

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 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.

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 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).

4- M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

4- M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

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 Analyze the positive and negative consequences of a health-related decision.

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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.

GLE:

6- M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.