

Too Good for Drugs

Grade 7

Correlated with North Dakota Health Education Content Standards 2018

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 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6.8.3 Apply strategies and skills needed to attain a personal health goal.

6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.8.1 Identify circumstances that can help or hinder healthy decision making.

5.8.2 Apply the decision-making process in health-related situations.

5.8.3 Distinguish when individual or collaborative decision making is appropriate.

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7 Analyze the outcomes of a health-related decision.

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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

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

2.8.3 Describe how peers influence health behaviors.

2.8.5 Analyze how messages from media and technology influence health behaviors.

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

4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance 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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

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

4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.

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

2.8.3 Describe how peers influence health behaviors.

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

4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal skills to avoid or reduce health risks.

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 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3 Describe how peers influence health behaviors.

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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

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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

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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

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