

# Too Good for Drugs

## Grade 7

Correlated with National Health Education Standards

As of March 2019 Nebraska does not have State Health Education 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 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.8.1 Assess personal health practices.
- 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: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a 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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

## **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.**

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

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

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

2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

## **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.**

1.8.1 Analyze the relationship between healthy behaviors and personal health.

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

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 7.7 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.**

1.8.1 Analyze the relationship between healthy behaviors and personal health.

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

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

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

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

5.8.5 Predict the potential short-term impact of each alternative on self and others.

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

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

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 7.8 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.**

1.8.1 Analyze the relationship between healthy behaviors and personal health.

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

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

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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

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

1.8.1 Analyze the relationship between healthy behaviors and personal health.

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

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

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

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 7.10 *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.**

1.8.1 Analyze the relationship between healthy behaviors and personal health.

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

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health

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

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

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.3 Distinguish when individual or collaborative decision making is appropriate.

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

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