

Too Good for Drugs

Grade 7

Correlated to New Mexico 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

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. set and apply strategies to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:

1. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.); and
2. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change.

5-8 Benchmark 6: develop a plan that addresses personal strengths, needs and health risks:

1. identify personal strengths, needs and health risks; and
2. develop a personal wellness plan that addresses a personal health need and goal.

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

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:

1. describe and demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. analyze the difference between making an individual decision or one in consultation with others.

5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:

1. analyze why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.);
2. analyze how impulsive actions related to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections, taking drugs can lead to addictive behavior, etc.) and

3. analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.

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

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. analyze and demonstrate how to express feelings in a positive way; and
3. analyze and demonstrate how to respond appropriately to other people's needs, wants and feelings.

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

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication;
2. role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 2: describe how the behavior of family and peers affects interpersonal communication:

1. describe how cultural diversity influences verbal and non-verbal communication;
2. describe factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peer and affect interpersonal communication
3. analyze how values are formed

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. analyze and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

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

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

1. analyze and demonstrate communication skills as a tool to enhance relationships

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making

5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:

1. describe and analyze the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.); and
3. analyze how personal daily choices can affect future health status.

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

5-8 Benchmark 1: analyze the availability and validity of health information, products and services:

1. identify and evaluate products that claim to have a positive impact on health or wellness; and
2. research information to obtain accurate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.); and
3. analyze how personal daily choices can affect future health status.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.

5-8 Benchmark 3: identify barriers to effective communication of information, ideas, feelings and opinions about health issues:

1. analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and describe ways to overcome those barriers.

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. analyze threatening situations and reduction strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.)
3. analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e., riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.); and
3. analyze how personal daily choices can affect future health status.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.

5-8 Benchmark 3: identify barriers to effective communication of information, ideas, feelings and opinions about health issues:

1. analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and describe ways to overcome those barriers.

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. analyze threatening situations and reduction strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.)
3. analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e., riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.)

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. analyze threatening situations and reduction strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.)
3. analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e., riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.

5-8 Benchmark 3: identify barriers to effective communication of information, ideas, feelings and opinions about health issues:

1. analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and describe ways to overcome those barriers.

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.); and
3. analyze how personal daily choices can affect future health status.

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

5-8 Benchmark 1: analyze the availability and validity of health information, products and services:

1. identify and evaluate products that claim to have a positive impact on health or wellness; and
2. research information to obtain accurate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. analyze threatening situations and reduction strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.);
3. analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e., riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication
2. role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 2: describe how the behavior of family and peers affects interpersonal communication:

1. describe how cultural diversity influences verbal and non-verbal communication;
2. describe factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers and affect interpersonal communication
3. analyze how values are formed

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. analyze and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. set and apply strategies to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:

1. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.)
2. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change.

5-8 Benchmark 6: develop a plan that addresses personal strengths, needs and health risks:

1. identify personal strengths, needs and health risks; and
2. develop a personal wellness plan that addresses a personal health need and goal.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.

5-8 Benchmark 3: identify barriers to effective communication of information, ideas, feelings and opinions about health issues:

1. analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and describe ways to overcome those barriers.