

Too Good for Drugs

Grade 8

Correlated to New Mexico Health Education 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

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 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

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 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

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 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

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.

5-8 Benchmark 6: demonstrate refusal and negotiation skills to enhance health:

1. analyze aggressive, passive and assertive ways to respond to conflict

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

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 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

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 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

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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
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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 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

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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.)

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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 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

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.)

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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
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 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

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.)

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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 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.

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.