

# Too Good for Drugs

## Grade 8

Correlated to Ohio's K-12 Social Emotional Learning 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

#### Competency A: Self-Awareness

##### A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges

1c. Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals

#### Competency B: Self-Management

##### B2: Set, monitor, adapt and evaluate goals to achieve success in school and life

- 1c. Recognize the importance of short and long-term goals for success in school and life
- 2c. Identify school, family and community resources that may assist in achieving a goal
- 3c. Set a short-term school or life goal with action steps to achieve success
- 4c. Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed

##### B3: Persevere through challenges and setbacks in school and life

- 1c. Utilize strategies for persevering through challenges and setbacks
- 2c. Reframe a challenge or setback into an opportunity, with assistance

### 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

#### Competency E: Responsible Decision-Making

##### E1: Develop, implement, and model effective decision and critical thinking skills

1c. Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective

##### E2: Identify potential outcomes to help make constructive decisions

- 1c. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- 3c. Utilize knowledge of outcomes to inform future decisions

## **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

### **Competency A: *Self-Awareness***

#### **A1: *Demonstrate an awareness of personal emotions***

1c. Identify, recognize and name personal complex emotions

3c. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers

### **Competency C: Social Awareness**

#### **C1: Recognize, identify and empathize with the feelings and perspective of others**

1c. Determine if verbal and nonverbal cues correspond to the feelings expressed by others

3c. Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective

## **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

### **Competency C: Social Awareness**

#### **C1: Recognize, identify and empathize with the feelings and perspective of others**

1c. Determine if verbal and nonverbal cues correspond to the feelings expressed by others

3c. Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective

#### **C4: Read social cues and respond constructively**

2c. Recognize that social cues are based on rules and expectations and can change based upon context

### **Competency D: Relationship Skills**

#### **D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups**

1c. Demonstrate the ability to actively listen and understand multiple perspectives

## **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

### **Competency D: Relationship Skills**

#### **D2: Develop and maintain positive relationships**

- 1c. Participate in a healthy network of personal and school relationships
- 3c. Utilize strategies to manage social pressures

## **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

### **Competency D: Relationship Skills**

#### **D2: Develop and maintain positive relationships**

- 3c. Utilize strategies to manage social pressures

### **Competency E: Responsible Decision-Making**

#### **E2: Identify potential outcomes to help make constructive decisions**

- 1c. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- 3c. Utilize knowledge of outcomes to inform future decisions

#### **E3: Consider the ethical and civic impact of decisions**

- 2c. Demonstrate safe practices to guide actions for self and toward others

## **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

### **Competency D: Relationship Skills**

#### **D2: Develop and maintain positive relationships**

3c. Utilize strategies to manage social pressures

### **Competency E: Responsible Decision-Making**

#### **E2: Identify potential outcomes to help make constructive decisions**

- 1c. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- 3c. Utilize knowledge of outcomes to inform future decisions

#### **E3: Consider the ethical and civic impact of decisions**

- 2c. Demonstrate safe practices to guide actions for self and toward others

## **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

### **Competency D: Relationship Skills**

#### **D2: Develop and maintain positive relationships**

- 3c. Utilize strategies to manage social pressures

### **Competency E: Responsible Decision-Making**

#### **E2: Identify potential outcomes to help make constructive decisions**

- 1c. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- 3c. Utilize knowledge of outcomes to inform future decisions

#### **E3: Consider the ethical and civic impact of decisions**

- 2c. Demonstrate safe practices to guide actions for self and toward others

## **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

### **Competency D: Relationship Skills**

#### **D2: Develop and maintain positive relationships**

- 3c. Utilize strategies to manage social pressures

### **Competency E: Responsible Decision-Making**

#### **E2: Identify potential outcomes to help make constructive decisions**

- 1c. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- 3c. Utilize knowledge of outcomes to inform future decisions

### **E3: Consider the ethical and civic impact of decisions**

- 2c. Demonstrate safe practices to guide actions for self and toward others

## **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

### ***Competency A: Self-Awareness***

#### ***A1: Demonstrate an awareness of personal emotions***

- 1c. Identify, recognize and name personal complex emotions
- 3c. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers

#### ***A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges***

- 1c. Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals

### ***Competency B: Self-Management***

#### ***B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development***

- 1c. Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response
- 2c. Analyze positive and negative consequences of expressing emotions in different settings
- 3c. Apply productive self- monitoring strategies to reframe thoughts and behaviors

#### ***B2: Set, monitor, adapt and evaluate goals to achieve success in school and life***

- 1c. Recognize the importance of short and long-term goals for success in school and life
- 2c. Identify school, family and community resources that may assist in achieving a goal
- 3c. Set a short-term school or life goal with action steps to achieve success
- 4c. Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed

#### ***B3: Persevere through challenges and setbacks in school and life***

- 1c. Utilize strategies for persevering through challenges and setbacks
- 2c. Reframe a challenge or setback into an opportunity, with assistance

### ***Competency C: Social Awareness***

#### ***C1: Recognize, identify and empathize with the feelings and perspective of others***

- 1c. Determine if verbal and nonverbal cues correspond to the feelings expressed by others
- 3c. Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective

## **Competency D: Relationship Skills**

### **D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups**

- 1c. Demonstrate the ability to actively listen and understand multiple perspectives
- 2c. Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others

### **D2: Develop and maintain positive relationships**

- 1c. Participate in a healthy network of personal and school relationships
- 3c. Utilize strategies to manage social pressures

## **Competency E: Responsible Decision-Making**

### **E1: Develop, implement, and model effective decision and critical thinking skills**

- 1c. Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective

### **E2: Identify potential outcomes to help make constructive decisions**

- 1c. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- 3c. Utilize knowledge of outcomes to inform future decisions

### **E3: Consider the ethical and civic impact of decisions**

- 2c. Demonstrate safe practices to guide actions for self and toward others