

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with Arkansas Physical Education and Health Curriculum Framework, Revised 2011

### Lesson 1: *Set to Win* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the criteria for naming a personal goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working towards a goal

#### Standard 11: Personal Health and Safety:

HW.11.7.3

Discuss the benefits of safe behavior and the consequences of risky behavior (e.g., seatbelts, sexual activity, teen pregnancy, drugs, alcohol, types of abuse, dietary supplements)

### Lesson 2: *The Decision is Yours* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the four steps in the decision-making model
- Define consequences and differentiate between positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

#### Standard 11: Personal Health and Safety:

HW.11.7.3

Discuss the benefits of safe behavior and the consequences of risky behavior (e.g., seatbelts, sexual activity, teen pregnancy, drugs, alcohol, types of abuse, dietary supplements)

### Lesson 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
- Demonstrate healthy strategies to manage emotions and stress
- Identify and manage the emotions of others

#### Standard 9: Healthy Life Skills and Relationships:

HW.9.7.2

Develop solution skills for conflict: avoidance, resolutions, confrontation

### **Standard 11: Personal Health and Safety:**

HW.11.7.1

Examine skills necessary to manage mental and emotional health: defense mechanisms, self-talk, coping skills, stress management

## **Lesson 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 non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Demonstrate assertive speaking and active listening techniques

### **Standard 9: Healthy Life Skills and Relationships:**

HW.9.7.2

Develop solution skills for conflict: avoidance, resolutions, confrontation

### **Standard 11: Personal Health and Safety:**

HW.11.7.1

Examine skills necessary to manage mental and emotional health: defense mechanisms, self-talk, coping skills, stress management

## **Lesson 5: *The Right Connection* – Bonding and 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 9: Healthy Life Skills and Relationships:**

HW.9.7.2

Develop solution skills for conflict: avoidance, resolutions, confrontation

HW.9.7.3

Model refusal skills that may be used when pressured to exhibit inappropriate behavior (e.g., role-play, skits, written scenarios)

## **Lesson 6: *Addiction Notice* - Addiction**

### **Objectives**

Following this lesson, the student 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: Disease Prevention:**

#### HW.7.7.1

Identify ways individuals can reduce risk factors related to communicable and chronic diseases (e.g., hand-washing protocols, healthy eating, maintain healthy weight, regular exercise)

#### HW.7.7.2

Demonstrate ways individuals can reduce risk factors related to disease (e.g., hand washing, regular exercise, proper nutrition, applying sunscreen, wearing a hat)

### **Standard 10: Alcohol, Tobacco, and Other Drugs:**

#### HW.10.7.8

Discuss legal boundaries involved with the use and abuse of each drug category

#### HW.10.7.9

Analyze the legal and social consequences of repetitive illicit drug offenses

#### HW.10.7.10

Discuss the different prevention strategies used to avoid addictive substances

#### HW.10.7.11

Identify family, peer, legal, and cultural influences in avoiding the use of all addictive substances

## **Lesson 7: *A Toxic Waste* - Tobacco**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
- Identify the chemical makeup of tobacco products
- Analyze the social consequences of smoking
- Describe the harmful short-term and long-term effects of tobacco use, including second-hand smoke, on the body

### **Standard 9: Healthy Life Skills and Relationships:**

#### HW.9.7.3

Model refusal skills that may be used when pressured to exhibit inappropriate behavior (e.g., role-play, skits, written scenarios)

## **Standard 10: Alcohol, Tobacco, and Other Drugs:**

HW.10.7.2

Chart the damage to different body systems caused by long term tobacco use

HW.10.7.3

Identify the legal issues and consequences of under-age use, possession, and purchase of tobacco products

HW.10.7.4

Analyze how messages from media sources influence tobacco use

## **Lesson 8: *Al K Hol* - Alcohol**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the harmful short-term effects of under-age 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 misperceptions of alcohol as an energizing party drink and its actual effects as a depressant

## **Standard 9: Healthy Life Skills and Relationships:**

HW.9.7.3

Model refusal skills that may be used when pressured to exhibit inappropriate behavior (e.g., role-play, skits, written scenarios)

## **Standard 10: Alcohol, Tobacco, and Other Drugs:**

HW.10.7.5

Explain diseases caused by alcohol abuse: alcoholism, cirrhosis of liver, fetal alcohol syndrome (FAS)

HW.10.7.6

Identify the legal issues and discuss the consequences of alcohol use and/or possession: under age, blood alcohol concentration (BAC), driving under the influence (DUI)

HW.10.7.8

Discuss legal boundaries involved with the use and abuse of each drug category

HW.10.7.9

Analyze the legal and social consequences of repetitive illicit drug offenses

HW.10.7.10

Discuss the different prevention strategies used to avoid addictive substances

## **Lesson 9: *The Real Deal* – Marijuana**

### **Objectives**

Following this lesson, the student 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 9: Healthy Life Skills and Relationships:**

HW.9.7.3

Model refusal skills that may be used when pressured to exhibit inappropriate behavior (e.g., role-play, skits, written scenarios)

### **Standard 10: Alcohol, Tobacco, and Other Drugs:**

HW.10.7.7

Identify the physical, emotional, and social effects of the following drugs: prescription drugs, crystal methamphetamine, “date-rape drug”, performance enhancing drugs, marijuana, over-the-counter drugs, other dangerous drugs

HW.10.7.8

Discuss legal boundaries involved with the use and abuse of each drug category

HW.10.7.9

Analyze the legal and social consequences of repetitive illicit drug offenses

HW.10.7.10

Discuss the different prevention strategies used to avoid addictive substances

HW.10.7.11

Identify family, peer, legal, and cultural influences in avoiding the use of all addictive substances

## **Lesson 10: A Drug is a Drug – Street, Prescription, and OTC Drugs**

### **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 facts regarding tobacco, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

### **Standard 10: Alcohol, Tobacco, and Other Drugs:**

HW.10.7.1

Predict how misuse of medication could lead to dependency

HW.10.7.2

Chart the damage to different body systems caused by long term tobacco use

HW.10.7.3

Identify the legal issues and consequences of under-age use, possession, and purchase of tobacco products

HW.10.7.4

Analyze how messages from media sources influence tobacco use

HW.10.7.5

Explain diseases caused by alcohol abuse: alcoholism, cirrhosis of liver, fetal alcohol syndrome (FAS)

HW.10.7.6

Identify the legal issues and discuss the consequences of alcohol use and/or possession: under age, blood alcohol concentration (BAC), driving under the influence (DUI)

HW.10.7.7

Identify the physical, emotional, and social effects of the following drugs: prescription drugs, crystal methamphetamine, “date-rape drug”, performance enhancing drugs, marijuana, over-the-counter drugs, other dangerous drugs

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Discuss legal boundaries involved with the use and abuse of each drug category

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Analyze the legal and social consequences of repetitive illicit drug offenses

HW.10.7.10

Discuss the different prevention strategies used to avoid addictive substances

HW.10.7.11

Identify family, peer, legal, and cultural influences in avoiding the use of all addictive substances