

# Too Good for Drugs

## High School Revised Edition

*Correlated with Arkansas Health Education Standards*

### Lesson One: *Graduation Day* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable goal
- Apply knowledge of aptitudes and interests to goal setting
- Recognize and manage obstacles that can interfere with reaching a goal

#### Strand: Healthy Life Skills and Relationships

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.2 Evaluate positive and negative effects of various relationships on all aspects of health

### Lesson Two: *Who's in Charge Here?* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Demonstrate the ability to apply the steps in the Decision-Making Model
- Predict the consequences of decisions on self and others
- Recognize personal responsibility for the outcomes of decisions
- Use decision-making and problem-solving skills to reach a desirable outcome
- Examine the effects of influence on decision-making

#### Strand: Healthy Life Skills and Relationships

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.4 Apply a variety of strategies and/or skills to demonstrate respect for and responsibility to self and others

HLSR.4.HW.5 Apply a decision making process to various life situations

### Lesson Three: *Feelings 101* – Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Demonstrate strategies to identify and manage emotions
- Discern the emotions of others
- Demonstrate the ability to perspective take in a variety of situations
- Demonstrate ways to communicate care, consideration, and respect for self and others
- Analyze how emotions and self-awareness influence decision making
- Relate managing emotions to success in life

## **Strand: Healthy Life Skills and Relationships**

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.4 Apply a variety of strategies and/or skills to demonstrate respect for and responsibility to self and others

HLSR.4.HW.5 Apply a decision making process to various life situations

## **Lesson Four: *Say What You Mean. Mean What You Say* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate active listening techniques to build and maintain healthy relationships
- Recognize the role of verbal and nonverbal communication in conveying meaning and understanding
- Differentiate assertive, passive, and aggressive communication styles
- Demonstrate assertive communication techniques
- Use effective communication skills in asking for help and advocating needs
- Apply effective communication skills to collaborative efforts

## **Strand: Healthy Life Skills and Relationships**

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.4 Apply a variety of strategies and/or skills to demonstrate respect for and responsibility to self and others

HLSR.4.HW.5 Apply a decision making process to various life situations

## **Lesson Five: *The Ties that Bind* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy relationships
- Develop social-awareness and interpersonal skills to maintain positive relationships
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group
- Manage one's emotions in relationships to positively influence and inspire others

## **Strand: Healthy Life Skills and Relationships**

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.1 Identify healthy and unhealthy behaviors in relationships

HLSR.4.HW.2 Evaluate positive and negative effects of various relationships on all aspects of health

HLSR.4.HW.4 Apply a variety of strategies and/or skills to demonstrate respect for and responsibility to self and others

HLSR.4.HW.5 Apply a decision making process to various life situations

HLSR.4.HW.8 Utilize effective coping strategies and other refusal skills

## Lesson Six: *Wasted Time* – Effects of Alcohol Use

### Objectives

Following this lesson, the student will be able to:

- Recognize and evaluate the influence of expectations on the decision to consume alcohol
- Identify the physical, mental, social, emotional, and legal implications of underage consumption of alcohol
- Discuss the short and long-term effects of alcohol use on the development of the teenage brain and body
- Discuss the negative effect of underage drinking on achieving goals
- Demonstrate peer-refusal skills in situations involving alcohol

### Strand: Healthy Life Skills and Relationships

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.4 Apply a variety of strategies and/or skills to demonstrate respect for and responsibility to self and others

HLSR.4.HW.5 Apply a decision making process to various life situations

HLSR.4.HW.8 Utilize effective coping strategies and other refusal skills

### Strand: Alcohol, Tobacco, and Other Drugs

**Standard 5: Students shall comprehend substance use and abuse when using decision-making skills to enhance health.**

ATOD.5.HW.1 Investigate the effects of alcohol abuse

### Strand: Personal Health and Safety

**Standard 6: Students shall examine health-enhancing behaviors to avoid or reduce health risks.**

PHS.6.HW.7 Identify physical, emotional, and legal consequences of abusive and risky situations

## Lesson Seven: *Vaporware* – Effects of Nicotine Use on the Brain and Body

### Objectives

Following this lesson, the student will be able to:

- Distinguish between advertising claims and facts about the effects of using tobacco products.
- Describe the long-term and short-term effects of using tobacco products
- Contrast perceived norms with actual prevalence of smoking
- Identify ways tobacco use can interfere with the ability to reach a goal
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

### Strand: Healthy Life Skills and Relationships

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.5 Apply a decision making process to various life situations

HLSR.4.HW.8 Utilize effective coping strategies and other refusal skills

### Strand: Alcohol, Tobacco, and Other Drugs

**Standard 5: Students shall comprehend substance use and abuse when using decision-making skills to enhance health.**

ATOD.5.HW.2 Evaluate the harmful effects of tobacco use

### Strand: Personal Health and Safety

**Standard 6: Students shall examine health-enhancing behaviors to avoid or reduce health risks.**

PHS.6.HW.7 Identify physical, emotional, and legal consequences of abusive and risky situations

PHS.6.HW.8 Determine safe and unsafe situations at home, at school, and in the community

## **Lesson Eight: *Truth or Consequences* – Effects of Marijuana Use**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss the physical, mental, social, and emotional consequences of marijuana use
- Discuss the misperceptions of marijuana and its use
- Examine the effects of marijuana on the body, particularly on brain function
- Evaluate the impact of marijuana impairment on goals, activities, and occupations
- Discuss the psychological addiction aspects of marijuana use

### **Strand: Healthy Life Skills and Relationships**

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.5 Apply a decision making process to various life situations

### **Strand: Alcohol, Tobacco, and Other Drugs**

**Standard 5: Students shall comprehend substance use and abuse when using decision-making skills to enhance health.**

ATOD.5.HW.5 Assess the effects of illegal drugs on the body

### **Strand: Personal Health and Safety**

**Standard 6: Students shall examine health-enhancing behaviors to avoid or reduce health risks.**

PHS.6.HW.7 Identify physical, emotional, and legal consequences of abusive and risky situations

PHS.6.HW.8 Determine safe and unsafe situations at home, at school, and in the community

## **Lesson Nine: *The Evidence Speaks for Itself* – Prescription, OTC, and Street Drugs**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Compare the harmful effects of abusing prescription and OTC drugs to those of street drugs
- Discuss the addictive and harmful effects of over-the-counter, prescription, street drug abuse
- Discuss the physical, psychological, social, and emotional consequences of prescription and OTC drug abuse
- Differentiate appropriate use and abuse of prescription, over-the-counter, and street drugs

### **Strand: Healthy Life Skills and Relationships**

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.5 Apply a decision making process to various life situations

### **Strand: Alcohol, Tobacco, and Other Drugs**

**Standard 5: Students shall comprehend substance use and abuse when using decision-making skills to enhance health.**

ATOD.5.HW.4 Evaluate personal use and the effects of prescription and non-prescription drugs

ATOD.5.HW.5 Assess the effects of illegal drugs on the body

**Strand: Personal Health and Safety**

**Standard 6: Students shall examine health-enhancing behaviors to avoid or reduce health risks.**

PHS.6.HW.7 Identify physical, emotional, and legal consequences of abusive and risky situations

PHS.6.HW.8 Determine safe and unsafe situations at home, at school, and in the community

## **Lesson Ten: *Consider the Alternative* – Alternatives to Substance Use/Course Review**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss the reasons why some teenagers choose to use drugs
- Identify healthy alternatives to drug use
- Discuss solutions for a friend with an alcohol or other drug problem
- Access school and community resources for help with alcohol or other drug problems
- Recall and practice skills and concepts learned in the course

**Strand: Healthy Life Skills and Relationships**

**Standard 4: Students shall demonstrate the ability to use skills to enhance relationships and promote wellness.**

HLSR.4.HW.1 Identify healthy and unhealthy behaviors in relationships

HLSR.4.HW.2 Evaluate positive and negative effects of various relationships on all aspects of health

HLSR.4.HW.4 Apply a variety of strategies and/or skills to demonstrate respect for and responsibility to self and others

HLSR.4.HW.5 Apply a decision making process to various life situations (e.g., addictions, drug use,

HLSR.4.HW.8 Utilize effective coping strategies and other refusal skills

**Strand: Alcohol, Tobacco, and Other Drugs**

**Standard 5: Students shall comprehend substance use and abuse when using decision-making skills to enhance health.**

ATOD.5.HW.1 Investigate the effects of alcohol abuse

ATOD.5.HW.2 Evaluate the harmful effects of tobacco use

ATOD.5.HW.4 Evaluate personal use and the effects of prescription and non-prescription drugs

ATOD.5.HW.5 Assess the effects of illegal drugs on the body

**Strand: Personal Health and Safety**

**Standard 6: Students shall examine health-enhancing behaviors to avoid or reduce health risks.**

PHS.6.HW.7 Identify physical, emotional, and legal consequences of abusive and risky situations

PHS.6.HW.8 Determine safe and unsafe situations at home, at school, and in the community