

Too Good for Drugs

High School Revised Edition

Correlated with California 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

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.4.M Describe qualities that contribute to a positive self-image.

The Overarching Health Education Content Standards

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community 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

The Overarching Health Education Content Standards

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

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

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.3.M Describe healthy ways to express caring, friendship, affection, and love.

Standard 4: Interpersonal Communication

4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

The Overarching Health Education Content Standards

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

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

The Overarching Health Education Content Standards

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

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

Growth, Development, and Sexual Health

Standard 1: Essential Health Concepts

1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.

Standard 4: Interpersonal Communication

4.1.G Analyze how interpersonal communication affects relationships.

Standard 5: Decision Making

5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.

5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.

Standard 8: Health Promotion

8.1.G Encourage and support safe, respectful, and responsible relationships.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.2.M Analyze the qualities of healthy peer and family relationships.

1.3.M Describe healthy ways to express caring, friendship, affection, and love.

Standard 7: Practicing Health-Enhancing Behaviors

7.4.M Practice respect for individual differences and diverse backgrounds.

Standard 8: Health Promotion

8.2.M Promote a positive and respectful environment at school and in the community.

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

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.

1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.

1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.

1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.

1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Analyzing Influences

2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.

Standard 4: Interpersonal Communication

4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

Standard 5: Decision Making

5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.

Standard 6: Goal Setting

6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

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

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.

1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.

1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.

.

Standard 2: Analyzing Influences

2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.

Standard 4: Interpersonal Communication

4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

Standard 5: Decision Making

5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.

Standard 6: Goal Setting

6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

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

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
- 1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
- 1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- 1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
- 1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Analyzing Influences

- 2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.

Standard 5: Decision Making

- 5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.

Standard 6: Goal Setting

- 6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

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

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
- 1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
- 1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- 1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
- 1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
- 1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Analyzing Influences

- 2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
- 2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.

Standard 5: Decision Making

- 5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.

Standard 6: Goal Setting

- 6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

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

Growth, Development, and Sexual Health

Standard 1: Essential Health Concepts

- 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.

Standard 4: Interpersonal Communication

- 4.1.G Analyze how interpersonal communication affects relationships.

Standard 5: Decision Making

- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.

5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.

Standard 8: Health Promotion

8.1.G Encourage and support safe, respectful, and responsible relationships.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
- 1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
- 1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- 1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
- 1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
- 1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Analyzing Influences

- 2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
- 2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.

Standard 4: Interpersonal Communication

- 4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

Standard 5: Decision Making

- 5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
- 5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.

Standard 6: Goal Setting

- 6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.2.M Analyze the qualities of healthy peer and family relationships.
- 1.3.M Describe healthy ways to express caring, friendship, affection, and love.
- 1.4.M Describe qualities that contribute to a positive self-image.

Standard 4: Interpersonal Communication

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

Standard 8: Health Promotion

8.2.M Promote a positive and respectful environment at school and in the community.

The Overarching Health Education Content Standards**Standard 1: Essential Health Concepts**

All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.