

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

### 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

#### Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

M.7.1. Use the goal-setting process to enhance health.

### 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

#### Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

#### Content Standard 6: Decision-Making Skills

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

M.6.1. Use a decision-making process to enhance health.

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## **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

### **Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

### **Content Standard 4: Analyzing Internal and External Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.3. Analyze how family, school and peers influence personal health.

### **Content Standard 5: Communication Skills**

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

M.5.6. Use communication skills to build and maintain healthy relationships

## **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

### **Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being.

### **Content Standard 5: Communication Skills**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health

M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.6. Use communication skills to build and maintain healthy relationships

M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships

M.5.9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate

## **Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## **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

### **Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

### **Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## **Content Standard 7: Goal-Setting Skills**

Students will use goal-setting skills to enhance health.

M.7.1. Use the goal-setting process to enhance health.

## **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

### **Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M.1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents.

### **Content Standard 2: Accessing Health Information and Resources**

Students will demonstrate the ability to access valid health information, products and services.

M.2.3. Examine factors that may influence the personal selection of health information, products and services.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

### **Content Standard 4: Analyzing Internal and External Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.3. Analyze how family, school and peers influence personal health.

### **Content Standard 5: Communication Skills**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community.

### **Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## **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

### **Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M.1.4. Examine how families and peers can influence the health of adolescents.

### **Content Standard 2: Accessing Health Information and Resources**

Students will demonstrate the ability to access valid health information, products and services.

M.2.3. Examine factors that may influence the personal selection of health information, products and services.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

### **Content Standard 4: Analyzing Internal and External Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.3. Analyze how family, school and peers influence personal health

### **Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

### **Content Standard 8: Advocacy**

Students will demonstrate the ability to advocate for personal, family, and community health.

M.8.4. Encourage and support others in making positive health choices.

## **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

### **Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents.

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being.

### **Content Standard 2: Accessing Health Information and Resources**

Students will demonstrate the ability to access valid health information, products and services.

M.2.3. Examine factors that may influence the personal selection of health information, products and services.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

**Content Standard 4: Analyzing Internal and External Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.2. Analyze how media, technology and other factors influence personal health behaviors

M.4.3. Analyze how family, school and peers influence personal health.

**Content Standard 5: Communication Skills**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community.

M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships.

**Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

**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

**Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents.

## **Content Standard 2: Accessing Health Information and Resources**

Students will demonstrate the ability to access valid health information, products and services.

M.2.3. Examine factors that may influence the personal selection of health information, products and services.

## **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

## **Content Standard 4: Analyzing Internal and External Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.2. Analyze how media, technology and other factors influence personal health behaviors.

## **Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

# **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

## **Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents.

**Content Standard 2: Accessing Health Information and Resources**

Students will demonstrate the ability to access valid health information, products and services.

M.2.3. Examine factors that may influence the personal selection of health information, products and services.

**Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

**Content Standard 5: Communication Skills**

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. Compare and contrast healthy ways to express needs, wants and feelings

**Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

**Content Standard 8: Advocacy**

Students will demonstrate the ability to advocate for personal, family, and community health.

M.8.4. Encourage and support others in making positive health choices.