

Too Good for Drugs

Grade 7 Revised Edition

Correlated with Delaware Health Education Standards

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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
6. Students will demonstrate the ability to use *goal-setting skills* 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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.

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

4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-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
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.

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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.

5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

Lesson 8: A 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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 6. Students will demonstrate the ability to use *goal-setting skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)
 8. Students will demonstrate the ability to *advocate* for personal, family and community health.