

Too Good for Drugs

Grade 8 Revised Edition

Correlated with Delaware Health Education Standards

Lesson 1: *The Architect* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable personal goal
- Name a personal goal using the goal-setting model
- Recognize and manage potential obstacles that can get in the way of reaching 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: *iDecide* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Define decision
- Demonstrate the ability to apply the steps in the Decision-Making Model
- Examine how goals, media, peers, and family influence decisions
- Demonstrate the effect decisions have on accomplishing goals
- Recognize that decisions are made every day
- Differentiate between impulsive behavior and thoughtful decisions
- Predict how decisions have consequences for self and others

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: *Calibrating Sensors* – Identifying and Managing Emotions

Objective:

Following this lesson, the student will be able to:

- Relate managing emotions to success in life
- Demonstrate strategies to manage emotions
- Analyze how emotions and self-awareness influence decision making
- Demonstrate healthy ways to express feelings
- Discern the emotions of others
- Demonstrate ways to communicate care, consideration, and respect of self and 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: *Press Send* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Analyze the elements of interpersonal communication
 - Distinguish assertive, aggressive, and passive communication styles
 - Distinguish verbal and nonverbal communication
 - Demonstrate assertive communication techniques
 - Demonstrate active listening techniques to build and maintain healthy relationships
 - Understand how perception and emotions can influence communication
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: *Friend Request* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy relationships
 - Recognize the effects of negative peer pressure and peer influence
 - Employ strategies to resist negative peer pressure and peer influence
 - Recognize the effects of positive peer pressure and peer influence
 - Recognize the benefits of belonging to a positive peer group
 - Identify and bond with a positive peer group
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: *Server Not Responding* - Alcohol

Objectives

Following this lesson, the student will be able to:

- Recognize the role expectations play in decision making
- Discuss the short-term and long-term effects of alcohol use on the teenage brain and body
- Evaluate the effects of alcohol use on reaching goals, decision making, managing emotions, communication, and relationships
- Predict consequences of underage alcohol use
- Discuss the benefits of positive health behaviors and their effect on preventing alcohol use

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: *The Social Hacker* - Tobacco

Objectives

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
 - Identify the short-term, long-term and social consequences of tobacco use
 - Compare the glamorous image and the nasty reality of using tobacco products
 - Discuss the impact of product placement in media on perceptions and attitudes about tobacco use
 - Discuss the stages of addiction and the associated behaviors
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: *The Blunt Truth* - Marijuana

Objectives

Following this lesson, the student will be able to:

- Examine the misperceptions of marijuana and its use
 - Examine the effects of marijuana on the body, particularly on brain function
 - Discuss the impact of marijuana use on reaching goals
 - Discuss the psychological addiction aspects of marijuana use
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: *Not What the Doctor Ordered* – Prescription and OTC Drugs

Objectives

Following this lesson, the student will be able to:

- Discuss risk and examine the developmental aspects of risk-taking
 - Differentiate healthy and unhealthy risks and predict their outcomes
 - Incorporate risk analysis into the Decision-Making Model
 - Discuss the addictive and harmful effects of over-the-counter and prescription drug abuse
 - Differentiate the appropriate use of, and the abuse of, prescription and over-the-counter drugs
 - Discuss the physical, psychological, social, and emotional consequences of abusing prescription and over-the-counter drugs
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: *The Operating System* – Middle School Capstone

Objectives

Following this lesson, the student will be able to:

- Practice Goal Setting, Decision Making, Effective Communication, Managing Emotions and Relationship Management Skills
 - Recall specific drug information and the effects of drug use on the body
 - Identify the benefits of remaining healthy and drug-free
 - Support and influence friends to remain healthy and drug-free
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.