

Too Good for Drugs

Grade 7 Revised Edition

Correlated with National Health Education Standards
Iowa State Health Standards not available

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

Standard 6

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

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

Standard 5

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

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.

Standard 4

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

- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 7

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

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

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

Standard 4

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

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self 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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 2

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

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

Standard 4

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 7

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

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4

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

- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others

Standard 5

Students will demonstrate the ability to use decision-making skills

- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

Standard 6

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

- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Lesson 8: *All Kinds of* - 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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.

Standard 2

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

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 7

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

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self 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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

2.8.3. Describe how peers influence healthy and unhealthy behaviors.

2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Standard 5

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

- 5.8.1. Identify circumstances that can help or hinder healthy decision making.
- 5.8.4. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5. Predict the potential short-term impact of each alternative on self and others.
- 5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 6

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

- 6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3. Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8

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

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.

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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

2.8.3. Describe how peers influence healthy and unhealthy behaviors.

2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4

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

4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Standard 5

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

5.8.1. Identify circumstances that can help or hinder healthy decision making.

5.8.4. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.5. Predict the potential short-term impact of each alternative on self and others.

5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 6

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

6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7

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

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

7.8.3. Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8

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

8.8.2. Demonstrate how to influence and support others to make positive health choices.