

# Too Good for Drugs

## Grade 8 Revised Edition

Correlated with National Health Education Standards  
Iowa state standards are not available

### 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

#### **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.
- 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

#### **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.

#### **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

### 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

#### **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.
- 1.8.9. 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.**

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

**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.
- 5.8.5. 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: *Calibrating Sensors* – Identifying and Managing Emotions**

### **Objectives**

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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

## **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

**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.

## **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

**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.
- 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 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 that avoid or reduce health risks to self and others.

## **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

**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 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 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

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**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.
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## 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

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## 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

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

## **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

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