

Too Good for Drugs

High School Revised Edition

Correlated with Iowa Health Literacy Standards Grade 9

Lesson One: *Graduation Day* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable goal
- Apply knowledge of aptitudes and interests to goal setting
- Recognize and manage obstacles that can interfere with reaching a goal

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate goal setting skills.

- Implement goals to enhance personal health and track its achievement.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Achieve and maintain health enhancing level of physical activity.

- Develop, implement and evaluate goals for physical health.

Lesson Two: *Who's in Charge Here?* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Demonstrate the ability to apply the steps in the Decision-Making Model
- Predict the consequences of decisions on self and others
- Recognize personal responsibility for the outcomes of decisions
- Use decision-making and problem-solving skills to reach a desirable outcome
- Examine the effects of influence on decision-making

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Develop healthy personal choices to promote health maintenance and disease prevention.

Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.
- Analyze the effectiveness of health-related decisions.
- Describe the ethical factors that influence health related decisions.
- Demonstrate how health related decisions impact individual, family, community and environment.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

Lesson Three: *Feelings 101* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Demonstrate strategies to identify and manage emotions
- Discern the emotions of others
- Demonstrate the ability to perspective take in a variety of situations
- Demonstrate ways to communicate care, consideration, and respect for self and others
- Analyze how emotions and self-awareness influence decision making
- Relate managing emotions to success in life

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during adolescence.
- Develop preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate proper methods of obtaining help for self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.

Lesson Four: *Say What You Mean. Mean What You Say* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Demonstrate active listening techniques to build and maintain healthy relationships
- Recognize the role of verbal and nonverbal communication in conveying meaning and understanding
- Differentiate assertive, passive, and aggressive communication styles
- Demonstrate assertive communication techniques
- Use effective communication skills in asking for help and advocating needs
- Apply effective communication skills to collaborative efforts

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during adolescence.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

Lesson Five: *The Ties that Bind* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy relationships
- Develop social-awareness and interpersonal skills to maintain positive relationships
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group
- Manage one's emotions in relationships to positively influence and inspire others

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during adolescence.

Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

Lesson Six: *Wasted Time* – Effects of Alcohol Use

Objectives

Following this lesson, the student will be able to:

- Recognize and evaluate the influence of expectations on the decision to consume alcohol
- Identify the physical, mental, social, emotional, and legal implications of underage consumption of alcohol
- Discuss the short and long-term effects of alcohol use on the development of the teenage brain and body
- Discuss the negative effect of underage drinking on achieving goals
- Demonstrate peer-refusal skills in situations involving alcohol

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Evaluate the impact of personal health behaviors on the functioning of body systems.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.
- Demonstrate how health related decisions impact individual, family, community and environment.

21.6–8.HL.4

Essential Concept and/or Skill: Integrate media literacy skills to analyze media and other influences to effectively manage personal, family and community health situations.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Demonstrate appropriate responses to negative and positive health influences.
- Describe the techniques used by print and non–print media sources.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

Lesson Seven: *Vaporware* – Effects of Nicotine Use on the Brain and Body

Objectives

Following this lesson, the student will be able to:

- Distinguish between advertising claims and facts about the effects of using tobacco products.
- Describe the long-term and short-term effects of using tobacco products
- Contrast perceived norms with actual prevalence of smoking
- Identify ways tobacco use can interfere with the ability to reach a goal
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Evaluate the impact of personal health behaviors on the functioning of body systems.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.
- Demonstrate how health related decisions impact individual, family, community and environment.

21.6–8.HL.4

Essential Concept and/or Skill: Integrate media literacy skills to analyze media and other influences to effectively manage personal, family and community health situations.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Demonstrate appropriate responses to negative and positive health influences.
- Describe the techniques used by print and non–print media sources.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

Lesson Eight: *Truth or Consequences* – Effects of Marijuana Use

Objectives

Following this lesson, the student will be able to:

- Discuss the physical, mental, social, and emotional consequences of marijuana use
- Discuss the misperceptions of marijuana and its use
- Examine the effects of marijuana on the body, particularly on brain function
- Evaluate the impact of marijuana impairment on goals, activities, and occupations
- Discuss the psychological addiction aspects of marijuana use

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Evaluate the impact of personal health behaviors on the functioning of body systems.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.
- Demonstrate how health related decisions impact individual, family, community and environment.

21.6–8.HL.4

Essential Concept and/or Skill: Integrate media literacy skills to analyze media and other influences to effectively manage personal, family and community health situations.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Demonstrate appropriate responses to negative and positive health influences.
- Describe the techniques used by print and non–print media sources.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

Lesson Nine: *The Evidence Speaks for Itself* – Prescription, OTC, and Street Drugs

Objectives

Following this lesson, the student will be able to:

- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Compare the harmful effects of abusing prescription and OTC drugs to those of street drugs
- Discuss the addictive and harmful effects of over-the-counter, prescription, street drug abuse
- Discuss the physical, psychological, social, and emotional consequences of prescription and OTC drug abuse
- Differentiate appropriate use and abuse of prescription, over-the-counter, and street drugs

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Evaluate the impact of personal health behaviors on the functioning of body systems.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.
- Demonstrate how health related decisions impact individual, family, community and environment.

21.6–8.HL.4

Essential Concept and/or Skill: Integrate media literacy skills to analyze media and other influences to effectively manage personal, family and community health situations.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Demonstrate appropriate responses to negative and positive health influences.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

Lesson Ten: *Consider the Alternative* – Alternatives to Substance Use/Course Review

Objectives

Following this lesson, the student will be able to:

- Discuss the reasons why some teenagers choose to use drugs
- Identify healthy alternatives to drug use
- Discuss solutions for a friend with an alcohol or other drug problem
- Access school and community resources for help with alcohol or other drug problems
- Recall and practice skills and concepts learned in the course

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during adolescence.
- Evaluate the impact of personal health behaviors on the functioning of body systems.
- Develop healthy personal choices to promote health maintenance and disease prevention.
- Develop preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.
- Demonstrate proper methods of obtaining help for self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.
- Analyze the effectiveness of health-related decisions.
- Describe the ethical factors that influence health related decisions.

- Demonstrate how health related decisions impact individual, family, community and environment.

Demonstrate goal setting skills.

- Implement goals to enhance personal health and track its achievement.

21.6–8.HL.4

Essential Concept and/or Skill: Integrate media literacy skills to analyze media and other influences to effectively manage personal, family and community health situations.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Demonstrate appropriate responses to negative and positive health influences.
- Describe the techniques used by print and non–print media sources.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Achieve and maintain health enhancing level of physical activity.

- Develop, implement and evaluate goals for physical health.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.