

# Too Good for Drugs

## High School Revised Edition

*Correlated with Idaho Content Standard Health Education Grades 9-12*

### **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

#### **Standard 1: Comprehend Core Concepts Core Concepts of Health Education for Grades 9-12.**

**Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.**

9-12.H.1.1.1 Predict how behaviors can affect health status.

#### **Standard 2: Analyzing Influences**

**Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.**

9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors.

#### **Standard 6: Goal Setting**

**Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.**

9-12.H.6.1.1 Assess personal health practices and overall health status.

9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

#### **Standard 7: Practice Healthy Behavior**

**Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.

#### **Standard 8: Advocacy**

**Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.**

9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.

## 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

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### **Standard 3: Accessing Information**

**Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.**

9-12.H.3.1.5 Determine when professional health services may be required.

### **Standard 5: Decision Making**

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9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.

9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations.

9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.

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## 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

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## 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

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## **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

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9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.

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## **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

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## **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

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# 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

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## **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

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# **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

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**Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 9-12.H.7.1.3 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.

**Standard 8: Advocacy**

**Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.**

- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.