

Too Good for Drugs

High School Revised Edition

Correlated with Kentucky Health Education Standards

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

1. PL-H-PW: Personal Wellness (Health Education)

B. PL-H-PW-S: Skills and Concepts – Personal and Physical Health

Students will understand

PL-H-PW-S-PPH2: apply goal-setting and decision-making skills in developing, implementing and evaluating a personal wellness plan.

D.PL-H-PW-S-SMEH: Skills and Concepts – Social, Mental and Emotional Health

PL-H-PW-S-SMEH2: recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional 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

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A. PL-H-PW-U: Enduring Knowledge – Understandings

Students will understand that...

PL-H-PW-U-6: culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.

B. PL-H-PW-S: Skills and Concepts – Personal and Physical Health

Students will understand

PL-H-PW-S-PPH1: the importance of assuming responsibility for personal health behaviors by:

- a: predicting how decisions regarding health behaviors have consequences for self and others.

PL-H-PW-S-PPH2: apply goal-setting and decision-making skills in developing, implementing and evaluating a personal wellness plan.

D.PL-H-PW-S-SMEH: Skills and Concepts – Social, Mental and Emotional Health

PL-H-PW-S-SMEH1: Student will demonstrate social interaction skills by:

d: identifying and explaining changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance).

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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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PL-H-PW-U-2: inter and intrapersonal communication skills are needed to enhance individual well-being and healthy relationships.

PL-H-PW-U-7: behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.

PL-H-PW-U-9: self-management and coping strategies can enhance mental and emotional health.

B. PL-H-PW-S: Skills and Concepts – Personal and Physical Health

Students will understand

PL-H-PW-S-PPH1: the importance of assuming responsibility for personal health behaviors by:

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PL-H-PW-S-SMEH1: Student will demonstrate social interaction skills by:

a: identifying and utilizing management techniques needed for dealing with intrapersonal and interpersonal relationships throughout 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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Students will understand

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PL-H-PW-S-SMEH1: Student will demonstrate social interaction skills by:

- a: identifying and utilizing management techniques needed for dealing with intrapersonal and interpersonal relationships throughout life.
- b: using and explaining the importance of effective social interaction skills (e.g., respect, self- advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, friendship).
- d: identifying and explaining changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance).

PL-H-PW-S-SMEH2: recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.

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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- PL-H-PW-U-3: physical, social, emotional and mental changes occur during adolescence and throughout life.
- PL-H-PW-U-6: culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.

B. PL-H-PW-S: Skills and Concepts – Personal and Physical Health

Students will understand

- PL-H-PW-S-PPH1: the importance of assuming responsibility for personal health behaviors by:
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- b: using and explaining the importance of effective social interaction skills (e.g., respect, self- advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, friendship).
- c: recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying.
- d: identifying and explaining changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance).

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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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PL-H-PW-U-7: behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.

B. PL-H-PW-S: Skills and Concepts – Personal and Physical Health

Students will understand

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D.PL-H-PW-S-SMEH: Skills and Concepts – Social, Mental and Emotional Health

PL-H-PW-S-SMEH1: Student will demonstrate social interaction skills by:

- c: recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying.

PL-H-PW-S-SMEH3: demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults.

PL-H-PW-S-SMEH4: demonstrate refusal, negotiation and collaboration skills to use in avoiding potential harmful situations.

E.PL-H-PW-S-FCH: Skills and Concepts – Family and Community Health

Students will:

PL-H-PW-S-FCH2: understand and analyze how personal, family and community health can be influenced and challenged by:

- a: family traditions/values
- b: peer pressure
- c: technology and media messages

G.PL-H-PW-S-ATOD: Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will:

PL-H-PW-S-ATOD1: demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:

- a: distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems.
- b: predicting the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing the impact on an individual's health.

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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- PL-H-PW-U-7: behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- PL-H-PW-U-10: a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

B. PL-H-PW-S: Skills and Concepts – Personal and Physical Health

Students will understand

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- PL-H-PW-S-SMEH3: demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults.
- PL-H-PW-S-SMEH4: demonstrate refusal, negotiation and collaboration skills to use in avoiding potential harmful situations.

E.PL-H-PW-S-FCH: Skills and Concepts – Family and Community Health

Students will:

- PL-H-PW-S-FCH1: access and use a variety of resources from home, school and community that provide valid health information.
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 - b: predicting the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing the impact on an individual's health.

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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PL-H-PW-S-SMEH1: Student will demonstrate social interaction skills by:

PL-H-PW-S-SMEH3: demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults.

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Students will:

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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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