

# Too Good for Drugs

## High School Revised Edition

*Correlated with Louisiana 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

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

**Benchmark 1-H-3:** Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Benchmark 2-H-1:** Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.

2-H-1.5 Describe the influences of family, peers, and community on personal health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks.

**Benchmark 4-H-1:** Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.

4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.

### 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

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Benchmark 2-H-1:** Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.

- 2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.  
2-H-1.5 Describe the influences of family, peers, and community on personal health.

**Standard 4: Students will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks.**

**Benchmark 4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.**

- 4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

- 5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.  
5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

- 5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.  
5-H-2.5 Model how to use decision-making skills to avoid violent situations.

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

- 5-H-3.1 Identify effective strategies for decision-making.  
5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

## **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

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

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

- 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.  
1-H-3.5 Summarize healthy and appropriate ways to express feelings.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Benchmark 5-H-3:** Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.

5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

## **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

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

**Benchmark 1-H-3:** Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

1-H-3.5 Summarize healthy and appropriate ways to express feelings.

**Benchmark 4-H-2:** Utilize skills for communicating effectively with family, peers, and others to enhance health.

4-H-2.1 Practice effective communication techniques through role playing.

4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).

4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Benchmark 5-H-1:** Describe the short- and long-term health impact of decision-making on health-related issues and problems.

5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

## 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

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

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

- 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.
- 1-H-3.5 Summarize healthy and appropriate ways to express feelings.
- 1-H-3.6 Summarize healthy ways to express affection, love, and friendship.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

- 4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).
- 4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

- 4-H-3.4 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

- 5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.
- 5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

- 5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

**Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.**

**Benchmark 8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.**

- 8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.

## 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

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

**Benchmark 1-H-1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.**

1-H-1.1 Explain the impact of personal health behavior on the function of body systems.

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.**

2-H-1.5 Describe the influences of family, peers, and community on personal health.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).

4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

4-H-3.2 Demonstrate effective negotiation skills that can be used to avoid dangerous situations.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

5-H-3.1 Identify effective strategies for decision-making.

5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

**Benchmark 6-H-2: Develop a plan to address strengths and needs to attain one or more personal health goals.**

6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.

## **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

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

**Benchmark 1-H-1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.**

1-H-1.1 Explain the impact of personal health behavior on the function of body systems.

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.**

2-H-1.5 Describe the influences of family, peers, and community on personal health.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).

4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

4-H-3.2 Demonstrate effective negotiation skills that can be used to avoid dangerous situations.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

5-H-3.1 Identify effective strategies for decision-making.

5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

**Benchmark 6-H-2: Develop a plan to address strengths and needs to attain one or more personal health goals.**

6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.

## **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

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

**Benchmark 1-H-1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.**

1-H-1.1 Explain the impact of personal health behavior on the function of body systems.

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.**

2-H-1.5 Describe the influences of family, peers, and community on personal health.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

- 4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).
- 4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

- 4-H-3.2 Demonstrate effective negotiation skills that can be used to avoid dangerous situations.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

- 5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

- 5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

- 5-H-3.1 Identify effective strategies for decision-making.
- 5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

**Benchmark 6-H-2: Develop a plan to address strengths and needs to attain one or more personal health goals.**

- 6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.

## **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

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

**Benchmark 1-H-1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.**

- 1-H-1.1 Explain the impact of personal health behavior on the function of body systems.



**Standard 4:** Students will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks.

**Benchmark 4-H-1:** Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.

4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Benchmark 5-H-1:** Describe the short- and long-term health impact of decision-making on health-related issues and problems.

5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Benchmark 6-H-2:** Develop a plan to address strengths and needs to attain one or more personal health goals.

6-H-2.2 Describe desirable activities that are related to goal achievement.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Benchmark 7-H- 1:** Identify and describe risk reduction activities.

7-H-1.1 Brainstorm a list of common risk-taking behaviors and the reasons why people take risks.

## **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

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

**Benchmark 1-H-1:** Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.

1-H-1.1 Explain the impact of personal health behavior on the function of body systems.

**Benchmark 1-H-3:** Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

1-H-3.5 Summarize healthy and appropriate ways to express feelings.

1-H-3.6 Summarize healthy ways to express affection, love, and friendship.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.**

2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.

2-H-1.5 Describe the influences of family, peers, and community on personal health.

**Standard 4: Students will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks.**

**Benchmark 4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.**

4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.

4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

4-H-2.1 Practice effective communication techniques through role playing.

4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).

4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

4-H-3.2 Demonstrate effective negotiation skills that can be used to avoid dangerous situations.

4-H-3.4 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.

5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

5-H-2.5 Model how to use decision-making skills to avoid violent situations.

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

5-H-3.1 Identify effective strategies for decision-making.

5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**Benchmark 6-H-1: Assess personal health practices and overall health status.**

6-H-1.2 Identify goals for attaining lifelong personal health.

**Benchmark 6-H-2: Develop a plan to address strengths and needs to attain one or more personal health goals.**

6-H-2.1 Identify short- and long-term goals that are measurable.

6-H-2.2 Describe desirable activities that are related to goal achievement.

6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**Benchmark 7-H- 1: Identify and describe risk reduction activities.**

7-H-1.1 Brainstorm a list of common risk-taking behaviors and the reasons why people take risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.**

**Benchmark 8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.**

8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.