

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with Maine Learning Results for Health Education

### Lesson 1: *Set to Win* - Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the criteria for naming a personal goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working toward a goal

#### **A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.**

##### A1 Healthy Behaviors and Personal Health

- Students examine the relationship between behaviors and personal health.
  - a. Explain the importance of assuming responsibility for personal health.

#### **F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.**

##### F2 Goal-Setting

- Students develop and apply strategies to attain a short-term personal health goal.
  - b. Develop a short-term goal to adopt, maintain, or improve a personal health practice.

### Lesson 2: *The Decision is Yours* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the four steps in the decision-making model
- Define consequences and differentiate positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

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- Students examine the relationship between behaviors and personal health.
  - a. Explain the importance of assuming responsibility for personal health.
  - b. Examine the relationship between healthy and unhealthy behaviors and personal health.
  - c. Identify the possible barriers to practicing healthy behaviors.

**F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.**

F1 Decision-Making

- Students apply decision-making skills to enhance health.
  - a. Determine when health-related situations require the application of a thoughtful decision-making process.
  - e. Analyze the outcomes of a health-related decision.

**Lesson 3: *Understanding Me* – Identifying & Managing Emotions**

**Objectives**

Following this lesson, the student will be able to:

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Demonstrate healthy strategies to manage emotions and stress
- Identify and manage the emotions of others

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A1 Healthy Behaviors and Personal Health

- Students examine the relationship between behaviors and personal health.
  - a. Explain the importance of assuming responsibility for personal health.

A2 Dimensions of Health

- Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.

**C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

C2 Avoiding/Reducing Health Risks

- Students demonstrate behaviors to avoid or reduce health risks to self and others.
  - a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.

### C3 Self-Management

- Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.

### **I. Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.**

### I2 Responsible Behavior

- Students demonstrate responsible personal behaviors while participating in physical activities.

## **Lesson 4: *Say It With Style* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of effective communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Demonstrate assertive speaking and active listening techniques

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#### A1 Healthy Behaviors and Personal Health

- Students examine the relationship between behaviors and personal health.
  - a. Explain the importance of assuming responsibility for personal health.
  - b. Examine the relationship between healthy and unhealthy behaviors and personal health.
  - c. Identify the possible barriers to practicing healthy behaviors.

#### A2 Dimensions of Health

- Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.

### **E. Communication and advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.**

#### E1 Interpersonal communication skills

- Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.
  - a. Demonstrate communication skills to build and maintain healthy relationships.
  - b. Demonstrate effective communication skills including asking for assistance to enhance the health of self and others.
  - c. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
  - d. Demonstrate effective conflict management of conflict resolution strategies.

**I. Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.**

I 1 Cooperative Skills

- Students demonstrate cooperative and inclusive skills while participating in physical activities.

**Lesson 5: *The Right Connection* – Bonding and Relationships**

**Objectives**

Following this lesson, the student will be able to:

- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer pressure refusal strategies and the peer pressure situations to which they apply

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A1 Healthy Behaviors and Personal Health

- Students examine the relationship between behaviors and personal health.
  - a. Explain the importance of assuming responsibility for personal health.
  - b. Examine the relationship between healthy and unhealthy behaviors and personal health.
  - c. Identify the possible barriers to practicing healthy behaviors.

A2 Dimensions of Health

- Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.

**D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

D1 Influences on Health Practices/Behaviors

- Students explain and analyze influences on adolescent health behaviors.
  - b. Describe how peers influence healthy and unhealthy behaviors.

**E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.**

E2 Advocacy Skills

- Students describe ways to influence and support others in making positive health choices.

**I. Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.**

I1 Cooperative Skills

- Students demonstrate cooperative and inclusive skills while participating in physical activities.
  - a. Work together as a team
  - b. Respond appropriately to peer pressure
  - c. Manage conflict
  - d. Engage peers respectfully in activities

## **Lesson 6: *Addiction Notice* - Addiction**

### **Objectives**

Following this lesson, the student will be able to:

- Define and differentiate addiction and chemical dependency
- Discuss the stages of addiction
- Compare the stages of addiction and the associated behaviors
- Define tolerance and withdrawal and identify withdrawal symptoms
- Identify several reasons some teenagers consider drug use and list alternative solutions

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  - b. Examine the relationship between healthy and unhealthy behaviors and personal health.
  - c. Identify the possible barriers to practicing healthy behaviors.

A2 Dimensions of Health

- Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.

A6 Basic Health Concepts

- Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

### **C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

C1 Healthy Practices and Behaviors

- Students demonstrate a healthy practice and/or behavior to maintain or improve their own health in each of the following areas: personal hygiene, healthy eating; physical activity; and tobacco, alcohol, and other drug use prevention.

## C2 Avoiding/Reducing Health Risks

- Students demonstrate behaviors to avoid or reduce health risks to self and others.
  - a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.

## **D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

### D1 Influences on Health Practices/Behaviors

- Students explain and analyze influences on adolescent health behaviors.
  - b. Describe how peers influence healthy and unhealthy behaviors.

## **Lesson 7: A Toxic Waste - Tobacco**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
- Identify the chemical make-up of tobacco products
- Analyze the social consequences of smoking
- Describe the harmful short-term and long-term effects of tobacco use, including secondhand smoke, on the body

## **A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.**

### A1 Healthy Behaviors and Personal Health

- Students examine the relationship between behaviors and personal health.
  - a. Explain the importance of assuming responsibility for personal health.
  - b. Examine the relationship between healthy and unhealthy behaviors and personal health.
  - c. Identify the possible barriers to practicing healthy behaviors.

### A2 Dimensions of Health

- Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.

### A6 Basic Health Concepts

- Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

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- Students demonstrate behaviors to avoid or reduce health risks to self and others.
  - a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.

### **D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

### D3 Compound Effect of Risk Behavior

- Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
  - a. Describe how gateway drugs can lead to the use of other drugs.
  - b. Describe the influence of alcohol and other drug use on judgment and self-control.

## **Lesson 8: *Al K. Hol* - Alcohol**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the harmful short-term effects of underage alcohol use
- Identify possible sources for the false expectations people have about alcohol
- Define media literacy and discuss its potential influence on teen behavior
- Differentiate the common misperception of alcohol as an energizing party drink and its actual effects as a depressant

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#### A2 Dimensions of Health

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## **D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

### D1 Influences on Health Practices/Behaviors

- Students explain and analyze influences on adolescent health behaviors.
  - b. Describe how peers influence healthy and unhealthy behaviors.
  - d. Explain how the perceptions of norms influence healthy and unhealthy behaviors.
  - c. Analyze how messages from media influence health behaviors.
  - d. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

### D3 Compound Effect of Risk Behavior

- Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
  - a. Describe how gateway drugs can lead to the use of other drugs.
  - b. Describe the influence of alcohol and other drug use on judgment and self-control.

## **Lesson 9: *The Real Deal* - Marijuana**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate accurate and inaccurate sources of information about drugs
- Differentiate myth and reality regarding marijuana
- Identify the effects of marijuana on the body, particularly on brain function
- Describe the impact of marijuana use on reaching goals
- Describe the impact of marijuana use on everyday activities



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A2 Dimensions of Health

- Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.

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**F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.**

F1 Decision-Making

- Students apply decision-making skills to enhance health.
  - a. Determine when health-related situations require the application of a thoughtful decision-making process.
  - e. Analyze the outcomes of a health-related decision.

F2 Goal-Setting

- Students develop and apply strategies to attain a short-term personal health goal.
  - a. Assess personal health practices.

**Lesson 10: *A Drug is a Drug* – Street, Prescription, and OTC Drugs**

**Objectives**

Following this lesson, the student will be able to:

- Identify the harmful effects of over-the-counter and prescription drug abuse on the human brain and body.
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs.
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs
- Demonstrate a knowledge of facts regarding tobacco, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

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