

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with Missouri Department of Elementary and Secondary Education  
Health Education Grade Level Expectations

### 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 towards a goal

#### Health Maintenance and Enhancement

##### 1. Personal and Family Health

###### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

### 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 between positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

#### Functions and Interrelationships of Systems

##### 2. Social, Emotional and Mental Health

###### C. Communication Skills

- Formulate scenarios that will illustrate potential problems or difficult situations

#### Health Maintenance and Enhancement

##### 1. Personal and Family Health

###### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

##### 4. Life Management Skills

###### A. Decision Making and Problem Solving

- Analyze and evaluate how the decision making process can help an individual in life situations

## Lesson 3: *Understanding Me* – Identifying and 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

### Functions and Interrelationships of Systems

#### 1. Structure and Functions of the Body

##### G. Nervous System

- Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)

### Health Maintenance and Enhancement

#### 1. Personal and Family Health

##### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

#### 4. Life Management Skills

##### D. Stress Management and Coping Skills

- Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out)

## 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

### Functions and Interrelationships of Systems

#### 2. Social, Emotional and Mental Health

##### C. Communication Skills

- Formulate scenarios that will illustrate potential problems or difficult situations

## 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

## Functions and Interrelationships of Systems

### 2. Social, Emotional and Mental Health

#### C. Communication Skills

- Formulate scenarios that will illustrate potential problems or difficult situations

## Health Maintenance and Enhancement

### 1. Personal and Family Health

#### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

### 4. Life Management Skills

#### B. Refusal/Assertive Skills and Conflict Resolution

- Examine the impact that peer pressure refusal skills have on self-perception and the perception of others

## Risk Assessment and Reduction

### 3. Substance Education

#### C. Substance Use vs. Non-Use

- Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use

## 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

## Functions and Interrelationships of Systems

### 2. Social, Emotional and Mental Health

#### C. Communication Skills

- Formulate scenarios that will illustrate potential problems or difficult situations

## Health Maintenance and Enhancement

### 1. Personal and Family Health

#### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

### 4. Life Management Skills

#### A. Decision Making and Problem Solving

- Analyze and evaluate how the decision making process can help an individual in life situations

## Risk Assessment and Reduction

### 3. Substance Education

#### C. Substance Use vs. Non-Use

- Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use

## 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 makeup of tobacco products
- Analyze the social consequences of smoking
- Describe the harmful short-term and long-term effects of tobacco use, including second-hand smoke, on the body

### Functions and Interrelationships of Systems

#### 2. Social, Emotional and Mental Health

##### C. Communication Skills

- Formulate scenarios that will illustrate potential problems or difficult situations

### Health Maintenance and Enhancement

#### 1. Personal and Family Health

##### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

#### 4. Life Management Skills

##### A. Decision Making and Problem Solving

- Analyze and evaluate how the decision making process can help an individual in life situations

### Risk Assessment and Reduction

#### 3. Substance Education

##### C. Substance Use vs. Non-Use

- Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use

## Lesson 8: *All K Hol* - Alcohol

### Objectives

Following this lesson, the student will be able to:

- Describe the harmful short-term effects of under-age 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 misperceptions of alcohol as an energizing party drink and its actual effects as a depressant

### Functions and Interrelationships of Systems

#### 1. Structure and Functions of the Body

##### G. Nervous System

- Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)

#### I. Urinary/Excretory System

- Relate how health behaviors affect the urinary/excretory system

### Functions and Interrelationships of Systems

#### 2. Social, Emotional and Mental Health

##### C. Communication Skills

- Formulate scenarios that will illustrate potential problems or difficult situations

### Health Maintenance and Enhancement

#### 1. Personal and Family Health

##### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

#### 4. Life Management Skills

##### A. Decision Making and Problem Solving

- Analyze and evaluate how the decision making process can help an individual in life situations

### Risk Assessment and Reduction

#### 3. Substance Education

##### C. Substance Use vs. Non-Use

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## 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

### Functions and Interrelationships of Systems

#### 1. Structure and Functions of the Body

##### G. Nervous System

- Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)

#### 2. Social, Emotional and Mental Health

##### C. Communication Skills

- Formulate scenarios that will illustrate potential problems or difficult situations

### Health Maintenance and Enhancement

#### 1. Personal and Family Health

##### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

#### 4. Life Management Skills

##### A. Decision Making and Problem Solving

- Analyze and evaluate how the decision making process can help an individual in life situations

### **Risk Assessment and Reduction**

#### 3. Substance Education

##### C. Substance Use vs. Non-Use

- Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use

## **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

### **Functions and Interrelationships of Systems**

#### 2. Social, Emotional and Mental Health

##### C. Communication Skills

- Formulate scenarios that will illustrate potential problems or difficult situations

### **Health Maintenance and Enhancement**

#### 1. Personal and Family Health

##### A. Personal Health

- Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

#### 4. Life Management Skills

##### A. Decision Making and Problem Solving

- Analyze and evaluate how the decision making process can help an individual in life situations

### **Risk Assessment and Reduction**

#### 3. Substance Education

##### C. Substance Use vs. Non-Use

- Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use