

Too Good for Drugs

Grade 8 Revised Edition

Correlated with Mississippi Comprehensive Health Framework

Lesson 1: *The Architect* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable personal goal
- Name a personal goal using the goal-setting model
- Recognize and manage potential obstacles that can get in the way of reaching a goal

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

- c. Discuss the unique traits of adolescents.
- f. Explain factors involved in use and misuse of drugs/medicines.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

(S, D, PH, N, M, DA)

- c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.

4. Analyze the influence of culture, media, technology, and other factors on health.

(C, CH, PH)

- c. Understand the relationship between peer association and health decisions.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

- c. Develop a plan that addresses commitment and self-control.
- d. Analyze how health related decisions are influenced by individuals, family, and community values.
- f. Create a personal health plan that encourages an active lifestyle.

Lesson 2: *iDecide* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Define decision
- Demonstrate the ability to apply the steps in the Decision-Making Model
- Examine how goals, media, peers, and family influence decisions
- Demonstrate the effect decisions have on accomplishing goals
- Recognize that decisions are made every day
- Differentiate between impulsive behavior and thoughtful decisions
- Predict how decisions have consequences for self and others

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

(S, D, PH, N, M, DA)

- c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.

4. Analyze the influence of culture, media, technology, and other factors on health.

(C, CH, PH)

- c. Understand the relationship between peer association and health decisions.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

- b. Identify factors that influence individual decisions during adolescence.
- c. Develop a plan that addresses commitment and self-control.
- d. Analyze how health related decisions are influenced by individuals, family, and community values.
- e. Predict how decisions regarding health behaviors have consequences for self and others.

Lesson 3: *Calibrating Sensors* – Identifying and Managing Emotions

Objective:

Following this lesson, the student will be able to:

- Relate managing emotions to success in life
- Demonstrate strategies to manage emotions
- Analyze how emotions and self-awareness influence decision making
- Demonstrate healthy ways to express feelings
- Discern the emotions of others
- Demonstrate ways to communicate care, consideration, and respect of self and others

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

- a. Describe some of the causes and effects of stress.
- b. Identify healthy ways to manage stress.
- c. Discuss the unique traits of adolescents.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

- c. Develop a plan that addresses commitment and self-control.

Lesson 4: *Press Send* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Analyze the elements of interpersonal communication
- Distinguish assertive, aggressive, and passive communication styles
- Distinguish verbal and nonverbal communication
- Demonstrate assertive communication techniques
- Demonstrate active listening techniques to build and maintain healthy relationships

- Understand how perception and emotions can influence communication

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, D, F, M, H, S, DA)

b. Identify factors that influence individual decisions during adolescence.

Lesson 5: *Friend Request* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy relationships
- Recognize the effects of negative peer pressure and peer influence
- Employ strategies to resist negative peer pressure and peer influence
- Recognize the effects of positive peer pressure and peer influence
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

1. Comprehend concepts related to health promotion and disease prevention.
(M, PH, D, H, DA, C)

c. Discuss the unique traits of adolescents.

4. Analyze the influence of culture, media, technology, and other factors on health.
(C, CH, PH)

c. Understand the relationship between peer association and health decisions.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, D, F, M, H, S, DA)

- b. Identify factors that influence individual decisions during adolescence.
- d. Analyze how health related decisions are influenced by individuals, family, and community values.
- e. Predict how decisions regarding health behaviors have consequences for self and others.

Lesson 6: *Server Not Responding* - Alcohol

Objectives

Following this lesson, the student will be able to:

- Recognize the role expectations play in decision making
- Discuss the short-term and long-term effects of alcohol use on the teenage brain and body
- Evaluate the effects of alcohol use on reaching goals, decision making, managing emotions, communication, and relationships
- Predict consequences of underage alcohol use
- Discuss the benefits of positive health behaviors and their effect on preventing alcohol use

1. Comprehend concepts related to health promotion and disease prevention.
(M, PH, D, H, DA, C)

c. Discuss the unique traits of adolescents.

- f. Explain factors involved in use and misuse of drugs/medicines.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
(S, D, PH, N, M, DA)
- b. Discuss laws and regulations for the protection against drug abuse.
 - c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.
4. Analyze the influence of culture, media, technology, and other factors on health.
(C, CH, PH)
- c. Understand the relationship between peer association and health decisions.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
(F, H, M)
- b. Practice refusal skills for risk taking behaviors.
6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, D, F, M, H, S, DA)
- b. Identify factors that influence individual decisions during adolescence.
 - c. Develop a plan that addresses commitment and self-control.
 - d. Analyze how health related decisions are influenced by individuals, family, and community values.
 - e. Predict how decisions regarding health behaviors have consequences for self and others.
 - f. Create a personal health plan that encourages an active lifestyle.
7. Demonstrate the ability to advocate for personal, family, and community health.
(C, CH, F, S, D)
- b. Identify services for people who abuse drugs.

Lesson 7: *The Social Hacker* - Tobacco

Objectives

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
 - Identify the short-term, long-term and social consequences of tobacco use
 - Compare the glamorous image and the nasty reality of using tobacco products
 - Discuss the impact of product placement in media on perceptions and attitudes about tobacco use
 - Discuss the stages of addiction and the associated behaviors
1. Comprehend concepts related to health promotion and disease prevention.
(M, PH, D, H, DA, C)
- d. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.
 - f. Explain factors involved in use and misuse of drugs/medicines.
2. Demonstrate the ability to access valid health information and health-promoting products and services.(CH, PH, C)
- b. Explain an individual's responsibility in choosing health products and services.
 - c. Explain the reasons for public health laws and regulations.

4. Analyze the influence of culture, media, technology, and other factors on health.

(C, CH, PH)

- a. Analyze the positive and negative influences of technology and media on personal and family health.
- b. Describe the influence of cultural beliefs on health behaviors.
- c. Understand the relationship between peer association and health decisions.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

- b. Identify factors that influence individual decisions during adolescence.
- c. Develop a plan that addresses commitment and self-control.
- d. Analyze how health related decisions are influenced by individuals, family, and community values.
- e. Predict how decisions regarding health behaviors have consequences for self and others.

Lesson 8: *The Blunt Truth* - Marijuana

Objectives

Following this lesson, the student will be able to:

- Examine the misperceptions of marijuana and its use
- Examine the effects of marijuana on the body, particularly on brain function
- Discuss the impact of marijuana use on reaching goals
- Discuss the psychological addiction aspects of marijuana use

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

- d. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.
- f. Explain factors involved in use and misuse of drugs/medicines.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

(S, D, PH, N, M, DA)

- b. Discuss laws and regulations for the protection against drug abuse.
- c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.

4. Analyze the influence of culture, media, technology, and other factors on health.

(C, CH, PH)

- c. Understand the relationship between peer association and health decisions.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

- b. Identify factors that influence individual decisions during adolescence.
- c. Develop a plan that addresses commitment and self-control.
- d. Analyze how health related decisions are influenced by individuals, family, and community values.
- e. Predict how decisions regarding health behaviors have consequences for self and others.

Lesson 9: *Not What the Doctor Ordered* – Prescription and OTC Drugs

Objectives

Following this lesson, the student will be able to:

- Discuss risk and examine the developmental aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Discuss the addictive and harmful effects of over-the-counter and prescription drug abuse
- Differentiate the appropriate use of, and the abuse of, prescription and over-the-counter drugs

Discuss the physical, psychological, social, and emotional consequences of abusing ☐

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

- d. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.
- f. Explain factors involved in use and misuse of drugs/medicines.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

(S, D, PH, N, M, DA)

- e. List local, state, and federal agencies involved in regulating the production, possession, and use of drugs.

4. Analyze the influence of culture, media, technology, and other factors on health.

(C, CH, PH)

- a. Analyze the positive and negative influences of technology and media on personal and family health.
- b. Describe the influence of cultural beliefs on health behaviors.
- c. Understand the relationship between peer association and health decisions.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

- b. Identify factors that influence individual decisions during adolescence.
- c. Develop a plan that addresses commitment and self-control.
- d. Analyze how health related decisions are influenced by individuals, family, and community values.
- e. Predict how decisions regarding health behaviors have consequences for self and others.

Lesson 10: *The Operating System* – Middle School Capstone

Objectives

Following this lesson, the student will be able to:

- Practice Goal Setting, Decision Making, Effective Communication, Managing Emotions and Relationship Management Skills
- Recall specific drug information and the effects of drug use on the body
- Identify the benefits of remaining healthy and drug-free
- Support and influence friends to remain healthy and drug-free

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

- c. Discuss the unique traits of adolescents.

- d. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.
- f. Explain factors involved in use and misuse of drugs/medicines.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
(S, D, PH, N, M, DA)

- c. Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences.

4. Analyze the influence of culture, media, technology, and other factors on health.
(C, CH, PH)

- a. Analyze the positive and negative influences of technology and media on personal and family health.
- c. Understand the relationship between peer association and health decisions.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, D, F, M, H, S, DA)

- b. Identify factors that influence individual decisions during adolescence.
- c. Develop a plan that addresses commitment and self-control.
- d. Analyze how health related decisions are influenced by individuals, family, and community values.
- e. Predict how decisions regarding health behaviors have consequences for self and others.
- f. Create a personal health plan that encourages an active lifestyle.