

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with Montana Standards for Health Enhancement

### 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 Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

#### **Health Enhancement Content Standard 4: Students achieve and maintain a challenging level of health-related physical fitness.**

3. identify personal fitness goals.

#### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

4. Describe personal factors that influence an individual's health goals.
5. Explain a personal health plan that addresses needs, strengths, and risks.

#### **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. Demonstrate strategies to improve or maintain personal health and family health.

### 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

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3. Analyze how peers, family, heredity, and environment influence personal health.
4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

## **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. Individually and collaboratively apply problem-solving processes to health issues.
2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. Predict how decisions specific to health behavior have consequences for self and others.

## **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. Demonstrate strategies to improve or maintain personal health and family health.

## **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

## **Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

3. Analyze how peers, family, heredity, and environment influence personal health.
4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

## **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.

### **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

3. Demonstrate healthy ways to express needs, wants, and feelings

### **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

3. Demonstrate strategies to improve or maintain personal health and family health.

## **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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4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.

### **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

1. Describe how the behavior of family and peers affects interpersonal communication.
2. Demonstrate ways to communicate care, consideration, and respect of self and others.
3. Demonstrate healthy ways to express needs, wants, and feelings.

### **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

3. Demonstrate strategies to improve or maintain personal health and family health.

## **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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4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. Predict how decisions specific to health behavior have consequences for self and others.

### **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

1. Describe how the behavior of family and peers affects interpersonal communication.
2. Demonstrate ways to communicate care, consideration, and respect of self and others.

4. Demonstrate refusal and mediation skills to enhance health.

## **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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### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. Predict how decisions specific to health behavior have consequences for self and others.

## **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

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4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. Predict how decisions specific to health behavior have consequences for self and others.
6. Identify the validity of health information and how culture, media, and technology influence choices.

## **Lesson 8: *Al 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

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3. Analyze how peers, family, heredity, and environment influence personal health.
4. Explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. Predict how decisions specific to health behavior have consequences for self and others.
4. Describe personal factors that influence an individual's health goals.
5. Explain a personal health plan that addresses needs, strengths, and risks.
6. Identify the validity of health information and how culture, media, and technology influence choices.

## **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

4. Demonstrate refusal and mediation skills to enhance health.

## **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. Demonstrate strategies to improve or maintain personal health and family health.

## **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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## **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. Individually and collaboratively apply problem-solving processes to health issues.
2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. Predict how decisions specific to health behavior have consequences for self and others.
4. Describe personal factors that influence an individuals' health goals.

## **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. Demonstrate strategies to improve or maintain personal health and family health.

## **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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### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. Predict how decisions specific to health behavior have consequences for self and others.
5. Explain a personal health plan that addresses needs, strengths, and risks.