

Too Good for Drugs

High School Revised Edition

Correlated with Montana Standards for Health Enhancement

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

Health Content Standard 1—Students have a basic knowledge and understanding of concepts that promote comprehensive health.

Students will...

1. analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury.

Health Content Standard 5—Students demonstrate the ability to use critical thinking and decision making to enhance health.

Students will...

3. implement a plan for achieving personal health goals.
4. evaluate progress toward attaining personal health goals.

Health Content Standard 7—Students demonstrate health-enhancing behaviors.

Students will...

4. initiate independent and responsible health-enhancing personal behavior.

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

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Students will...

1. utilize problem-solving strategies when making health decisions related to needs and risks of young adults.
2. predict immediate and long-term impacts of health decisions on the individual, family, and community.
4. evaluate progress toward attaining personal health goals.

Health Content Standard 6—Students demonstrate interpersonal communication skills to enhance health.**Students will...**

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

Health Content Standard 7—Students demonstrate health-enhancing behaviors.**Students will...**

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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

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2. explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system.

Health Content Standard 5—Students demonstrate the ability to use critical thinking and decision making to enhance health.**Students will...**

2. predict immediate and long-term impacts of health decisions on the individual, family, and community.

Health Content Standard 6—Students demonstrate interpersonal communication skills to enhance health.**Students will...**

2. demonstrate ways to communicate care, consideration, and respect of self and others.
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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

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Health Content Standard 6—Students demonstrate interpersonal communication skills to enhance health.

Students will...

1. demonstrate skills for communicating effectively with family, peers, and others.
2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others.
5. analyze how interpersonal communication affects relationships.
6. analyze the possible causes of conflict and demonstrate strategies to manage conflict.

Health Content Standard 7—Students demonstrate health-enhancing behaviors.

Students will...

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Students will...

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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

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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

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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

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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

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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

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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

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