

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with North Dakota Health Content and Achievement Standards

### 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

**Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.**

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

**Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)

### 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

**Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.**

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

**Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

7-8.5.2 Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)

## **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

**Standard 1: Students understand the fundamental concepts of growth and development.**

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

**Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

7-8.2.1 Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity)

## **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

**Standard 1: Students understand the fundamental concepts of growth and development.**

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

**Standard 4: Students demonstrate the ability to use communication skills to enhance health.**

7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)

## **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

**Standard 1: Students understand the fundamental concepts of growth and development.**

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

**Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

**Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.**

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

**Standard 4: Students demonstrate the ability to use communication skills to enhance health.**

7-8.4.2 Apply strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

**Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)

## **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

**Standard 1: Students understand the fundamental concepts of growth and development.**

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

**Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)

**Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug 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

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7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

**Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)

**Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.**

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

**Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use)

## **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

**Standard 1: Students understand the fundamental concepts of growth and development.**

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

**Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)

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**Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use)

## 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

### **Standard 1: Students understand the fundamental concepts of growth and development.**

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

### **Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)

### **Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.**

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

### **Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug 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

### **Standard 1: Students understand the fundamental concepts of growth and development.**

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

### **Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)

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**Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use)