

Too Good for Drugs

Grade 8 Revised Edition

Correlated with North Dakota Health Content and Achievement Standards

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

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: *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

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: *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

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)

7-8.2.2 Describe ways (e.g., personal achievement, community involvement, physical activity) to improve self-esteem

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

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: *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

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: *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

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 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)

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: *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

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.

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

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

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

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

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 prescription and over-the-counter drugs

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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)

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: *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

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)