

Too Good for Drugs

High School Revised Edition

Correlated with North Dakota Health Content and Achievement Standards

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

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

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

9-12.5.1 Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure).

9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.

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

9-12.7.2 Develop strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects).

9-12.7.3 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects).

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

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

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

9-12.5.3 Apply the decision making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle.

9-12.5.5 Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. nonsmoking, wearing a seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations.

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

9-12.7.3 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects).

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

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

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

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).

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

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).

9-12.4.2 Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks

9-12.4.3 Explain why a particular strategy (e.g., roleplay/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts).

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

9-12.5.3 Apply the decision making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle.

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

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

9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs).

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).

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

9-12.5.6 Explain consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs (e.g., adverse consequences for individuals, families, and the community).

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

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

9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs).

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

- 9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)
- 9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

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

- 9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).
- 9-12.4.2 Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
- 9-12.4.3 Explain why a particular strategy (e.g., roleplay/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts).

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

- 9-12.5.1 Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure).
- 9-12.5.6 Explain consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs (e.g., adverse consequences for individuals, families, and the community).

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

- 9-12.6.1 Describe situations (e.g., diabetes, chronic depression, prenatal and postnatal care, alcohol or drug related problems, child abuse) that require professional health services in the areas of prevention, treatment, and rehabilitation.
- 9-12.6.2 Describe resources (e.g., reputable internet sites such as Centers for Disease Control, Surgeon General, and National Institute of Health, Chamber of Commerce, or public health organizations) to access valid and reliable health information, products, and services both in and outside of the community.

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

- 9-12.7.2 Develop strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects).
- 9-12.7.3 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects).

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

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

9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs).

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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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

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

- 9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs).

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

- 9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)
- 9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

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

- 9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).
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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

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

9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs).

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