

# Too Good for Drugs

## Grade 8 Revised Edition

Correlated with New Hampshire Middle School Health Education Curriculum Guidelines

### 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

#### MENTAL HEALTH

##### 1. Positive Self-Image

Students need to know:

###### 1.1 personal assets and strengths

### 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

#### ALCOHOL AND OTHER DRUGS

##### 4. Healthful Choices about AOD Use

Students need to know:

###### 4.1 how to accept personal responsibility for choices about AOD use

###### 4.2 how to make a personal commitment not to use

## **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

### **FAMILY LIFE AND SEXUALITY**

#### **1. Families and Relationships**

Students need to know:

1.1 ways to communicate respect for self and others

#### **2. Growth and Development**

Students need to know:

2.1 emotional Changes

### **MENTAL HEALTH**

#### **1. Positive Self-Image**

Students need to know:

1.4 how to develop and demonstrate a sense of power (empowerment)

#### **2. Emotional Health**

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

2.2 positive ways to handle/express emotions, e.g., mood swings, hurt feelings, loneliness, sadness

2.3 ways to manage and reduce anger and conflict

2.4 ways to deal with frustration

2.5 how emotions and behaviors change during adolescence

## 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

### MENTAL HEALTH

#### 2. Emotional Health

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

#### 3. Interpersonal Relationships and Communication

Students need to know:

3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness

3.3 effective listening skills, e.g., reflective listening

3.4 characteristics of nonverbal communication

## 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

### ALCOHOL AND OTHER DRUGS

#### 3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.2 internal influences

3.4 peer influences

#### 4. Healthful Choices about AOD Use

Students need to know:

4.2 how to make a personal commitment not to use

#### 5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

### **TOBACCO**

#### 3. Choosing to be Tobacco Free

Students need to know:

3.2 strategies to resist pressure to use

### **MENTAL HEALTH**

#### 3. Interpersonal Relationships and Communication

Students need to know:

3.1 how to build and maintain healthy friendships

3.6 how to resist peer pressure

3.7 appropriate ways to end relationships

## **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

### **ALCOHOL AND OTHER DRUGS**

#### 2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

- 2.2 physical, social, and emotional effects of AOD use
- 2.3 signs and behaviors of AOD use
- 2.4 effects of binge drinking
- 2.8 relationship between AOD use and transportation injuries
- 2.9 relationship between AOD use and other injuries
- 2.10 relationship between AOD use and sexual behavior
- 2.11 relationship between AOD use and mental health
- 2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

### 3. Positive and Negative Influences on AOD Use

Students need to know:

- 3.1 pressures to use
- 3.2 internal influences
- 3.3 family influences
- 3.4 peer influences
- 3.5 cultural influences
- 3.7 influences on different levels of AOD use

### 5. Communicating Healthful Choices about AOD Use

Students need to know:

- 5.3 how to deal with pressure to use
- 5.4 how to encourage others not to 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

## **TOBACCO**

### **1. Short-Term and Long-Term Risks of Tobacco Use**

Students need to know:

- 1.1 addictive effects of nicotine
- 1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance
- 1.3 harmful effects of tobacco smoke
- 1.4 risks of different types of tobacco products

### **2. Influences on Tobacco Use**

Students need to know:

- 2.4 advertising strategies
- 2.6 media influences

### **3. Choosing to be Tobacco Free**

Students need to know:

- 3.1 how to make a personal commitment not to use
- 3.2 strategies to resist pressure to use
- 3.3 ways to communicate personal attitudes about tobacco use
- 3.5 ways to support others to be tobacco free
- 3.6 that most people do not use tobacco
- 3.7 healthful alternatives to tobacco use

### **4. Benefits of Being Tobacco Free**

Students need to know:

- 4.1 long-term and short-term health benefits

## **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

## **ALCOHOL AND OTHER DRUGS**

### **2. Short-Term and Long-Term Effects of AOD Use**

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.6 effects of marijuana use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

### **3. Positive and Negative Influences on AOD Use**

Students need to know:

3.1 pressures to use

3.4 peer influences

### **4. Healthful Choices about AOD Use**

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

### **5. Communicating Healthful Choices about AOD Use**

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

## **PHYSICAL ACTIVITY**

### **4. Effects of Drugs on Fitness**

Students need to know:

4.1 effects of tobacco, alcohol, and other drugs on performance

## **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

### **ALCOHOL AND OTHER DRUGS**

#### **1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs**

Students need to know:

1.1 risks of dependence and addiction

1.2 physical, social, and emotional effects of AOD use

#### **2. Short-Term and Long-Term Effects of AOD Use**

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

#### **4. Healthful Choices about AOD Use**

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

#### **5. Communicating Healthful Choices about AOD Use**

Students need to know:

5.1 effects and consequences of other non-medicinal drug use

5.3 how to deal with pressure to 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

## MENTAL HEALTH

### 1. Positive Self-Image

Students need to know:

#### 1.1 personal assets and strengths

## ALCOHOL AND OTHER DRUGS

### 2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

#### 2.2 physical, social, and emotional effects of AOD use

### 4. Healthful Choices about AOD Use

Students need to know:

#### 4.1 how to accept personal responsibility for choices about AOD use

#### 4.2 how to make a personal commitment not to use

### 5. Communicating Healthful Choices about AOD Use

Students need to know:

#### 5.1 effects and consequences of other non-medicinal drug use

#### 5.3 how to deal with pressure to use

## TOBACCO

### 1. Short-Term and Long-Term Risks of Tobacco Use

Students need to know:

#### 1.1 addictive effects of nicotine

#### 1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance

#### 1.4 risks of different types of tobacco products

### 3. Choosing to be Tobacco Free

Students need to know:

3.1 how to make a personal commitment not to use

3.2 strategies to resist pressure to use