

# Too Good for Drugs

## High School Revised Edition

*Correlated with New Mexico Health Education 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 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

#### **Benchmark 4: implement a plan for attaining a personal health goal; grades**

1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. create strategies and implement a plan to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

#### **Benchmark 5: evaluate progress toward achieving personal health goals:**

1. create strategies and implement an evaluation plan in attaining a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

### **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 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

#### **Benchmark 1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults:**

1. analyze and demonstrate strategies used to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 2: analyze health concerns that require collaborative decision-making:**

1. describe health issues that require decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. role play and analyze the difference between making an individual decision or collaborating with others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community:**

1. predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
2. predict and analyze how impulsive actions relate to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3. predict and analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.

## **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 1: Students will comprehend concepts related to health promotion and disease prevention.**

**Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life.**

4. describe how emotions affect health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., attraction, love, lust, infatuation, jealousy, anger, etc.); and

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**Benchmark 1: demonstrate skills for communicating effectively with family, peers and others**

1. role play and analyze effective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

2. compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Benchmark 2: analyze how interpersonal communication affects relationships:**

2. role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality; nutrition; alcohol tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. role play and analyze how to express feelings in a positive way; and
3. role play and analyze how to respond appropriately to other people's needs, wants and feelings.

## **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 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**Benchmark 1: demonstrate skills for communicating effectively with family, peers and others**

1. role play and analyze effective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Benchmark 2: analyze how interpersonal communication affects relationships:**

2. role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality; nutrition; alcohol tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. role play and analyze how to express feelings in a positive way; and

3. role play and analyze how to respond appropriately to other people's needs, wants and feelings.

## **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 1: Students will comprehend concepts related to health promotion and disease prevention.**

**Benchmark 4: analyze how the family, peers and community influence the health of individuals:**

1. identify and analyze how family, peers and community can be helpful or a hindrance to healthy behaviors (i.e., family choices for meals, community norms for sexual behavior, etc.);
2. describe how family, peers and community influence the ability to apply refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
3. analyze how inappropriate behavior such as bullying, harassment and intentional injury influence the health of individuals;

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**Benchmark 2: analyze how interpersonal communication affects relationships:**

2. role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality; nutrition; alcohol tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. role play and analyze both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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 will comprehend concepts related to health promotion and disease prevention.**

**Benchmark 1: analyze how behavior can impact health maintenance and disease prevention:**

1. differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships; and
4. explain how attitude(s) and behavior(s) affect health of self and others.

**Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life.**

1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;
2. describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life
3. explain relationship between risk behaviors and health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.);

**Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems:**

1. identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.);

**Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**Benchmark 1: evaluate the availability and validity of health information, products and services:**

2. evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 3: evaluate factors that influence personal selection of health products and services:**

1. evaluate the characteristics that media uses to influence the selection of health products and services;
3. explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, values, habits, budget, etc.); and
4. demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Benchmark 1: analyze the role of individual responsibility for enhancing health:**

- (a) analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors:**

3. identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health:**

1. describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and

**Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

2. demonstrate refusal skills in the context of dangerous situations

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

**Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health:**

2. explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. nonsmoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); and

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations:**

1. describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses;
3. demonstrate effective negotiations and risk avoidance strategies

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community:**

1. predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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 will comprehend concepts related to health promotion and disease prevention.**

#### **Benchmark 1: analyze how behavior can impact health maintenance and disease prevention:**

1. differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships; and
4. explain how attitude(s) and behavior(s) affect health of self and others.

#### **Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life.**

1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;
2. describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life
3. explain relationship between risk behaviors and health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.);

#### **Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems:**

1. identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.);

**Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**Benchmark 1: evaluate the availability and validity of health information, products and services:**

2. evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:**

1. evaluate how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, school nurse, etc.);

**Benchmark 3: evaluate factors that influence personal selection of health products and services:**

1. evaluate the characteristics that media uses to influence the selection of health products and services;
3. explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, values, habits, budget, etc.); and
4. demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Benchmark 1: analyze the role of individual responsibility for enhancing health:**

- (a) analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors:**

3. identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health:**

1. describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and

**Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

2. demonstrate refusal skills in the context of dangerous situations



**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

**Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health:**

2. explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. nonsmoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); and

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations:**

1. describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses;
3. demonstrate effective negations and risk avoidance strategies

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community:**

1. predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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 will comprehend concepts related to health promotion and disease prevention.**

**Benchmark 1: analyze how behavior can impact health maintenance and disease prevention:**

1. differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

2. identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships; and
4. explain how attitude(s) and behavior(s) affect health of self and others.

**Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life.**

1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;
2. describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life
3. explain relationship between risk behaviors and health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.);

**Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems:**

1. identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.);

**Benchmark 7: analyze how public health policies and government regulations influence health promotion and disease prevention:**

1. research local, state and national regulations and policies that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. identify how policies are developed that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 8: analyze how the prevention and control of health problems are influenced by research and medical advances:**

1. identify scientific journals, agencies and organizations that contribute to research and medical advances in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**Benchmark 1: evaluate the availability and validity of health information, products and services:**

2. evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:**

1. evaluate how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, school nurse, etc.);

**Benchmark 3: evaluate factors that influence personal selection of health products and services:**

1. evaluate the characteristics that media uses to influence the selection of health products and services;
3. explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, values, habits, budget, etc.); and
4. demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Benchmark 1: analyze the role of individual responsibility for enhancing health:**

- (a) analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors:**

3. identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health:**

1. describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and

**Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

2. demonstrate refusal skills in the context of dangerous situations

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

**Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health:**

2. explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental,

social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. nonsmoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); and

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations:**

1. describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses;
3. demonstrate effective negotiations and risk avoidance strategies

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community:**

1. predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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 will comprehend concepts related to health promotion and disease prevention.**

**Benchmark 1: analyze how behavior can impact health maintenance and disease prevention:**

1. differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships; and
4. explain how attitude(s) and behavior(s) affect health of self and others.

**Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life.**

1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;
2. describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life
3. explain relationship between risk behaviors and health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.);

**Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems:**

1. identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.);

**Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**Benchmark 1: evaluate the availability and validity of health information, products and services:**

2. evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 3: evaluate factors that influence personal selection of health products and services:**

1. evaluate the characteristics that media uses to influence the selection of health products and services;
3. explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, values, habits, budget, etc.); and
4. demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Benchmark 1: analyze the role of individual responsibility for enhancing health:**

- (a) analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors:**

3. identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health:**

1. describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and

**Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

2. demonstrate refusal skills in the context of dangerous situations

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

**Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health:**

2. explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. nonsmoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); and

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations:**

1. describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses;
3. demonstrate effective negations and risk avoidance strategies

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community:**

1. predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

# 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 will comprehend concepts related to health promotion and disease prevention.**

**Benchmark 1: analyze how behavior can impact health maintenance and disease prevention:**

1. differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships; and
4. explain how attitude(s) and behavior(s) affect health of self and others.

**Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life.**

1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;
2. describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life
3. explain relationship between risk behaviors and health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.);
4. describe how emotions affect health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., attraction, love, lust, infatuation, jealousy, anger, etc.); and

**Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems:**

1. identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.);

**Benchmark 4: analyze how the family, peers and community influence the health of individuals:**

1. identify and analyze how family, peers and community can be helpful or a hindrance to healthy behaviors (i.e., family choices for meals, community norms for sexual behavior, etc.);
2. describe how family, peers and community influence the ability to apply refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Benchmark 5: analyze how the environment influences the health of the community:**

1. describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.);

**Benchmark 6: describe how to delay onset and reduce risks of potential health problems during adulthood:**

1. describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.);

**Benchmark 7: analyze how public health policies and government regulations influence health promotion and disease prevention:**

1. research local, state and national regulations and policies that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. identify how policies are developed that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 8: analyze how the prevention and control of health problems are influenced by research and medical advances: (MARIJUANA)**

1. identify scientific journals, agencies and organizations that contribute to research and medical advances in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**Benchmark 1: evaluate the availability and validity of health information, products and services:**

2. evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:**

1. evaluate how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, school nurse, etc.);



**Benchmark 3: evaluate factors that influence personal selection of health products and services:**

1. evaluate the characteristics that media uses to influence the selection of health products and services;
3. explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, values, habits, budget, etc.); and
4. demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Benchmark 4: demonstrate the ability to access school and community health services for self and others:**

1. demonstrate the ability to access local health resources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, local health facilities, walking trails, etc.); and

**Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Benchmark 1: analyze the role of individual responsibility for enhancing health:**

- (a) analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
- (b) demonstrate decision-making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors:**

1. demonstrate skills to avoid risky or harmful behaviors in relationships (i.e., abstinence or birth control methods to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.);
3. identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health:**

1. describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and

**Benchmark 5: develop injury prevention strategies for personal, family, peer and community health:**

1. analyze personal, family, peer and community factors that contribute to intentional and unintentional injuries (i.e., use of alcohol or other drugs, steroid use, food safety, etc.);
2. describe prevention strategies to avoid intentional and unintentional injuries;

3. demonstrate refusal skills related to personal safety in the areas of physical, emotional or sexual abuse; and

**Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. recognize threatening situations and formulate strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, date rape, etc.);

**Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

**Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health:**

2. explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. nonsmoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); and

**Benchmark 3: evaluate the impact of technology on personal, family, peer and community health:**

1. analyze the purposes for technology and its impact on personal, family, peer and community health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., internet, medical, conveniences, communication, etc.); and
2. compare and contrast how advances in technology positively or negatively impact personal, family, peer and community health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**Benchmark 1: demonstrate skills for communicating effectively with family, peers and others**

1. role play and analyze effective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Benchmark 2: analyze how interpersonal communication affects relationships:**

2. role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality; nutrition; alcohol tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. role play and analyze how to express feelings in a positive way; and

3. role play and analyze how to respond appropriately to other people's needs, wants and feelings.

**Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. role play and analyze both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations:**

1. describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses;
2. role play and analyze refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
3. demonstrate effective negations and risk avoidance strategies ( i.e., avoiding unwanted pregnancy, alcohol tobacco and other drug use, bullying behavior, poor nutritional choices, physical inactivity, etc.)

**Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**Benchmark 1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults:**

1. analyze and demonstrate strategies used to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 2: analyze health concerns that require collaborative decision-making:**

1. describe health issues that require decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. role play and analyze the difference between making an individual decision or collaborating with others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community:**

1. predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.);
2. predict and analyze how impulsive actions relate to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections; taking drugs can lead to addictive behavior, etc.);

3. predict and analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.

**Benchmark 4: implement a plan for attaining a personal health goal; grades**

1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. create strategies and implement a plan to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**Benchmark 5: evaluate progress toward achieving personal health goals:**

1. create strategies and implement an evaluation plan in attaining a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

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

**Benchmark 2: express information and opinions about health issues:**

1. define and analyze information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Benchmark 3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues:**

1. analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and illustrate ways to overcome those barriers.

**Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:**

1. role play and analyze how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.