

# Too Good for Drugs

## Revised Curriculum Correlations

Correlated with Oregon Health Education Standards and Benchmarks

### Grade 8

#### 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

##### Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Set goals around increasing healthy self-image.

#### 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

##### Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Analyze the short and long term effects of drugs using the decision making model.

##### Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Use a decision making process to prevent exposure to harmful substances.

##### Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Use a decision making model to avoid or refuse addictive substances and/or behaviors.

## **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

### **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify how to manage emotions 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

### **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate effective communication skills that encourage healthy relationships.

### **Strand - PROMOTION OF SEXUAL HEALTH**

Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

### **Strand - VIOLENCE AND SUICIDE PREVENTION**

Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

Demonstrate a variety of clear communication skills to report dangerous situations.

## **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

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

## **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Explain how to build and maintain healthy family, peer, and dating relationships.

Demonstrate effective communication skills that encourage healthy relationships.

Make decisions that enhance or establish healthy relationships.

Advocate for healthy communication skills within relationships

## **Strand - PROMOTION OF SEXUAL HEALTH**

Compare and contrast the characteristics of healthy and unhealthy relationships

Explain the criteria for evaluating the health of a relationship.

## **Strand - VIOLENCE AND SUICIDE PREVENTION**

Explain pro-social behaviors.

# **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

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

## **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

## **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.

## **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

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Describe the benefits of a tobacco and drug-free environment.

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

## **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

## **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

## **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

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Describe the benefits of a tobacco and drug-free environment.

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Analyze the short and long term effects of drugs using the decision making model.

Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

## **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.

## **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

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Describe the benefits of a tobacco and drug-free environment.

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Analyze the short and long term effects of drugs using the decision making model.

Explain appropriate use of 'over the counter' and prescription drugs.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

## **Strand - PROMOTION OF ENVIRONMENTAL HEALTH**

Use a decision making process to prevent exposure to harmful substances.

## **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

Use a decision making model to avoid or refuse addictive substances and/or behaviors.

## **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.

# **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

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

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Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

## **Strand - PROMOTION OF ENVIRONMENTAL HEALTH**

Use a decision making process to prevent exposure to harmful substances.

## **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

Use a decision making model to avoid or refuse addictive substances and/or behaviors.

## **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.