

# Too Good for Drugs

## High School Revised Edition

*Correlated with South Dakota 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

#### **Health Education Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.1 Analyze how the family influences the health of individuals.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

#### **Health Education Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

6.12.1 Assess personal health practices and overall health status.

6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

#### **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility in enhancing health.

#### **Health Education Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health risks.

8.12.2 Demonstrate how to persuade and support others to make positive health choices.

## **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

### **Health Education Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.1 Analyze how the family influences the health of individuals.

2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.5 Evaluate the influence of media on personal and family health.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

### **Health Education Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

5.12.1 Examine barriers that can hinder healthy decision making.

5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.

5.12.3 Justify when individual or collaborative decision making is appropriate.

5.12.4 Generate alternatives to health-related issues or problems.

5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.

5.12.6 Defend the healthy choice when making decisions.

5.12.7 Evaluate the effectiveness of health-related decisions.

### **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility in enhancing health.

7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

### **Health Education Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health risks.

8.12.2 Demonstrate how to persuade and support others to make positive health choices.

## **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

### **Health Education Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.12.1 Predict how healthy behaviors can affect health status.

1.12.2 Describe the interrelationships of emotional, mental, physical, and social health.

### **Health Education Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.

### **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility in enhancing health.

### **Health Education Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health risks.

8.12.2 Demonstrate how to persuade and support others to make positive health choices.

## **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

### **Health Education Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.2 Describe the interrelationships of emotional, mental, physical, and social health.

### **Health Education Standard 4**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

### **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.12.1 Analyze the role of individual responsibility in enhancing 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

## **Health Education Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

## **Health Education Standard 4**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

4.12.5 Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

## **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility in enhancing health.

## **Health Education Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health risks.

8.12.2 Demonstrate how to persuade and support others to make positive health choices.

## **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

### **Health Education Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

### **Health Education Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.5 Evaluate the influence of media on personal and family health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

### **Health Education Standard 4**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.5 Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

### **Health Education Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

### **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.12.1 Analyze the role of individual responsibility in enhancing health.

7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

## **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

### **Health Education Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.12.1 Predict how healthy behaviors can affect health status.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

### **Health Education Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.1 Analyze how the family influences the health of individuals.

2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.5 Evaluate the influence of media on personal and family health.

2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

### **Health Education Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

3.12.5 Determine when professional health services may be required.

### **Health Education Standard 4**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

4.12.5 Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

### **Health Education Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.

5.12.7 Evaluate the effectiveness of health-related decisions.

### **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility in enhancing health.

7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

### **Health Education Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health risks.

8.12.2 Demonstrate how to persuade and support others to make positive health choices.

## **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

### **Health Education Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.12.1 Predict how healthy behaviors can affect health status.

1.12.2 Describe the interrelationships of emotional, mental, physical, and social health.

1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

### **Health Education Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.5 Evaluate the influence of media on personal and family health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

### **Health Education Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 3.12.3 Use resources from home, school, and community that provide valid health information.

### **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.12.1 Analyze the role of individual responsibility in enhancing health.

## **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

### **Health Education Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

## **Health Education Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.

2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

## **Health Education Standard 3**

Students will demonstrate the ability to access valid information and products and services to enhance health.

3.12.3 Use resources from home, school, and community that provide valid health information.

3.12.5 Determine when professional health services may be required.

## **Health Education Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

5.12.1 Examine barriers that can hinder healthy decision making.

5.12.7 Evaluate the effectiveness of health-related decisions.

## **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility in enhancing health.

7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

# **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

### **Health Education Standard 1**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, mental, physical, and social health.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

### **Health Education Standard 2**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can influence personal health practice and behaviors.
- 2.12.5 Evaluate the influence of media on personal and family health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

### **Health Education Standard 4**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 4.12.5 Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

### **Health Education Standard 5**

Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.

- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

### **Health Education Standard 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

### **Health Education Standard 7**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.12.1 Analyze the role of individual responsibility in enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

### **Health Education Standard 8**

Students will demonstrate the ability to advocate for personal, family and community health risks.

- 8.12.2 Demonstrate how to persuade and support others to make positive health choices.