

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with Health Education Standards of Learning for Virginia Public Schools

### Lesson 1: *Set to Win* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the criteria for naming a personal goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working towards a goal

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

e) factors that affect school success;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;

### Lesson 2: *The Decision is Yours* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the four steps in the decision-making model
- Define consequences and differentiate between positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

e) factors that affect school success;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;

## **Lesson 3: *Understanding Me* – Identifying and Managing Emotions**

### **Objectives**

Following this lesson, the student will be able to:

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Demonstrate healthy strategies to manage emotions and stress
- Identify and manage the emotions of others

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

c) the benefits of stress management and stress-reduction techniques;

d) development of strategies for coping with disappointment;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;

## **Lesson 4: *Say It With Style* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of effective communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Demonstrate assertive speaking and active listening techniques

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;

## **Lesson 5: *The Right Connection* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer pressure refusal strategies and the peer pressure situations to which they apply

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

g) development of healthy interpersonal relationships

## **Lesson 6: *Addiction Notice* - Addiction**

### **Objectives**

Following this lesson, the student will be able to:

- Define and differentiate addiction and chemical dependency
- Discuss the stages of addiction
- Compare the stages of addiction and the associated behaviors
- Define tolerance and withdrawal and identify withdrawal symptoms
- Identify several reasons some teenagers consider drug use and list alternative solutions

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

b) recognition of harmful and risky behaviors;

7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include

c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;

## **Lesson 7: *A Toxic Waste* - Tobacco**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
- Identify the chemical makeup of tobacco products
- Analyze the social consequences of smoking
- Describe the harmful short-term and long-term effects of tobacco use, including second-hand smoke, on the body

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

b) recognition of harmful and risky behaviors;

7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include

c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;

7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness. Key concepts/skills include

a) the types of advertising techniques used to influence adolescents' decisions;

b) the validity of information from different resources;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;

## **Lesson 8: *Al K Hol* - Alcohol**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the harmful short-term effects of under-age alcohol use
- Identify possible sources for the false expectations people have about alcohol
- Define media literacy and discuss its potential influence on teen behavior
- Differentiate the common misperceptions of alcohol as an energizing party drink and its actual effects as a depressant

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

b) recognition of harmful and risky behaviors;

7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include

c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;

7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness. Key concepts/skills include

a) the types of advertising techniques used to influence adolescents' decisions;

b) the validity of information from different resources;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;

## **Lesson 9: *The Real Deal* – Marijuana**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate accurate and inaccurate sources of information about drugs
- Differentiate myth and reality regarding marijuana
- Identify the effects of marijuana on the body, particularly on brain function
- Describe the impact of marijuana use on reaching goals
- Describe the impact of marijuana use on everyday activities

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

b) recognition of harmful and risky behaviors;

7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include

c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;

7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness. Key concepts/skills include

b) the validity of information from different resources;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;

## **Lesson 10: A Drug is a Drug – Street, Prescription, and OTC Drugs**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the harmful effects of over-the-counter and prescription drug abuse on the human brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs
- Demonstrate a knowledge of facts regarding tobacco, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

b) recognition of harmful and risky behaviors;

g) development of healthy interpersonal relationships

7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include

c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;