

Too Good for Drugs

High School Revised Edition

Correlated with Virginia Department of Education Health Standards of Learning

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

Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

g) Describe the importance of health habits that promote personal wellness.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

i) Create strategies to manage deadlines.

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

Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

g) Describe the importance of health habits that promote personal wellness.

Healthy Decisions

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

h) Apply a decision-making process for selecting health and wellness products.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

i) Create strategies to manage deadlines.

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

Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

- g) Describe the importance of health habits that promote personal wellness.
- n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.

Healthy Decisions

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

- c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.
- k) Identify school and community mental health resources.

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

Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

- g) Describe the importance of health habits that promote personal wellness.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

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

Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

- g) Describe the importance of health habits that promote personal wellness.
q) Identify causes of conflict with friends and family.

Healthy Decisions

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

- h) Apply a decision-making process for selecting health and wellness products.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

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

Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

- g) Describe the importance of health habits that promote personal wellness.
h) Explain how alcohol and other drugs increase the risk of injury.
i) Analyze the deadly consequences of binge drinking.

Healthy Decisions

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

- h) Apply a decision-making process for selecting health and wellness products.
- i) Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.
- j) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.
- n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

- c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.

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

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- g) Describe the importance of health habits that promote personal wellness.
- h) Explain how alcohol and other drugs increase the risk of injury.

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- h) Apply a decision-making process for selecting health and wellness products.
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- n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.

Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

- c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.
- l) Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.

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

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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

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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

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- n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.
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- i) Create strategies to manage deadlines.
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