

Too Good for Drugs

High School Revised Edition

Correlated with Grade Expectations for Vermont's Framework of Standards and Learning Opportunities

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

Personal Health and Wellness (PHW)

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer) community factors on personal health behavior.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of health issues.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals.
- b. Identify barriers and supports to achieve goals and strategies.
- c. Identify strategies to overcome barriers and enhance supports.

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

Family, Social and Sexual Health (FSSH)

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.

- a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- b. Describe how community and social norms influence health choices.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values.
- b. Analyze the immediate and long-term impact of health decisions on the individual, family and community.
- c. Evaluate the internal and social pressures that influence decisions.

Personal Health and Wellness (PHW)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Analyze a personal health history to determine strategies and practices for reducing risks and enhancing health.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Analyze how behavior can impact health maintenance and disease prevention, including the short and long-term consequences of safe, risky, and harmful behaviors.
- b. Analyze the impact of personal health behaviors on body systems (e.g., regular health examinations and screenings, importance of rest and sleep, sun safety, self-examinations, early treatment of diseases).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer) community factors on personal health behavior.
- b. Evaluate how community and social norms influence health choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of health issues.
- b. Provide evidence to support the validity of health information, products, and services.
- c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.
- d. Evaluate factors that influence a personal selection of health products and services.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals.
- b. Identify barriers and supports to achieve goals and strategies.
- c. Identify strategies to overcome barriers and enhance supports.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors.
- b. Analyze the immediate and long-term impact of health decisions on the individual, family, and community, including environmental issues, public health policies, and government regulations.

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

Family, Social and Sexual Health (FSSH)

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.

- a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- b. Describe how community and social norms influence health choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, “I” messages, assertive, active listening, body language).
- b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, “I” messages).

- c. Demonstrate the ability to advocate for health promoting opportunities for self and others.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values.
- b. Analyze the immediate and long-term impact of health decisions on the individual, family and community.
- c. Evaluate the internal and social pressures that influence decisions.

Mental and Emotional Health (MEH)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze internal and external factors that influence a positive self-image.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues.
- b. Evaluate factors that influence access to resources and support for mental and emotional health issues, including denial.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).
- b. Develop strategies to support others and ask for help around issues of depression and suicide.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others.

- b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

Personal Health and Wellness (PHW)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Analyze a personal health history to determine strategies and practices for reducing risks and enhancing health.

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

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- a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).

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HE5: Interpersonal Communication

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- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others.
- b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

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

Family, Social and Sexual Health (FSSH)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., relationship violence, sexual pressures).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.

- a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.
- c. Differentiate between respectful and disrespectful relationships.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impacts of internal (e.g., experiences perceptions, self-respect) and external (e.g., media, peer, community) factors on family, social and sexual health and behaviors.
- b. Describe how community and social norms influence health choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, "I" messages, assertive, active listening, body language).

- b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, “I” messages).
- c. Demonstrate the ability to advocate for health promoting opportunities for self and others.

HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values.
- c. Evaluate the internal and social pressures that influence decisions.

Mental and Emotional Health (MEH)

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).

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

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction.
- b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health.
- c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs.
- b. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs.
- b. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.

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

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction.
- b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health.

- c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs.
- b. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs.
- b. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.

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

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction.
- b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health.
- c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs.
- b. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs.
- b. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.

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

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction.
- b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health.
- c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs.
- b. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs.
- b. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.

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

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction.
- b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health.
- c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.

HE4: Accessing Information

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- a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.

HE5: Interpersonal Communication

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HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.

- a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.

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Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, "I" messages, assertive, active listening, body language).

- b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, “I” messages).
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Mental and Emotional Health (MEH)

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HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze internal and external factors that influence a positive self-image.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues.
- b. Evaluate factors that influence access to resources and support for mental and emotional health issues, including denial.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).
- b. Develop strategies to support others and ask for help around issues of depression and suicide.

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- a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals.
- b. Identify barriers and supports to achieve goals and strategies.
- c. Identify strategies to overcome barriers and enhance supports.