

Too Good for Drugs

Grade 7 Revised Edition

Correlated with Wisconsin Standards for Health Education

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Learning Priority: Apply goal-setting skills to health situations.

A. Identify additional steps to setting and achieving realistic health goals.

6:3:A1 Establish a baseline of personal health behaviors and health status.

6:3:A2 Identify strategies and behaviors needed to maintain or improve health status.

6:3:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

B. Apply goal-setting skills to various health-related situations.

6:3:B1 Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan.

6:3:B2 Develop goals to maintain or improve personal health status.

6:3:B3 Assess the effectiveness of strategies to reach personal health goals.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

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

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1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Apply a decision-making process in various health-related situations.

A. Identify situations where effective decision-making skills are implemented.

5:3:A1 Determine when individual or collaborative decision making is appropriate.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

5:3:B3 Analyze the outcome of a health-related decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

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

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Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

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

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Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

B. Apply appropriate communication skills in various health-related settings.

4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Apply a decision-making process in various health-related situations.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

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B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

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

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1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Apply a decision-making process in various health-related situations.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

5:3:B3 Analyze the outcome of a health-related decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

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B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

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

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1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

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B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

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

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Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

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1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors.

2:3:A4 Examine how media and technology influence one's own personal health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Learning Priority: Examine strategies to access valid and reliable sources of health information.

B. Analyze sources of information for validity and reliability.

3:4:B1 Evaluate the validity of sources of health information using key criteria.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

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B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Learning Priority: Develop health-promoting strategies that support family or friends to make positive health choices.

B. Implement an advocacy plan pertaining to a health issue.

8:3:B4 Describe ways to adapt health messages for different audiences.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Apply a decision-making process in various health-related situations.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Learning Priority: Apply goal-setting skills to health situations.

B. Apply goal-setting skills to various health-related situations.

6:3:B1 Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

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7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

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

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Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

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1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Learning Priority: Apply a decision-making process in various health-related situations.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

5:3:B3 Analyze the outcome of a health-related decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.