

Too Good for Drugs

Grade 8 Revised Edition

Correlated with Wisconsin Standards for Health Education

Lesson 1: *The Architect* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable personal goal
- Name a personal goal using the goal-setting model
- Recognize and manage potential obstacles that can get in the way of reaching 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: *iDecide* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Define decision
- Demonstrate the ability to apply the steps in the Decision-Making Model
- Examine how goals, media, peers, and family influence decisions
- Demonstrate the effect decisions have on accomplishing goals
- Recognize that decisions are made every day
- Differentiate between impulsive behavior and thoughtful decisions
- Predict how decisions have consequences for self and 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.

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 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: *Calibrating Sensors* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Relate managing emotions to success in life
- Demonstrate strategies to manage emotions
- Analyze how emotions and self-awareness influence decision making
- Demonstrate healthy ways to express feelings
- Discern the emotions of others
- Demonstrate ways to communicate care, consideration, and respect of self and 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: *Press Send* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Analyze the elements of interpersonal communication
- Distinguish assertive, aggressive, and passive communication styles
- Distinguish verbal and nonverbal communication
- Demonstrate assertive communication techniques
- Demonstrate active listening techniques to build and maintain healthy relationships
- Understand how perception and emotions can influence communication

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.

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: *Friend Request* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy relationships
- Recognize the effects of negative peer pressure and peer influence
- Employ strategies to resist negative peer pressure and peer influence
- Recognize the effects of positive peer pressure and peer influence
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

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.

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 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.

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 6: *Server Not Responding* - Alcohol

Objectives

Following this lesson, the student will be able to:

- Recognize the role expectations play in decision making
- Discuss the short-term and long-term effects of alcohol use on the teenage brain and body
- Evaluate the effects of alcohol use on reaching goals, decision making, managing emotions, communication, and relationships
- Predict consequences of underage alcohol use
- Discuss the benefits of positive health behaviors and their effect on preventing alcohol use

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.

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.

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.

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 7: *The Social Hacker* - Tobacco

Objectives

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
- Identify the short-term, long-term and social consequences of tobacco use
- Compare the glamorous image and the nasty reality of using tobacco products
- Discuss the impact of product placement in media on perceptions and attitudes about tobacco use
- Discuss the stages of addiction and the associated behaviors

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.

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 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.

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.

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.

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 8: *The Blunt Truth* - Marijuana

Objectives

Following this lesson, the student will be able to:

- Examine the misperceptions of marijuana and its use
- Examine the effects of marijuana on the body, particularly on brain function
- Discuss the impact of marijuana use on reaching goals
- Discuss the psychological addiction aspects of marijuana use

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.

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 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.

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 9: *Not What the Doctor Ordered* – Prescription and OTC Drugs

Objectives

Following this lesson, the student will be able to:

- Discuss risk and examine the developmental aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Discuss the addictive and harmful effects of over-the-counter and prescription drug abuse
- Differentiate the appropriate use of, and the abuse of, prescription and over-the-counter drugs
- Discuss the physical, psychological, social, and emotional consequences of abusing prescription and over-the-counter drugs

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.

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.

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.

Lesson 10: *The Operating System* – Middle School Capstone

Objectives

Following this lesson, the student will be able to:

- Practice Goal Setting, Decision Making, Effective Communication, Managing Emotions and Relationship Management Skills
- Recall specific drug information and the effects of drug use on the body
- Identify the benefits of remaining healthy and drug-free
- Support and influence friends to remain healthy and drug-free

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.

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 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.

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 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.