

Too Good for Drugs

High School Revised Edition

Correlated with Wisconsin Standards for Health Education

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

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

B. Explore factors that impact health status.

1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; 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.

A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.

2:4:A1 Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.

2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.

2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.

2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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

A. Analyze issues that impact setting a goal.

6:4:A1 Assess personal health practices and their impact on overall health status.

6:4:A2 Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal.

6:4:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

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

6:4:B1 Formulate an effective long-term personal health goal.

6:4:B2 Develop a plan to reach a personal health goal that addresses strengths, needs, and risks.

6:4:B3 Implement a plan and monitor progress in achieving a personal health goal.

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

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

A. Analyze the impact of determinants of health.

1:4:A2 Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.

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2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.

2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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

A. Evaluate the impact of a decision-making process on health related situations.

5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.

5:4:A2 Justify when individual or collaborative decision making is appropriate.

B. Apply effective decision-making skills to enhance health.

5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.

5:4:B3 Examine barriers that can hinder healthy decision making.

5:4:B4 Predict the potential short-term and long-term impacts of each alternative on self and others.

5:4:B5 Defend the healthy choice when making decisions.

5:4:B6 Evaluate the effectiveness of a health-related decision.

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

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2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.

2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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

B. Demonstrate communication skills in health-related situations.

4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.

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

A. Evaluate the impact of a decision-making process on health related situations.

5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.

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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1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Continue to analyze communication skills in various health related settings.

4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.

4:4:A2 Reflect on the impact of communication on enhancing health.

4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

B. Demonstrate communication skills in health-related situations.

4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.

4:4:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.

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

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

A. Analyze the impact of determinants of health.

1:4:A2 Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.

2:4:A1 Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.

2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.

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

A. Continue to analyze communication skills in various health related settings.

4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.

4:4:A2 Reflect on the impact of communication on enhancing health.

4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

B. Demonstrate communication skills in health-related situations.

4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.

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

A. Evaluate the impact of a decision-making process on health related situations.

5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.

5:4:A2 Justify when individual or collaborative decision making is appropriate.

Lesson Six: *Wasted Time* – Alcohol

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

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

A. Analyze the impact of determinants of health.

1:4:A2 Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

1:4:A4 Predict how personal behaviors and access to appropriate health care can affect health.

B. Explore factors that impact health status.

1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.

1:4:B3 Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors

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

A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.

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2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.

2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.

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

A. Continue to analyze communication skills in various health related settings.

4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.

B. Demonstrate communication skills in health-related situations.

4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

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

B. Apply effective decision-making skills to enhance health.

5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.

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

A. Analyze issues that impact setting a goal.

6:4:A1 Assess personal health practices and their impact on overall health status.

6:4:A2 Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal.

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

A. Examine health-enhancing behaviors.

7:4:A1 Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.

Lesson Seven: *Vaporware* – Nicotine

Objectives

Following this lesson, the student will be able to:

- Distinguish between advertising claims and facts about the effects of using tobacco products.
- Describe the long-term and short-term effects of using tobacco products
- Contrast perceived norms with actual prevalence of smoking
- Identify ways tobacco use can interfere with the ability to reach a goal
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

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1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

1:4:A4 Predict how personal behaviors and access to appropriate health care can affect health.

B. Explore factors that impact health status.

1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.

1:4:B3 Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors

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

A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.

2:4:A1 Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.

2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.

2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.

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

A. Continue to analyze communication skills in various health related settings.

4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.

B. Demonstrate communication skills in health-related situations.

4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

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

B. Apply effective decision-making skills to enhance health.

5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.

5:4:B4 Predict the potential short-term and long-term impacts of each alternative on self and others.

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

A. Analyze issues that impact setting a goal.

6:4:A1 Assess personal health practices and their impact on overall health status.

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

A. Examine health-enhancing behaviors.

7:4:A1 Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.

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

A. Develop strategies to advocate for a health issue.

8:4:A3 Apply accurate information to support a health-enhancing message.

Lesson Eight: *Truth or Consequences* – Marijuana

Objectives

Following this lesson, the student will be able to:

- Discuss the physical, mental, social, and emotional consequences of marijuana use
- Discuss the misperceptions of marijuana and its use
- Examine the effects of marijuana on the body, particularly on brain function
- Evaluate the impact of marijuana impairment on goals, activities, and occupations
- Discuss the psychological addiction aspects of marijuana use

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A. Analyze the impact of determinants of health.

1:4:A2 Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

1:4:A4 Predict how personal behaviors and access to appropriate health care can affect health.

1:4:A5 Analyze how environment and personal health are interrelated.

B. Explore factors that impact health status.

1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.

1:4:B3 Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors

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

A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.

2:4:A1 Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.

2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.

2:4:A3 Examine how social policies can influence health behaviors.

2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.

2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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

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.

A. Evaluate the impact of a decision-making process on health related situations.

5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.

B. Apply effective decision-making skills to enhance health.

5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.

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

A. Analyze issues that impact setting a goal.

6:4:A1 Assess personal health practices and their impact on overall health status.

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

A. Examine health-enhancing behaviors.

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Lesson Nine: *The Evidence Speaks for Itself* – Prescription, OTC, and Street Drugs

Objectives

Following this lesson, the student will be able to:

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

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- 1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).
- 1:4:A4 Predict how personal behaviors and access to appropriate health care can affect health.
- 1:4:A5 Analyze how environment and personal health are interrelated.

B. Explore factors that impact health status.

- 1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.
- 1:4:B3 Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors

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

A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.

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- 2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.
- 2:4:A3 Examine how social policies can influence health behaviors.
- 2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.
- 2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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A. Evaluate the impact of a decision-making process on health related situations.

- 5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.

B. Apply effective decision-making skills to enhance health.

- 5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.

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

A. Analyze issues that impact setting a goal.

6:4:A1 Assess personal health practices and their impact on overall health status.

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A. Examine health-enhancing behaviors.

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Lesson Ten: *Consider the Alternative* – Alternatives to Substance Use/Course Review

Objectives

Following this lesson, the student will be able to:

- Discuss the reasons why some teenagers choose to use drugs
- Identify healthy alternatives to drug use
- Discuss solutions for a friend with an alcohol or other drug problem
- Access school and community resources for help with alcohol or other drug problems
- Recall and practice skills and concepts learned in the course

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B. Explore factors that impact health status.

1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.

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- 2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.
- 2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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

A. Continue to analyze communication skills in various health related settings.

- 4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.
- 4:4:A2 Reflect on the impact of communication on enhancing health.
- 4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

B. Demonstrate communication skills in health-related situations.

- 4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.
- 4:4:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.

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

A. Evaluate the impact of a decision-making process on health related situations.

- 5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.
- 5:4:A2 Justify when individual or collaborative decision making is appropriate.

B. Apply effective decision-making skills to enhance health.

- 5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.
- 5:4:B2 Generate alternatives for health-related issues or problems.
- 5:4:B3 Examine barriers that can hinder healthy decision making.
- 5:4:B4 Predict the potential short-term and long-term impacts of each alternative on self and others.
- 5:4:B5 Defend the healthy choice when making decisions.
- 5:4:B6 Evaluate the effectiveness of a health-related decision.

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

A. Analyze issues that impact setting a goal.

- 6:4:A1 Assess personal health practices and their impact on overall health status.
- 6:4:A2 Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal.
- 6:4:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

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

6:4:B1 Formulate an effective long-term personal health goal.

6:4:B2 Develop a plan to reach a personal health goal that addresses strengths, needs, and risks.

6:4:B3 Implement a plan and monitor progress in achieving a personal health goal.

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

A. Examine health-enhancing behaviors.

7:4:A1 Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.

B. Demonstrate a variety of health-enhancing behaviors.

7:4:B1 Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others. These include, but are not limited to: personal behaviors such as regular and health-enhancing physical activity, healthy eating, and accessing appropriate preventive health care services.

7:4:B2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. These include, but are not limited to: various complex safety-related behaviors, appropriately accessing mental and physical health care services, and carefully following medical advice and instructions.

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

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

8:4:B3 Demonstrate conviction in encouraging others to make positive health choices.