

Too Good for Drugs

High School Revised Edition

Correlated with West Virginia Health Content, Standards and Objectives

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

HE.HS.2.05 Analyze how peers influence healthy and unhealthy behaviors (e.g., positive and negative peer pressure).

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

HE.HS.5.01 Apply a decision-making process for various life situations (e.g., ATOD, food choices, weight control, relationships, health care providers, making purchases, education and career options).

HE.HS.5.04 Formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms).

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

HE.HS.6.02 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., short-term/long-term goals).

HE.HS.6.03 Implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).

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

HE.HS.2.02 Evaluate how media perspectives of health impact on personal, family and community health (e.g., books, magazines, newspaper, radio, TV, internet).

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HE.HS.5.03 Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).

HE.HS.5.05 Evaluate the effectiveness of health-related decisions (e.g., personal assessments).

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

HE.HS.6.03 Implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).

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

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

HE.HS.1.01 Compare and contrast the components of total wellness (i.e., social, physical, mental, emotional, spiritual).

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

HE.HS.2.02 Evaluate how media perspectives of health impact on personal, family and community health (e.g., books, magazines, newspaper, radio, TV, internet).

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

- HE.HS.4.02 Exhibit healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).
- HE.HS.4.03 Demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).

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

- HE.HS.5.01 Apply a decision-making process for various life situations (e.g., ATOD, food choices, weight control, relationships, health care providers, making purchases, education and career options).
- HE.HS.5.05 Evaluate the effectiveness of health-related decisions (e.g., personal assessments).

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

- HE.HS.6.01 Assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).

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

- HE.HS.7.04 Identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management techniques.
- HE.HS.7.05 Identify causes, warning signs (e.g., physical, mental/emotional) and prevention strategies for depression and suicide (e.g., counselors, hotlines, outreach programs).

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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- HE.HS.6.01 Assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).

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

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- HE.HS.4.03 Demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).
- HE.HS.4.04 Identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive "I" statements).

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

HE.HS.5.01 Apply a decision-making process for various life situations (e.g., ATOD, food choices, weight control, relationships, health care providers, making purchases, education and career options).

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HE.HS.6.01 Assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).

Lesson Six: *Wasted Time* – Effects of Alcohol Use

Objectives

Following this lesson, the student will be able to:

- Recognize and evaluate the influence of expectations on the decision to consume alcohol
- Identify the physical, mental, social, emotional, and legal implications of underage consumption of alcohol
- Discuss the short and long-term effects of alcohol use on the development of the teenage brain and body
- Discuss the negative effect of underage drinking on achieving goals
- Demonstrate peer-refusal skills in situations involving alcohol

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

HE.HS.2.02 Evaluate how media perspectives of health impact on personal, family and community health (e.g., books, magazines, newspaper, radio, TV, internet).

HE.HS.2.03 Explore technology (e.g., exercise equipment, virtual reality, computers, computerized equipment, smart phones) and its influence on personal, family, and community health.

HE.HS.2.05 Analyze how peers influence healthy and unhealthy behaviors (e.g., positive and negative peer pressure).

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

HE.HS.3.01 Identify and evaluate the validity of health information, products and services (e.g., books, magazine advertisements, infomercials/TV, internet, newspaper advertisements, billboards, radio).

HE.HS.3.02 Identify factors that influence personal choices of health promoting products based on current information (e.g., quackery, food labels, media, peers, family).

HE.HS.3.03 Locate and utilize resources to identify health care services advantageous for optimal health care (e.g., speakers, hotlines, internet, yellow pages).

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

- HE.HS.4.01 Utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others.
- HE.HS.4.04 Identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive “I” statements).

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

- HE.HS.5.03 Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).
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- HE.HS.6.03 Implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).

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

- HE.HS.7.03 List examples and explain short and long term impacts of health decisions (e.g., smoking, good diet, wearing seat belts) on the individual, family and community (e.g., lung cancer, heart disease, STDs).

Lesson Seven: *Vaporware* – Effects of Nicotine on the Brain and Body

Objectives

Following this lesson, the student will be able to:

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

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Lesson Eight: *Truth or Consequences* – Effects of Marijuana Use

Objectives

Following this lesson, the student will be able to:

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

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

Objectives

Following this lesson, the student will be able to:

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

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

Objectives

Following this lesson, the student will be able to:

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

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