

Too Good for Drugs

Grade 7 Revised Edition

Correlated with National Health Education Standards

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.

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

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

- 6.8.1. Assess personal health practices.
- 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3. Apply strategies and skills needed to attain a personal health goal.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health

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

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

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.9. Examine the potential seriousness of injury or 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.

- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 5.8.1. Identify circumstances that can help or hinder healthy decision making.

- 5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.
- 5.8.5. Predict the potential short-term impact of each alternative on self and others.
- 5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7. Analyze the outcomes of a health related decision.

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.

- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

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

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

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

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

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

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

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3. 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

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

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.9. Examine the potential seriousness of injury or 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.

- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3. 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.

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.

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

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

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or 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.

- 2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 5.8.1. Identify circumstances that can help or hinder healthy decision making.
- 5.8.4. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5. Predict the potential short-term impact of each alternative on self and others.
- 5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3. Demonstrate behaviors to avoid or reduce health risks to self and others.

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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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- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or 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.

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.5. Analyze how messages from media influence health behaviors.

- 2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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- 5.8.1. Identify circumstances that can help or hinder healthy decision making.
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Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3. Demonstrate behaviors to avoid or reduce health risks to self and others.

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- 8.8.2. Demonstrate how to influence and support others to make positive health choices.

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

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- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
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- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

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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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- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or 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.

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.
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- 5.8.5. Predict the potential short-term impact of each alternative on self and others.
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6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

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