

# Grade High School Too Good for Drugs

*Correlated to Tennessee Health Education Standards*

## **Lesson HS.1 *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

N/A

## **Lesson HS.2 *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

N/A

## **Lesson HS.3 *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

### **Component: Mental, Emotional, and Social Wellness**

HS.MESH.1 Identify emotions and their effects on the mind and body.

## **Lesson HS.4 *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

N/A

## **Lesson HS.5 *The Ties That Bind* – Bonding & 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

### **Component: Human Growth and Development**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

## **Lesson HS.6 *Time Wasted* – Effects of Alcohol Use**

### **Objectives**

Following this lesson, the students 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

### **Component: Substance Abuse and Use**

HS.SUA.3 Summarize the consequences of drug use (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.).

HS.SUA.5 Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).

HS.SUA.10 Predict the short- and long-term effects of drug use on an individual's health.

## **Lesson HS.7 *Vaporware* – Effects of Nicotine on the Brain and Body**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of nicotine products
- Define tolerance, addiction, and withdrawal
- Discuss the stages of addiction and the associated behaviors of each stage
- Identify the short-term, long-term, and social consequences of tobacco use
- Apply peer-refusal skills to situations involving nicotine

### **Component: Substance Abuse and Use**

HS.SUA.3 Summarize the consequences of drug use (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.).

HS.SUA.5 Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).

HS.SUA.10 Predict the short- and long-term effects of drug use on an individual's health.

## **Lesson HS.8 *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

### **Component: Substance Abuse and Use**

- HS.SUA.3 Summarize the consequences of drug use (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.).
- HS.SUA.5 Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).
- HS.SUA.10 Predict the short- and long-term effects of drug use on an individual's health.

## **Lesson HS.9 *The Evidence Speaks for Itself* – Prescription, OTC, and Street Drugs**

### **Objectives**

Following this lesson, the students 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

### **Component: Substance Abuse and Use**

- HS.SUA.1 Describe the proper use of over-the-counter and prescription drugs.
- HS.SUA.3 Summarize the consequences of drug use (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.).
- HS.SUA.5 Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).
- HS.SUA.10 Predict the short- and long-term effects of drug use on an individual's health.

## **Lesson HS.10 *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

### **Component: Mental, Emotional, and Social Wellness**

- HS.MESH.1 Identify emotions and their effects on the mind and body.

### **Component: Human Growth and Development**

- HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### **Component: Substance Abuse and Use**

- HS.SUA.1 Describe the proper use of over-the-counter and prescription drugs.

- HS.SUA.3 Summarize the consequences of drug use (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.).
- HS.SUA.5 Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).
- HS.SUA.10 Predict the short- and long-term effects of drug use on an individual's health.