

Too Good for Drugs & Violence Curriculum Correlations

Correlated with
Alabama Health Content Standards

High School, 14-Week Edition

Lesson 1: *Goal Setting*

Objectives: The student will be able to:

- Demonstrate setting reachable goals (goals that are: important to the goal-setter; stated positively; specific and possible)
- Differentiate between reachable and unreachable goals
- Develop a personal goal

Alabama Content Standards:

*Alabama Standards numbered as shown in the Alabama Course of Study, 2004

Personal Health

12. Apply decision-making strategies to improve personal health goals.
ie: participating regularly in physical activity, avoiding sexual risk-taking, preventing abuse, practicing water safety, operating motor vehicles safely

Nutrition

18. Predict the impact of a positive nutrition-related change in behavior.
i.e.: eating versus skipping breakfast

Lesson 2: *Managing Emotions*

Objectives: The student will be able to:

- List difficult emotions
- Discuss the role of choice in handling emotions
- List three ways to gain self-control when experiencing a difficult emotion
- Differentiate between helpful and unhelpful self-talk
- Differentiate between healthy, effective ways and unhealthy, ineffective ways (such as drug use and violence) to handle difficult emotions

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12. Apply decision-making strategies to improve personal health goals.
i.e.: participating regularly in physical activity, avoiding sexual risk-taking, preventing abuse, practicing water safety, operating motor vehicles safely
13. Apply refusal skills to abstain from risky situations.
i.e.: saying “no,” walking away, offering alternatives, making excuses

14. Assess the impact of positive and negative personal health behaviors on the functioning of body systems.
i.e.: identifying effects of health behaviors on the endocrine, cardiovascular, nervous, reproductive, digestive, skeletal, and muscular systems

Mental and Emotional Health

15. Identify symptoms, methods of treatment, and ways to manage mental illnesses or disorders such as depression, eating disorders, and suicide.
i.e.: recognizing problem with substance or child abuse and seeking help with prevention through family counseling
16. Propose potential solutions to health concerns.
i.e.: requesting referrals for suicidal peer, drug, or alcohol problems; participating in intervention seminars; using methods for working cooperatively with parents, school personnel, and peers; seeking assistance from responsible adults
17. Describe the impact of significant events on physical and emotional health.
i.e.: birth or death of a loved one, marriage, childbirth, adoption, divorce, chronic or infectious illness, victimization, relocation, end of relationship.

Injury Prevention and Safety

21. Explain the consequences of health behaviors that are harmful to self or others.
i.e.: personal injuries, diseases and illnesses, property losses, legal liabilities.

Prevention and Control of Disease

22. Determine symptoms, methods of prevention, and strategies for controlling communicable infestations, diseases, and infections.
i.e.: symptoms—fever, itching, chills; strategies for preventing/controlling—abstinence, vaccinations, universal precautions.

Lesson 3: *Decision Making*

Objective: The student will be able to:

- Define the word “consequence”
- List steps of an effective decision-making model
- Predict the consequences of choices many teenagers must make
- Perform role-plays to demonstrate effective decision making in a variety of age-appropriate situations
- Discuss the negative effects of drug use on decision making

Alabama Content Standards:

Consumer Health

4. Differentiate between positive and negative health messages portrayed in the media.
i.e.: negative—attractive models advertising products such as tobacco, alcohol, and medications for STIs; sexual images used to promote products;
positive—public service announcements about parent-child communication, advertisements promoting the use of sunscreens, older siblings teaching healthy behaviors to younger siblings.
6. Discuss valid and essential information for the safe use of consumer goods and health products.

i.e.: using over-the-counter medications as directed, using herbals safely, recognizing the symptoms of toxic shock syndrome (TSS), recognizing quackery and fads, checking product labeling.

Personal Health

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Injury Prevention and Safety

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i.e.: personal injuries, diseases and illnesses, property losses, legal liabilities.

Substance Use and Abuse

24. Discuss laws and regulations related to substance use and abuse.

Lesson 4: Assertiveness

Objectives: The student will be able to:

- Differentiate between assertiveness, passive and aggressive communication styles
- List the verbal and non-verbal characteristics of assertive, passive and aggressive communication styles
- Discuss the benefits of using an assertive communication style
- Describe his or her own preferred style
- Perform role-plays to practice assertive communication

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5. Evaluate negative and positive impacts of technology on health.
i.e.: positive—improved diagnosis, prevention, and treatment of diseases and disorders; negative—decreased level of health-enhancing physical activity, inflationary expense of health care services
6. Discuss valid and essential information for the safe use of consumer goods and health products.
i.e.: using over-the-counter medications as directed, using herbals safely, recognizing the symptoms of toxic shock syndrome (TSS), recognizing quackery and fads, checking product labeling

Personal Health

12. Apply decision-making strategies to improve personal health goals.
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13. Apply refusal skills to abstain from risky situations.
i.e.: saying “no,” walking away, offering alternatives, making excuses

Lesson 5: *Communication*

Objectives: The student will be able to:

- Demonstrate the use of I-messages
- Demonstrate active listening techniques
- Demonstrate the effect of body language, facial expression and tone of voice on communication
- List benefits of using I-messages and active listening

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i.e.: using over-the-counter medications as directed, using herbals safely, recognizing the symptoms of toxic shock syndrome (TSS), recognizing quackery and fads, checking product labeling

Personal Health

11. Analyze the relationship of dimensions of health and wellness such as emotional, mental (intellectual), physical, social, environmental, and spiritual.
12. Apply decision-making strategies to improve personal health goals.
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13. Apply refusal skills to abstain from risky situations.
i.e.: saying “no,” walking away, offering alternatives, making excuses,

Lesson 6: *Conflict Resolution*

Objectives: The student will be able to:

- Define conflict
- Differentiate between violence and conflict
- Discuss norms against violence
- List behaviors that can escalate conflict
- List behaviors that can de-escalate conflict
- Demonstrate effective conflict resolution

Alabama Content Standards:

Community Health

2. Identify positive health activities that influence and support others to work cooperatively for healthy communities.
i.e.: school safety programs, recycling programs, teenage peer-helper programs to abstain from alcohol and tobacco use, health fairs, programs such as Students Against Destructive Decisions (SADD).
3. Analyze cultural influences on health behaviors, including social norms, laws and regulations, family traditions, and stereotypes.
i.e.: knowledge, attitudes, and beliefs related to family eating habits; Alabama's graduated driver license to promote safe driving; family beliefs about premarital intercourse.

Personal Health

12. Apply decision-making strategies to improve personal health goals.
i.e.: participating regularly in physical activity, avoiding sexual risk-taking, preventing abuse, practicing water safety, operating motor vehicles safely
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Injury Prevention and Safety

21. Explain the consequences of health behaviors that are harmful to self or others.
i.e.: personal injuries, diseases and illnesses, property losses, legal liabilities

Lesson 7: *Bonding and Relationships*

Objectives: The student will be able to:

- Differentiate between healthy and unhealthy relationships
- Discuss some qualities of unhealthy relationships
- Discuss some qualities of healthy relationships
- Demonstrate ways to bond with pro-social others and maintain healthy relationships
- Demonstrate ways to avoid and discourage unhealthy relationships

Alabama Content Standards:

Family Health

9. Explain the impact of personal health behaviors on parenting and child development, including attending to financial responsibilities associated with pregnancy, childbirth, and childrearing.
i.e.: waiting to become a parent until physically, socially, and emotionally mature and employed

Personal Health

11. Analyze the relationship of dimensions of health and wellness such as emotional, mental (intellectual), physical, social, environmental, and spiritual.
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i.e.: saying “no,” walking away, offering alternatives, making excuses.

Lesson 8: *Respect for Self and Others*

Objectives: The student will be able to:

- Define stereotype, prejudice, and discrimination
- Differentiate between examples of discrimination based on age, physical or mental abilities/disabilities, socio-economics, religion, ethnic/racial group and gender
- Discuss how it feels to be discriminated against
- Describe ways to de-escalate conflicts involving discrimination and prejudice
- Write a personal commitment to demonstrate respect for oneself and others

Alabama Content Standards:

Personal Health

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13. Apply refusal skills to abstain from risky situations.
i.e.: saying “no,” walking away, offering alternatives, making excuses.

Lesson 9: *Tobacco*

Objectives: The student will be able to:

- List short-term effects of tobacco use
- List long-term effects of tobacco use
- Identify methods used by tobacco companies to promote tobacco use, influence public policy and perception, and target youth
- Contrast actual percentage of teens who smoke with perceived percentage
- Discuss ways to be an advocate against teen tobacco use

Alabama Content Standards:

Community Health

1. Determine a variety of health services provided by school and community health professionals.
i.e.: mental health counseling, physical health screening, immunizations, public information seminars and services, drug prevention programs, school nurses
2. Identify positive health activities that influence and support others to work cooperatively for healthy communities.
i.e.: school safety programs, recycling programs, teenage peer-helper programs to abstain from alcohol and tobacco use, health fairs, programs such as Students Against Destructive Decisions (SADD)
3. Analyze cultural influences on health behaviors, including social norms, laws and regulations, family traditions, and stereotypes.
i.e.: knowledge, attitudes, and beliefs related to family eating habits; Alabama's graduated driver license to promote safe driving; family beliefs about premarital intercourse

Consumer Health

4. Differentiate between positive and negative health messages portrayed in the media.
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Injury Prevention and Safety

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i.e.: personal injuries, diseases and illnesses, property losses, legal liabilities.

Substance Use and Abuse

24. Discuss laws and regulations related to substance use and abuse.

Lesson 10: *Alcohol*

Objectives: The student will be able to:

- Discuss physical, mental, social, emotional and legal consequences of drinking alcohol as a teenager
- State the legal drinking age in the US and discuss the rationale behind it
- Contrast perceived and actual beliefs about alcohol use among teenagers
- Contrast alcohol ads with facts about the consequences of alcohol use
- Perform role-plays to demonstrate resisting pressure to drink alcohol in a variety of age-appropriate situations

Alabama Content Standards:

Personal Health

12. Apply decision-making strategies to improve personal health goals.
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13. Apply refusal skills to abstain from risky situations.
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14. Assess the impact of positive and negative personal health behaviors on the functioning of body systems.
i.e.: identifying effects of health behaviors on the endocrine, cardiovascular, nervous, reproductive, digestive, skeletal, and muscular systems.

Injury Prevention and Safety

21. Explain the consequences of health behaviors that are harmful to self or others.
i.e.: personal injuries, diseases and illnesses, property losses, legal liabilities.

Prevention and Control of Disease

22. Determine symptoms, methods of prevention, and strategies for controlling communicable infestations, diseases, and infections.
i.e.: symptoms—fever, itching, chills; strategies for preventing/controlling—abstinence, vaccinations, universal precautions.

Substance Use and Abuse

24. Discuss laws and regulations related to substance use and abuse

Lesson 11: *Marijuana*

Objectives: The student will be able to:

- Discuss physical, mental, social, emotional and legal consequences of marijuana use
- Contrast perceived and actual beliefs about marijuana use among teenagers
- Perform role-plays to resist peer pressure to use marijuana in a variety of situations

Alabama Content Standards:

Personal Health

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Substance Use and Abuse

24. Discuss laws and regulations related to substance use and abuse.

Lesson 12: *Addiction*

Objectives: The student will be able to:

- Define tolerance, addiction, withdrawal, denial and enabling
- Identify the progressive, predictable stages of drug addiction
- Differentiate between helping and enabling
- Discuss what to do if a friend has a problem with alcohol or other drugs
- List and discuss how to access school and community resources for help with alcohol or other drug problems.

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- Analyze cultural influences on health behaviors, including social norms, laws and regulations, family traditions, and stereotypes.
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Mental and Emotional Health

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Lesson 13: *Maximizing Life, Minimizing Stress*

Objectives: The student will be able to:

- Identify personal signs and physical symptoms of stress
- Differentiate between healthy and unhealthy ways to cope with stress
- Practice asking for help and listening supportively
- List effective ways of coping with stress, including relaxation techniques, helpful self-talk and maintaining healthy balance

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Lesson 14: *Staying Safe and Drug-Free*

Objectives: The student will be able to:

- Discuss issues relating to drug and violence prevention
- Review skills and concepts taught in lessons 1-13
- Sign a pledge not to use drugs.

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