

Too Good for Drugs and Violence

2021 Edition

High School

Correlated with the National Health Education Standards

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.

- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

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

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

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

- 7.12.1 Analyze the role of individual responsibility for enhancing health.

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.

- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.

- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

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

- 5.12.1 Examine barriers that can hinder healthy decision making.
5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
5.12.3 Justify when individual or collaborative decision making is appropriate.
5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
5.12.6 Defend the healthy choice when making decisions.
5.12.7 Evaluate the effectiveness of health-related decisions.

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

- 6.12.1 Assess personal health practices and overall health status.

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

- 7.12.1 Analyze the role of individual responsibility for enhancing health.

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

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

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.

- 1.12.1 Predict how healthy behaviors can affect health status.
1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

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

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

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

6.12.1 Assess personal health practices and overall health status.

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

7.12.1 Analyze the role of individual responsibility for enhancing health.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

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

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

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

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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4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

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

- 5.12.1 Examine barriers that can hinder healthy decision making.

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- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and 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

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- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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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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- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity 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.

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.

- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
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- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 3.12.2 Use resources from home, school, and community that provide valid health information.

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Lesson Seven: *Vaporware* – Effects of Nicotine Use 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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- 3.12.4 Determine when professional health services may be required.

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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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1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

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

2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

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

3.12.2 Use resources from home, school, and community that provide valid health information.

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

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- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

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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- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.4 Determine when professional health services may be required.

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

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
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- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

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

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

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

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

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

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

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

Lesson Eleven: *Many Rivers to Cross* – Respect for Self and Others

Objectives

Following this lesson, the student will be able to:

- Define respect
- Appreciate differences in preference, point of view, opinion, value, and experience of others
- Identify the effect of self-respect on decisions and relationships
- Identify specific examples of demonstrating respect to others
- Differentiate commanding and demanding respect
- Determine how to promote respect in different situations

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Lesson Twelve: *The Resolution Solution* – Conflict Resolution

Objectives

Following this lesson, the student will be able to:

- Differentiate between conflict and violence
- Determine behaviors that escalate a conflict
- Identify healthy approaches to conflict resolution
- Demonstrate effective conflict resolution skills

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Lesson Thirteen: *Maximizing Life, Minimizing Stress* – Stress Management

Objectives

Following this lesson, the student will be able to:

- Identify common stressors including change, difficult situations, internal conflict, and external conflict
- Identify physical, emotional, and health-related signs and symptoms of stress
- Discuss the role of self-control and personal responsibility in managing the emotions related to stress
- Evaluate and apply effective strategies for coping with stress

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7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

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

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

Lesson Fourteen: *#Compatibility* – Healthy Teen Dating

Objectives

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy dating relationships
- Define teen dating abuse
- Demonstrate ways to bond with pro-social partners to build and maintain healthy dating relationships
- Demonstrate ways to avoid unhealthy dating relationships
- Establish standards and characteristics of healthy personal relationships
- Evaluate and manage the potential risks when unhealthy characteristics are present in a dating relationship

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

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity 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.

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze 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.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

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

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.

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

6.12.1 Assess personal health practices and overall health status.

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

7.12.1 Analyze the role of individual responsibility for enhancing health.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

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

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

Lesson Fifteen: *Finding Perspective* – Social Media Awareness/Course Review

Objectives

Following this lesson, the student will be able to:

- Discuss the effects of one's actions on social media on relationships and emotional well-being
- Discuss the relationships between past online activity and obstacles to reaching goals
- Identify the effects of one's online interactions on others
- Demonstrate knowledge and understanding of social-emotional skills learned in lessons 1-10

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

1.12.1 Predict how healthy behaviors can affect health status.

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

1.12.9 Analyze the potential severity 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.

2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.5 Evaluate the effect of media on personal and family health.

2.12.6 Evaluate the impact of technology on personal, family, and community health.

2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

2.12.9 Analyze 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.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

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

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

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

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

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

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

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

- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.