

Too Good for Drugs and Violence – Social Perspectives High School 2021 Edition

Correlated to 2020 Colorado Academic Standards for Comprehensive Health

Lesson 1 Graduation Day – *Setting Reachable Goal*

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 3: Social and Emotional Wellness

2 Set goals and monitor progress on attaining goals for future success.

- a. Connect how setting a personal goal contributes to positive mental, emotional, and social wellness.
- b. Define a clear, attainable personal goal.
- c. Describe steps needed to reach personal goals.
- d. Apply concepts to self-reflect on the progress and success of personal goals.

Lesson 2 Who's in Charge Here? – *Making Responsible Decisions*

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

None apply at this time.

Lesson 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

Standard 3: Social and Emotional Wellness

1 Analyze the interrelationship of physical, mental, emotional, and social health.

- c. Implement effective strategies for dealing with personal and environmental stress.

Lesson 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

Standard 3: Social and Emotional Wellness

3 Advocate to improve or maintain positive mental, emotional well-being for self and others.

- c. Advocate for positive and respectful school environment that supports pro-social behavior.

Lesson 5 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

Standard 2: Physical and Personal Wellness

4 Use a decision-making process to make healthy decisions about relationships and sexual health.

- a. Differentiate the characteristics of unhealthy and healthy relationships (e.g., dating, committed relationships, marriage, and family).

Standard 3: Social and Emotional Wellness

3 Advocate to improve or maintain positive mental, emotional well-being for self and others.

- c. Advocate for positive and respectful school environment that supports pro-social behavior.

Lesson 6 Wasted Time – *Effects of Alcohol Use on the Brain and Body*

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

Standard 4: Prevention and Risk Management

1 Analyze the impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- b. Predict the potential effects of an individual's substance abuse on others.
- c. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.
- d. Describe the harmful effects of binge drinking.

2 Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- a. Evaluate strategies for managing the impact of internal and external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- b. Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- c. Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

3 Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

- a. Demonstrate verbal and nonverbal ways to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using marijuana, illegal drugs, abusing prescription drugs, alcohol, and tobacco.
- c. Demonstrate effective persuasion skills that encourage friends and family not to abuse prescription drugs or use drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

4 Develop self-management skills to improving health by staying drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

- a. Develop a personal plan to improve health by staying free of drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).
- b. Demonstrate the ability to monitor personal behavior related to marijuana, illegal drugs, abuse prescription drugs, alcohol, and tobacco, including sexual activity and other risky behaviors.
- c. Identify strategies to reduce the risk of potential unwanted consequences involving alcohol, marijuana and other drugs.
- d. Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Lesson 7 Vaporware – *Effects of Nicotine Use 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

Standard 4: Prevention and Risk Management

1 Analyze the impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- b. Predict the potential effects of an individual's substance abuse on others.
- c. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.

2 Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

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- b. Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- c. Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

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- a. Demonstrate verbal and nonverbal ways to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
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- c. Demonstrate effective persuasion skills that encourage friends and family not to abuse prescription drugs or use drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

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- c. Identify strategies to reduce the risk of potential unwanted consequences involving alcohol, marijuana and other drugs.
- d. Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Lesson 8 Truth or Consequences – Effects of THC and Marijuana Use on the Brain and Body

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

Standard 4: Prevention and Risk Management

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- c. Predict the potential effects of an individual's substance abuse on others.
- d. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.

2 Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- a. Evaluate strategies for managing the impact of internal and external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- b. Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- c. Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

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- c. Demonstrate effective persuasion skills that encourage friends and family not to abuse prescription drugs or use drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).

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- a. Develop a personal plan to improve health by staying free of drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).
- b. Demonstrate the ability to monitor personal behavior related to marijuana, illegal drugs, abuse prescription drugs, alcohol, and tobacco, including sexual activity and other risky behaviors.
- c. Identify strategies to reduce the risk of potential unwanted consequences involving alcohol, marijuana and other drugs.
- d. Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Lesson 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

Standard 4: Prevention and Risk Management

1 Analyze the impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- d. Predict the potential effects of an individual's substance abuse on others.
- e. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.

2 Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- a. Evaluate strategies for managing the impact of internal and external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- b. Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- c. Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Standard 4: Prevention and Risk Management

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- b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using marijuana, illegal drugs, abusing prescription drugs, alcohol, and tobacco.
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- d. Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Lesson 10 Consider the Alternative – *Alternatives to Substance Use and 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

Standard 2: Physical and Personal Wellness

4 Use a decision-making process to make healthy decisions about relationships and sexual health.

- a. Differentiate the characteristics of unhealthy and healthy relationships (e.g., dating, committed relationships, marriage, and family).
- g. Analyze when it is necessary to seek help with or leave an unhealthy situation.

Standard 3: Social and Emotional Wellness

1 Analyze the interrelationship of physical, mental, emotional, and social health.

- d. Implement effective strategies for dealing with personal and environmental stress.

Standard 3: Social and Emotional Wellness

2 Set goals and monitor progress on attaining goals for future success.

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Standard 3: Social and Emotional Wellness

3 Advocate to improve or maintain positive mental, emotional well-being for self and others.

- a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of other.
- b. Demonstrate support and respect for diversity.
- c. Advocate for positive and respectful school environment that supports pro-social behavior.

Standard 4: Prevention and Risk Management

1 Analyze the impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

- a. Analyze healthy alternatives to substance use.
- b. Predict the potential effects of an individual's substance abuse on others.
- e. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.
- f. Describe the harmful effects of binge drinking.

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Standard 4: Prevention and Risk Management

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Lesson 11 Many Rivers to Cross – *Respect for Self and Others*

Objectives

Following this lesson, the students 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

Standard 3: Social and Emotional Wellness

3 Advocate to improve or maintain positive mental, emotional well-being for self and others.

- d. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of other.
- e. Demonstrate support and respect for diversity.
- f. Advocate for positive and respectful school environment that supports pro-social behavior.

Standard 4: Prevention and Risk Management

5 Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.

- a. Examine the importance of respecting individual differences.

Lesson 12 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

Standard 4: Prevention and Risk Management

5 Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.

- d. Demonstrate the ability to take the perspectives of others in a conflict situation.

9 Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.

- a. Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence.
- b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.
- c. Explain the strategies that could be used to prevent a conflict from starting or escalating.
- d. Discuss effective strategies for resolving conflicts with another person in nonviolent ways.

Lesson 13 Maximize Life, Minimize 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

Standard 3: Social and Emotional Wellness

1 Analyze the interrelationship of physical, mental, emotional, and social health.

- c. Implement effective strategies for dealing with personal and environmental stress.

Lesson 14 #Compatibility – *Healthy Teen Dating*

Objectives

Following this lesson, the students 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 4: Prevention and Risk Management

5 Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.

- b. Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence acquaintance rape, sexual assault, and family violence.

7 Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.

- a. Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence.

Lesson 15 Finding Perspective – *Social Media Awareness and 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 relationship between past online activity and obstacles to reaching goals
- Identify the effects of one's online interactions on others
- Demonstrate knowledge and understanding of the social-emotional skills learned in lessons 1-10

Standard 2: Physical and Personal Wellness

4 Use a decision-making process to make healthy decisions about relationships and sexual health.

- a. Differentiate the characteristics of unhealthy and healthy relationships (e.g., dating, committed relationships, marriage, and family).
- h. Analyze when it is necessary to seek help with or leave an unhealthy situation.

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3 Advocate to improve or maintain positive mental, emotional well-being for self and others.

- a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of other.
- b. Demonstrate support and respect for diversity.
- c. Advocate for positive and respectful school environment that supports pro-social behavior.

5 Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.

- a. Examine the importance of respecting individual differences.
- b. Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence acquaintance rape, sexual assault, and family violence.
- c. Demonstrate the ability to take the perspectives of others in a conflict situation.

7 Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.

- a. Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence.

9 Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.

- a. Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence.
- b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.
- c. Explain the strategies that could be used to prevent a conflict from starting or escalating.
- d. Discuss effective strategies for resolving conflicts with another person in nonviolent ways.