

# Too Good for Drugs

## Grade 8

*Correlated to West Virginia College and Career Readiness Standards for Wellness Education*

### Lesson 8.1 *The Architect* – Setting Reachable Goals

#### Objectives

Following this lesson, the student will be able to:

- Define goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable personal goal
- Name a personal goal using the goal-setting model
- Recognize and manage potential obstacles that can get in the way of reaching a goal

#### Health Education

##### Goal Setting

WE.8.24 Design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care).

WE.8.25 Determine how personal health goals and practices can vary as priorities change (e.g., family illness, death of close friend, personal tragedy, maturity).

#### Advocacy

WE.8.34 Explain how to encourage others to make positive health choices.

### Lesson 8.2 *iDecide* – Making Responsible Decisions

#### Objectives

Following this lesson, the student will be able to:

- Define decision
- Demonstrate the ability to apply the steps in the Decision-Making Model
- Examine how goals, media, peers, and family influence decisions
- Demonstrate the effect decisions have on accomplishing goals
- Recognize that decisions are made every day
- Differentiate between impulsive behavior and thoughtful decisions
- Predict how decisions have consequences for self and others

#### Health Education

##### Decision Making

WE.8.20 Distinguish between options that are healthy and unhealthy.

WE.8.21 Apply the steps to the decision-making process to solve problems.

#### Advocacy

WE.8.34 Explain how to encourage others to make positive health choices.

### Lesson 8.3 *Calibrating Sensors* - Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Relate managing emotions to success in life
- Demonstrate strategies to manage emotions
- Analyze how emotions and self-awareness influence decision making
- Demonstrate healthy ways to express feelings
- Discern the emotions of others
- Demonstrate ways to communicate care, consideration, and respect of self and others

## **Health Education**

### **Communication**

WE.8.13 Demonstrate ways to exhibit care, consideration, and respect for self and others.

WE.8.16 Practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect, conflict resolution).

### **Decision Making**

WE.8.20 Distinguish between options that are healthy and unhealthy.

## **Lesson 8.4 *Press Send* - Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language affect meaning and understanding
- Differentiate assertive, aggressive, and passive communication styles

## **Health Education**

### **Communication**

WE.8.13 Demonstrate ways to exhibit care, consideration, and respect for self and others.

WE.8.16 Practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect, conflict resolution).

### **Decision Making**

WE.8.20 Distinguish between options that are healthy and unhealthy.

## **Lesson 8.5 *Friend Request* – Bonding & Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Compare healthy and unhealthy relationships
- Recognize the effects of negative peer pressure and peer influence
- Employ strategies to resist negative peer pressure and peer influence
- Recognize the effects of positive peer pressure and peer influence
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

## **Health Education**

### **Culture, Media, and Technology**

WE.8.9 Discuss the importance of respecting individual differences (e.g., race, religion, size, age, sex, gender identity).

### **Communication**

WE.8.13 Demonstrate ways to exhibit care, consideration, and respect for self and others.

WE.8.16 Practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect, conflict resolution).

## **Lesson 8.6 *Server Not Responding* – Effects of Alcohol Use**

### **Objectives**

Following this lesson, the students will be able to:

- Recognize the role expectations play in decision making
- Discuss the short-term and long-term effects of alcohol use on the teenage brain and body
- Evaluate the effects of alcohol use on reaching goals, decision-making, managing emotions, communication, and relationships
- Predict the consequences of underage alcohol use
- Discuss the benefits of positive health behaviors and their effect on preventing alcohol use

### **Health Education**

#### **Health Promotion and Disease Prevention**

WE.8.2 Analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, processed and high sugar foods).

#### **Decision Making**

WE.8.18 Predict potential outcomes of health-related decisions (e.g., alcohol, tobacco, and other drug use, nutrition, seatbelts and positioning in various modes of transportation).

WE.8.20 Distinguish between options that are healthy and unhealthy.

#### **Advocacy**

WE.8.34 Explain how to encourage others to make positive health choices.

## **Lesson 8.7 *The Social Hacker* – Effects of Nicotine Use**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of tobacco and tobacco-related products
- Identify the short-term, long-term, and social consequences of nicotine use
- Compare the glamorous image and the harmful reality of nicotine use
- Discuss the impact of product placement in media on perceptions and attitudes about nicotine use
- Discuss the stages of addiction and the associated behaviors

### **Health Education**

#### **Health Promotion and Disease Prevention**

WE.8.2 Analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, processed and high sugar foods).

#### **Decision Making**

WE.8.18 Predict potential outcomes of health-related decisions (e.g., alcohol, tobacco, and other drug use, nutrition, seatbelts and positioning in various modes of transportation).

WE.8.20 Distinguish between options that are healthy and unhealthy.

#### **Advocacy**

WE.8.34 Explain how to encourage others to make positive health choices.

## **Lesson 8.8 *The Blunt Truth* – Effects of THC and Marijuana Use**

### **Objectives**

Following this lesson, the student will be able to:

- Examine the misperceptions of marijuana and its use

- Examine the effects of marijuana and THC use on the body, particularly on brain function
- Discuss the impact of marijuana and THC use on reaching goals
- Discuss the psychological addiction aspects of marijuana use

## **Health Education**

### **Health Promotion and Disease Prevention**

WE.8.2 Analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, processed and high sugar foods).

### **Decision Making**

WE.8.18 Predict potential outcomes of health-related decisions (e.g., alcohol, tobacco, and other drug use, nutrition, seatbelts and positioning in various modes of transportation).

WE.8.20 Distinguish between options that are healthy and unhealthy.

### **Advocacy**

WE.8.34 Explain how to encourage others to make positive health choices.

## **Lesson 8.9 *Not What the Doctor Ordered* – Street, Prescription, and OTC Drugs**

### **Objectives**

Following this lesson, the students will be able to:

- Discuss the addictive and harmful effects of over-the-counter, prescription, and street drug abuse
- Differentiate the appropriate use and abuse of prescription and over-the-counter drugs
- Discuss the physical, psychological, social, and emotional consequences of abusing drugs
- Identify healthy alternatives to substance use

## **Health Education**

### **Health Promotion and Disease Prevention**

WE.8.2 Analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, processed and high sugar foods).

### **Health Information and Service**

WE.8.12 Evaluate the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.

### **Decision Making**

WE.8.17 Develop healthy practices regarding health-related issues (e.g., nutrition, weight control, exercise, prescription drugs).

WE.8.18 Predict potential outcomes of health-related decisions (e.g., alcohol, tobacco, and other drug use, nutrition, seatbelts and positioning in various modes of transportation).

WE.8.20 Distinguish between options that are healthy and unhealthy.

### **Advocacy**

WE.8.34 Explain how to encourage others to make positive health choices.

## **Lesson 8.10 *The Operating System* – Understanding Risk and Course Review**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss risk and examine the development of aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- Practice Goal Setting, Decision Making, Effective Communication, Managing Emotions and Relationship Management Skills
- Recall specific drug information and the effects of drug use on the brain and body
- Identify the benefits of remaining healthy and drug free
- Support and influence friends to remain healthy and drug free

### **Health Education**

#### **Health Promotion and Disease Prevention**

WE.8.2 Analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, processed and high sugar foods).

#### **Culture, Media, and Technology**

WE.8.8 Describe how bullying can have a negative impact on quality of life.

WE.8.9 Discuss the importance of respecting individual differences (e.g., race, religion, size, age, sex, gender identity).

#### **Health Information and Service**

WE.8.12 Evaluate the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.

### **Communication**

WE.8.13 Demonstrate ways to exhibit care, consideration, and respect for self and others.

WE.8.14 Develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer-mediation, non-violent strategies).

WE.8.15 Compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs/ STIs, dating violence, harassment, alcohol, tobacco, and other drugs).

WE.8.16 Practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect, conflict resolution).

### **Decision Making**

WE.8.17 Develop healthy practices regarding health-related issues (e.g., nutrition, weight control, exercise, prescription drugs).

WE.8.18 Predict potential outcomes of health-related decisions (e.g., alcohol, tobacco, and other drug use, nutrition, seatbelts and positioning in various modes of transportation).

WE.8.20 Distinguish between options that are healthy and unhealthy.

WE.8.21 Apply the steps to the decision-making process to solve problems.

### **Goal Setting**

WE.8.24 Design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care).

WE.8.25 Determine how personal health goals and practices can vary as priorities change (e.g., family illness, death of close friend, personal tragedy, maturity).

**Health Behaviors**

- WE.8.26 Distinguish between safe and risky or harmful behaviors in relationships (e.g., abuse, date rape, peer pressure, gang membership).
- WE.8.28 Explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership, eating disorders).

**Advocacy**

- WE.8.34 Explain how to encourage others to make positive health choices.