

Too Good for Drugs Grade 7

2018 Edition

Correlated to Alaska Skills for a Healthy Life

Lesson 1 Set to Win – *Setting Reachable Goals*

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working toward a goal

A. A student should be able to acquire a core knowledge related to well-being. *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

Lesson 2 The Decision is Yours – *Making Responsible Decisions*

Objectives

Following this lesson, the student will be able to:

- Identify and apply four steps in the decision-making model
- Define consequences and differentiate positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities. *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;

Lesson 3 Understanding Me - *Identifying and Managing Emotions*

Objectives

Following this lesson, the student will be able to:

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Identify and manage the emotions of others

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;

Lesson 4 Say It with Style - *Effective Communication*

Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of effective communication, both verbal and nonverbal
- Recognize how tone of voice, facial expressions, and body language affect meaning
- Demonstrate assertive speaking and active listening techniques

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

2. Demonstrate a variety of communication skills that contribute to well-being;

Lesson 5 The Right Connection – *Bonding & Relationships*

Objectives

Following this lesson, the student will be able to:

- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer-pressure refusal strategies and the peer-pressure situations to which they apply

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

Lesson 6 Addiction Notice – *Understanding Addiction*

Objectives

Following this lesson, the students will be able to:

- Define and differentiate addiction and chemical dependency
- Discuss the stages of addiction
- Compare the stages of addiction and the associated behaviors
- Define tolerance and withdrawal and identify withdrawal symptoms
- Identify several reasons some teenagers consider drug use and list alternative solutions

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2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;

4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities. *A student who meets the content standard should:*

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Lesson 7 A Toxic Waste – Effects of Nicotine Use

Objectives

Following this lesson, the student will be able to:

- Identify the various types of tobacco and nicotine products
- Identify the chemical makeup of tobacco products
- Analyze the social consequences of nicotine use
- Describe the harmful short-term and long-term effects of nicotine use, including secondhand smoke, on the body

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Lesson 8 Al K. Hol – Effects of Alcohol Use

Objectives

Following this lesson, the student will be able to:

- Describe the harmful short-term effects of underage alcohol use
- Identify possible sources for the false expectations people have about alcohol
- Define media literacy and discuss its potential influence on teen behavior
- Differentiate the common misperception of alcohol as an energizing party drink and its actual effects as a depressant

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Lesson 9 The Real Deal – Effects of THC and Marijuana Use

Objectives

Following this lesson, the students will be able to:

- Differentiate accurate and inaccurate sources of information about drugs
- Differentiate myth and reality regarding marijuana
- Identify the effects of marijuana on the body, particularly on brain function
- Describe the impact of marijuana use on reaching goals
- Describe the impact of marijuana use on everyday activities

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Lesson 10 A Drug is a Drug – Street, Prescription, and OTC Drugs & Course Review

Objectives

Following this lesson, the student will be able to:

- Identify the harmful effects of over-the-counter and prescription drug abuse on the human brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs
- Demonstrate a knowledge of the facts regarding nicotine, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

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