

Too Good for Drugs Grade 7

2018 Edition

Correlated with District of Columbia Health Education Standards, 2016

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

6. Goal Setting

6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

Category 2: Safety Skills

6. Goal Setting

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

Category 3: Human Body and Personal Health

6. Goal Setting

6-8.3.6.20 Design a personal health goal, analyze how family and peers might support or hinder its achievement, and evaluate progress toward its achievement

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

Category 2: Safety Skills

2. Analyzing Influences

6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.

7. Healthy Behaviors

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

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

Category 1: Mental and Emotional Health

3. Accessing Information

6-8.1.3.11 Identify techniques and resources for managing mental and emotional health challenges (e.g., depression, grief, anxiety, and stress).

4. Communication

6-8.1.4.12 Demonstrate how to communicate about stress and anxiety productively.

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

8. Advocacy

6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

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

Category 1: Mental and Emotional Health

4. Communication

6-8.1.4.12 Demonstrate how to communicate about stress and anxiety productively.

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

6-8.1.7.17 Demonstrate ways to show support to a peer who is grieving, suffering from trauma, or dealing with depression /anxiety.

8. Advocacy

6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

Category 2: Safety Skills

2. Analyzing Influences

6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.

Category 3: Human Body and Personal Health

7. Healthy Behaviors

6-8.3.7.23 Compare and contrast models of healthy relationships for family, friends, and romantic relationships.

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

Category 6: Alcohol, Tobacco, and Other Drugs

1. Health Promotion

6-8.6.1.3 Describe the stages of addiction and describe methods for the prevention, treatment, and recovery of addiction.

6-8.6.1.4 Explain the signs and symptoms of substance abuse, factors that contribute to the abuse and stages that lead to dependency.

6-8.6.1.5 Explain the consequences of driving under the influence of alcohol and other drugs.

2. Analyzing Influences

6-8.6.2.6 Analyze how culture and media depict the use of alcohol, tobacco, tobacco products and other drugs (e.g., how products may be marketed to attract youth).

4. Communication

6-8.6.4.11 Communicate w/ peers on how to ask for assistance regarding prevention, treatment, and recovery of substance abuse.

7. Healthy Behaviors

6-8.6.7.18 Differentiate between alcohol and drug use, misuse, abuse, and dependence.

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors,

and health practices.

6. Goal Setting

6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

Category 2: Safety Skills

6. Goal Setting

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

Category 3: Human Body and Personal Health

6. Goal Setting

6-8.3.6.20 Design a personal health goal, analyze how family and peers might support or hinder its achievement, and evaluate progress toward its achievement.

Category 6: Alcohol, Tobacco, and Other Drugs

1. Health Promotion

6-8.6.1.2 Analyze the short term and long-term effects of all drugs (e.g., stimulants, depressants, hallucinogens, marijuana, tobacco, alcohol, prescription, over the counter drugs, and club / designer drugs) on the brain and body of developing adolescents.

6-8.6.1.4 Explain the signs and symptoms of substance abuse, factors that contribute to the abuse and stages that lead to dependency.

6-8.6.1.5 Explain the consequences of driving under the influence of alcohol and other drugs.

2. Analyzing Influences

6-8.6.2.6 Analyze how culture and media depict the use of alcohol, tobacco, tobacco products and other drugs (e.g., how products may be marketed to attract youth).

6-8.6.2.7 Describe ways that family and friends can support tobacco- free and drug-free lifestyles.

4. Communication

6-8.6.4.10 Develop and apply skills to refuse alcohol, tobacco, and other drugs with peers.

6-8.6.4.11 Communicate w/ peers on how to ask for assistance regarding prevention, treatment, and recovery of substance abuse.

5. Decision-Making

6-8.6.5.12 Analyze the benefits of being alcohol, tobacco, and drug free.

6-8.6.5.13 Describe healthy alternatives to the use of alcohol, tobacco, or other drugs.

6-8.6.5.14 Apply problem-solving skills to protect one from risky situations involving alcohol, tobacco, and other drugs.

6-8.6.5.15 Discuss how the use of alcohol and other drugs, including popular drugs that are marketed to hide their harmful effects, impair decision-making; increase the risk of violence; and place one at risk for sexual assault, pregnancy, and STIs.

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

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6. Goal Setting

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Category 2: Safety Skills

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1. Health Promotion

6-8.6.1.2 Analyze the short term and long-term effects of all drugs (e.g., stimulants, depressants, hallucinogens, marijuana, tobacco, alcohol, prescription, over the counter drugs, and club / designer drugs) on the brain and body of developing adolescents.

2. Analyzing Influences

6-8.6.2.6 Analyze how culture and media depict the use of alcohol, tobacco, tobacco products and other drugs (e.g., how products may be marketed to attract youth).

4. Communication

6-8.6.4.10 Develop and apply skills to refuse alcohol, tobacco, and other drugs with peers.

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6-8.6.5.14 Apply problem-solving skills to protect one from risky situations involving alcohol, tobacco, and other drugs.

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

6. Goal Setting

6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

Category 2: Safety Skills

6. Goal Setting

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Category 3: Human Body and Personal Health

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- 6-8.6.1.4 Explain the signs and symptoms of substance abuse, factors that contribute to the abuse and stages that lead to dependency.
- 6-8.6.1.5 Explain the consequences of driving under the influence of alcohol and other drugs.

2. Analyzing Influences

- 6-8.6.2.6 Analyze how culture and media depict the use of alcohol, tobacco, tobacco products and other drugs (e.g., how products may be marketed to attract youth).
- 6-8.6.2.7 Describe ways that family and friends can support tobacco- free and drug-free lifestyles.

4. Communication

- 6-8.6.4.10 Develop and apply skills to refuse alcohol, tobacco, and other drugs with peers.
- 6-8.6.4.11 Communicate w/ peers on how to ask for assistance regarding prevention, treatment, and recovery of substance abuse.

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- 6-8.6.5.14 Apply problem-solving skills to protect one from risky situations involving alcohol, tobacco, and other drugs.
- 6-8.6.5.15 Discuss how the use of alcohol and other drugs, including popular drugs that are marketed to hide their harmful effects, impair decision-making; increase the risk of violence; and place one at risk for sexual assault, pregnancy, and STIs.

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

Category 1: Mental and Emotional Health

1. Health Promotion

- 6-8.6.1.1 Describe the types of over the counter substances that may be marketed in drug and grocery stores, as well as the effects that they can have on the human body.

2. Analyzing Influences

- 6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

6. Goal Setting

- 6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

Category 2: Safety Skills

6. Goal Setting

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Category 3: Human Body and Personal Health

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Category 6: Alcohol, Tobacco, and Other Drugs

1. Health Promotion

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dependency.

6-8.6.1.5 Explain the consequences of driving under the influence of alcohol and other drugs.

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