

Too Good for Drugs Grade 7

2018 Edition

Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (B) identify and develop strategies for setting long-term personal goals;
- (C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children;

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify and analyze different emotions and causal thoughts in self;
- (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (E) analyze similarities and differences between one's own and others' perspectives; and

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (D) identify decision-making skills that promote individual, family, and community mental health.

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;

(19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios.

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (B) identify and develop strategies for setting long-term personal goals;
(D) identify decision-making skills that promote individual, family, and community mental health.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

(A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

(A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

(A) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

(A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

(D) describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain.

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

(A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;

(C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;
- (B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors;
- (C) differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

- (D) describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain.

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

- (A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;
- (C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;
- (B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors;
- (C) differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

(A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

(D) describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain.

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

(A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;

(C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

(A) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;

(B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors;

(C) differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

(A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

(A) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, including combining drugs, and the outcomes of each;

(B) identify and describe the categories of prescription drugs and their proper uses;

(C) identify and explain the importance of each component of an over-the-counter drug warning label; and

(D) describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain.

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

(A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;

(B) analyze the importance of alternative activities to drug and substance use and misuse on mental and social health; and

(C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

(17) Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

(B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended;

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

(A) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;

(B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors;

- (C) differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and
- (D) identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.