

Too Good for Drugs Grade 7

2018 Edition

Correlated with Wyoming Health Education Content and Performance Standards

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.7 Use criteria to set a short-term personal health goal and make a plan for achieving it.

HE8.4.8 Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was achieved because it met all SMART criteria and my plan included activities for all weather 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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE8.2.1 Distinguish when individual or collaborative decision-making is appropriate.

HE8.2.2 Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).

HE8.2.3 Apply a systematic decision making process that includes analysis of consequences to enhance health (e.g., impact of decision on self, on others).

HE8.2.4 Apply a systematic decision-making process that includes analysis of consequences to reduce or avoid health risks.

HE8.2.5 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to self and others.

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

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE8.3.1 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.2 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.4 Analyze characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (e.g., listen for details, listen for specific information, identify emotions, listen for opinions, infer meaning, etc.).

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE8.2.2 Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).

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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

CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

HE8.1.4 Explain criteria for determining validity of health information.

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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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