

# Too Good for Drugs Grade 8

## 2018 Edition

*Correlated with the Health Education Content Standards for California Public Schools, 2008*

### **Lesson 1** *The Architect – Setting Reachable Goals*

#### **Objectives**

Following this lesson, the student will be able to:

- Define a 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

#### **Alcohol, Tobacco, and Other Drugs**

##### **Standard 6: Goal Setting**

6.1.A Develop short- and long-term goals to remain drug-free.

### **Lesson 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

#### **Alcohol, Tobacco, and Other Drugs**

##### **Standard 5: Decision Making**

5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.

#### **Mental, Emotional, and Social Health**

##### **Standard 5: Decision Making**

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

## **Lesson 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

### **Mental, Emotional, and Social Health**

#### **Standard 1: Essential Concepts**

1.2.M Identify a variety of nonviolent ways to respond when angry or upset.

#### **Standard 5: Decision Making**

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

#### **Standard 7: Practicing Health-Enhancing Behaviors**

7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.

## **Lesson 4 Press Send - *Effective Communication***

### **Objectives**

Following this lesson, the student will be able to:

- Analyze the elements of interpersonal communication
- Distinguish assertive, aggressive, and passive communication styles
- Distinguish verbal and nonverbal communication
- Demonstrate assertive communication techniques
- Demonstrate active listening techniques to build and maintain healthy relationships
- Understand how perception and emotions can influence communication

### **Injury Prevention and Safety**

#### **Standard 4: Interpersonal Communication**

4.5.S Describe characteristics of effective communication.

4.6.S Differentiate between passive, aggressive, and assertive communication.

## **Lesson 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

### **Injury Prevention and Safety**

#### **Standard 4: Interpersonal Communication**

4.5.S Describe characteristics of effective communication.

4.6.S Differentiate between passive, aggressive, and assertive communication.

### **Alcohol, Tobacco, and Other Drugs**

#### **Standard 4: Interpersonal Communication**

4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

## **Lesson 6 Server Not Responding – *Effects of Alcohol Use***

### **Objectives**

Following this lesson, the student 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 consequences of underage alcohol use
- Discuss the benefits of positive health behaviors and their effect on preventing alcohol use

### **Alcohol, Tobacco, and Other Drugs**

#### **Standard 1: Essential Concepts**

- 1.1.A Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.
- 1.2.A Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.
- 1.3.A Explain the dangers of drug dependence and addiction.
- 1.6.A Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.
- 1.7.A Explain why most youths do not use alcohol, tobacco, or other drugs.
- 1.8.A Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.

#### **Standard 2: Analyzing Influences**

- 2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.
- 2.2.A Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.
- 2.3.A Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.

#### **Standard 3: Accessing Valid Information**

- 3.1.A Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.

#### **Standard 4: Interpersonal Communication**

- 4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

#### **Standard 5: Decision Making**

- 5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.

#### **Standard 6: Goal Setting**

- 6.1.A Develop short- and long-term goals to remain drug-free.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.A Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.
- 7.2.A Practice positive alternatives to the use of alcohol, tobacco, and other drugs.

## **Standard 8: Health Promotion**

- 8.1.A Participate in school and community efforts to promote a drug-free lifestyle.

# **Lesson 7 The Social Hacker – *Effects of Nicotine Use***

## **Objectives**

Following this lesson, the student will be able to:

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

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# **Lesson 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 on the body, particularly on brain function
- Discuss the impact of marijuana use on reaching goals
- Discuss the psychological addiction aspects of marijuana use

## **Alcohol, Tobacco, and Other Drugs**

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# **Lesson 9 Not What the Doctor Ordered – *Street, Prescription, and OTC Drugs***

### **Objectives**

Following this lesson, the student will be able to:

- Discuss risk and examine the developmental aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Discuss the addictive and harmful effects of over-the-counter and prescription drug abuse
- Differentiate the appropriate use of, and the abuse of, prescription and over-the-counter drugs
- Discuss the physical, psychological, social, and emotional consequences of abusing prescription and over-the-counter drugs

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## **Lesson 10 The Operating System – *Understanding Risk and Course Review***

### **Objectives**

Following this lesson, the student will be able to:

- 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 body
- Identify the benefits of remaining healthy and drug-free
- Support and influence friends to remain healthy and drug-free

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