

# Too Good for Drugs Grade 8

## 2018 Edition

*Correlated with District of Columbia Health Education Standards, 2016*

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

#### Objectives

Following this lesson, the student will be able to:

- Define 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

#### 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 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

#### 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 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

### 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 Press Send - *Effective Communication*

### Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language affect meaning and understanding
- Differentiate assertive, aggressive, and passive communication styles

### 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.

### Category 2: Safety Skills

#### 5. Decision-Making

6-8.2.5.14 Demonstrate ways to interact with different types of authorities.

6-8.2.5.15 Demonstrate the ability to use mediation and negotiation skills to resolve conflict.

## 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

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

### Objectives

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

### 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

#### 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.

## **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.

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.

# **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 and tobacco-related products
- Identify the short-term, long-term, and social consequences of nicotine use
- Compare the glamorous image and the harmful reality of nicotine use
- Discuss the impact of product placement in media on perceptions and attitudes about nicotine use
- Discuss the stages of addiction and the associated behaviors

## **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**

### **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.

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

## **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**

### **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.

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

## Objectives

Following this lesson, the students will be able to:

- Discuss the addictive and harmful effects of over-the-counter, prescription, and street drug abuse
- Differentiate the appropriate use and abuse of prescription and over-the-counter drugs
- Discuss the physical, psychological, social, and emotional consequences of abusing drugs
- Identify healthy alternatives to substance use

## 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

### 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

6-8.6.1.1 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.

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

### 7. Healthy Behaviors

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

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

## Objectives

Following this lesson, the student will be able to:

- Discuss risk and examine the development of aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- 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 brain and body
- Identify the benefits of remaining healthy and drug free
- Support and influence friends to remain healthy and drug free

## 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.

### 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

### 7. Healthy Behaviors

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

## Category 6: Alcohol, Tobacco, and Other Drugs

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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

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### 4. Communication

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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**

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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

**7. Healthy Behaviors**

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