

# Too Good for Drugs Grade 8

## 2018 Edition

Correlated with Wyoming Health Education Content and Performance Standards

### 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

#### 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 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

#### 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 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

### 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 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

### 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 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

### 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.).

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 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

### CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

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

### 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.).

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.).

### CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

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).

### 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 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

### CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

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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 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

#### **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

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

#### **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 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

#### **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

HE8.1.3 Analyze situations or conditions to determine when health services are needed (e.g., Distinguish when symptoms warrant a visit to the doctor versus taking over the counter medication.).

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

#### **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

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## **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

### **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

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