

# Too Good for Drugs High School

## 2021 Edition

*Correlated to Alaska Skills for a Healthy Life*

### Lesson 1 Graduation Day – Setting Reachable Goal

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable goal
- Apply knowledge of aptitudes and interests to goal setting
- Recognize and manage obstacles that can interfere with reaching a goal

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

### Lesson 2 Who's in Charge Here? – Making Responsible Decisions

#### Objectives

Following this lesson, the student will be able to:

- Demonstrate the ability to apply the steps in the Decision-Making Model
- Predict the consequences of decisions on self and others
- Recognize personal responsibility for the outcomes of decisions
- Use decision-making and problem-solving skills to reach a desirable outcome
- Examine the effects of influence on decision-making

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

**D. A student should be able to contribute to the well-being of families and communities.** *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;

### Lesson 3 Feelings 101 – Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Demonstrate strategies to identify and manage emotions
- Discern the emotions of others
- Demonstrate the ability to perspective take in a variety of situations
- Demonstrate ways to communicate care, consideration, and respect for self and others
- Analyze how emotions and self-awareness influence decision making
- Relate managing emotions to success in life

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

## Lesson 4 Say What You Mean. Mean What You Say. – *Effective Communication*

### Objectives

Following this lesson, the student will be able to:

- Demonstrate active listening techniques to build and maintain healthy relationships
- Recognize the role of verbal and nonverbal communication in conveying meaning and understanding
- Differentiate assertive, passive, and aggressive communication styles
- Demonstrate assertive communication techniques
- Use effective communication skills in asking for help and advocating needs
- Apply effective communication skills to collaborative efforts

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 5 The Ties that Bind – *Bonding and Relationships*

### Objectives

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy relationships
- Develop social-awareness and interpersonal skills to maintain positive relationships
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group
- Manage one's emotions in relationships to positively influence and inspire others

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

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2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 6 Wasted Time – *Effects of Alcohol Use on the Brain and Body*

### Objectives

Following this lesson, the students will be able to:

- Recognize and evaluate the influence of expectations on the decision to consume alcohol
- Identify the physical, mental, social, emotional, and legal implications of underage consumption of alcohol
- Discuss the short and long-term effects of alcohol use on the development of the teenage brain and body
- Discuss the negative effect of underage drinking on achieving goals
- Demonstrate peer-refusal skills in situations involving alcohol

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3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

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## **Lesson 7 Vaporware – Effects of Nicotine Use on the Brain and Body**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of nicotine products
- Define tolerance, addiction, and withdrawal
- Discuss the stages of addiction and the associated behaviors of each stage
- Identify the short-term, long-term, and social consequences of tobacco use
- Apply peer-refusal skills to situations involving nicotine

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## **Lesson 8 Truth or Consequences – Effects of THC and Marijuana Use on the Brain and Body**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss the physical, mental, social, and emotional consequences of marijuana use
- Discuss the misperceptions of marijuana and its use
- Examine the effects of marijuana on the body, particularly on brain function
- Evaluate the impact of marijuana impairment on goals, activities, and occupations
- Discuss the psychological addiction aspects of marijuana use

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## Lesson 9 The Evidence Speaks for Itself – Prescription, OTC, and Street Drugs

### Objectives

Following this lesson, the students will be able to:

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

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## Lesson 10 Consider the Alternative – Alternatives to Substance Use and Course Review

### Objectives

Following this lesson, the student will be able to:

- Discuss the reasons why some teenagers choose to use drugs
- Identify healthy alternatives to drug use
- Discuss solutions for a friend with an alcohol or other drug problem
- Access school and community resources for help with alcohol or other drug problems
- Recall and practice skills and concepts learned in the course

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