Lesson 6.1 *My Road Ahead* – Setting Reachable Goals

**Objectives**
Following this lesson, the student will be able to:

- Define “Goal”
- Identify and apply the goal-naming criteria
- Identify and apply steps to setting and reaching a personal goal
- Name someone to support him or her in working toward a goal

**Category 2: Behavior Standards**

**Learning Strategies**
B-LS 7. Identify long- and short-term academic, career and social/emotional goals

**Self-Management Skills**
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

Lesson 6.2 *Who’s in the Driver’s Seat?* – Making Responsible Decisions

**Objectives**
Following this lesson, the student will be able to:

- Define consequence
- Distinguish decisions with minor consequences from those with major consequences
- List the steps of the decision-making model
- Explain the benefits of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

**Category 2: Behavior Standards**

**Learning Strategies**
B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Lesson 6.3 *Diagnostic Tune-Up* - Identifying and Managing Emotions

**Objectives**
Following this lesson, the student will be able to:

- Recognize the physical signals associated with specific emotions
- Identify intensifying emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the role of emotion management in preventing intensifying emotions from leading to inappropriate actions

**Category 1: Mindset Standards**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 3. Sense of belonging in the school environment
M 6. Positive attitude toward work and learning

**Category 2: Behavior Standards**

**Social Skills**
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
Lesson 6.4 Express Yourself - 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 can affect meaning
- Distinguish among assertive, aggressive, and passive communication styles

Category 1: Mindset Standards
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards
Social Skills
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Lesson 6.5 Peer Review – Bonding & Relationships

Objectives
Following this lesson, the student will be able to:

- Define peer pressure
- Identify nine effective peer-pressure refusal strategies
- Demonstrate effective peer-pressure refusal techniques in a variety of situations
- Evaluate assertiveness in peer-pressure refusal demonstrations
- Identify the benefits of associating with peers who make positive decisions
- Name ways to influence others positively

Category 1: Mindset Standards
M 3. Sense of belonging in the school environment

Category 2: Behavior Standards
Learning Strategies
B-LS 10. Participate in enrichment and extracurricular activities

Social Skills
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

Lesson 6.6 A Closer Look – Effects of Alcohol Use

Objectives
Following this lesson, the students will be able to:

- Compare the alcohol content of a single serving of beer, wine, and liquor
- Define “psychoactive”
- List the effects of alcohol on the brain and behavior
- Demonstrate effective peer-pressure refusal skills in situations involving alcohol
- Identify ways alcohol use can interfere with the ability to reach a goal
- Identify the various forms of media used to communicate to large populations
- Recognize that advertising messages are designed to sell a product, service, or an idea

Category 1: Mindset Standards
Lesson 6.7 A Dead End – Effects of Nicotine Use

Objectives
Following this lesson, the student will be able to:

- Identify the stages of addiction
- Describe the long-term and short-term effects of using nicotine and tobacco products
- Compare perceived norms with actual prevalence of smoking
- Identify ways nicotine use can interfere with the ability to reach a goal
- Demonstrate effective peer-pressure refusal techniques in situations involving nicotine products

Lesson 6.8 Keep Off the Grass! – Effects of THC and Marijuana Use

Objectives
Following this lesson, the student will be able to:

- List the effects of THC and marijuana use on the body and on behavior
- Determine the consequences of marijuana use on everyday activities
- Contrast perceived norms with actual prevalence of marijuana use
- Practice using peer-pressure refusal strategies in a variety of situations involving marijuana
Lesson 6.9 *Calculate the Risk* – Safe Use of Prescription and OTC Medicines

**Objectives**
Following this lesson, the students will be able to:
- Discuss risk and the developmental aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Think Step of Decision-Making Model
- Identify the harmful effects of abusing over-the-counter and prescription medications on the brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter medications

**Category 1: Mindset Standards**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

**Category 2: Behavior Standards**
**Learning Strategies**
B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

**Self-Management Skills**
B-SMS 9. Demonstrate personal safety

Lesson 6.10 *Prevention 500* – Street Drugs & Course Review

**Objectives**
Following this lesson, the student will be able to:
- Discuss the harmful effects of inhalant and street drug use
- Recall the skills taught in TGFD lessons 1-10
- Explain the concepts taught in TGFD lessons 1-10
- State reasons not to use drugs

**Category 1: Mindset Standards**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

**Category 2: Behavior Standards**
**Learning Strategies**
B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

**Social Skills**
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams