

Too Good for Drugs

Grade 6

Correlated with Louisiana Health Education Content Standards

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.

GLEs:

6-M-1.1 Assess personal health practices and health status.

6-M-1.2 Set a goal and describe steps needed to attain goal.

6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-1: Discuss how emotional health affects decision-making.

GLE:

5-M-1.1 Examine how emotional health can affect decision-making.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Relate the steps of a decision-making model as it applies to health-related 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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.

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

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.

GLEs:

4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.

4-M-1.2 Practice the use of "I" messages when expressing needs, wants and feelings.

Benchmark 4-M-2: Demonstrate how to ask for assistance to enhance the health of self and others.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.

2-M-1.2 Examine how parents and family influence health practices.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLEs:

4-M-4.1 Identify qualities of healthy relationships (e.g., respect, trust, honesty, support, communication).

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.

Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.

GLEs:

2-M-2.1 Investigate the impact of media (e.g., television, newspapers, billboards, magazines, Internet) on positive and negative health behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5-M-1.1 Examine how emotional health can affect decision-making.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.

GLEs:

6-M-1.1 Assess personal health practices and health status.

6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.

Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.

GLEs:

2-M-2.1 Investigate the impact of media (e.g., television, newspapers, billboards, magazines, Internet) on positive and negative health behaviors.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.

GLEs:

6-M-1.1 Assess personal health practices and health status.

6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLE:

1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Benchmark 8-M-1: Analyze various communication methods to accurately express health ideas and opinions.

GLE:

8-M-1.1 Identify communication techniques to persuade or support a health-enhancing issue.

Benchmark 8-M-2: Demonstrate how to influence and support others to make positive health choices.

GLE:

8-M-2.1 Demonstrate effective persuasion skills to encourage healthy behaviors.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLE:

1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-2: Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-1: Discuss how emotional health affects decision-making.

GLE:

5-M-1.1 Examine how emotional health can affect decision-making.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLE:

1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-2: Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-1: Discuss how emotional health affects decision-making.

GLE:

5-M-1.1 Examine how emotional health can affect decision-making.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.