

# Too Good for Drugs

## Grade 6

Correlated with North Dakota Health Education Content Standards 2018

### 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 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.**

6.6.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6.6.3 Identify strategies and skills needed to attain a personal health goal.

### 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 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.**

5.6.2 Determine when health-related situations require the application of a decision-making process.

5.6.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.

5.6.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

5.6.7 Analyze the outcomes of a health-related decision.

### 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: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.6.2 Identify examples of mental, emotional, physical, and social health.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

## **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

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1.6.2 Identify examples of mental, emotional, physical, and social health.

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4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

## **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: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.6.2 Identify examples of mental, emotional, physical, and social health.

1.6.11 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.6.3 Identify how peers influence health behaviors.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.2 Demonstrate refusal skills to avoid or reduce health risks.

## **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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.6.3 Identify how peers influence health behaviors.

2.6.5 Explain how messages from media and technology influence health behaviors.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.2 Demonstrate refusal skills to avoid or reduce health risks.

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

## **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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.6.3 Identify how peers influence health behaviors.

2.6.5 Explain how messages from media and technology influence health behaviors.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.2 Demonstrate refusal skills to avoid or reduce health risks.

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

## **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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.6.3 Identify how peers influence health behaviors.

2.6.5 Explain how messages from media and technology influence health behaviors.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.2 Demonstrate refusal skills to avoid or reduce health risks.

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.6.1 Identify the importance of assuming responsibility for personal health 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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

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5.6.2 Determine when health-related situations require the application of a decision-making process.

5.6.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.

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5.6.7 Analyze the outcomes of a health-related decision.

### **Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

## **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 TGF lessons 1-10
- Explain the concepts taught in TGF lessons 1-10
- State reasons not to use drugs

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1.6.2 Identify examples of mental, emotional, physical, and social health.

1.6.11 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

### **Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.6.3 Identify how peers influence health behaviors.

2.6.5 Explain how messages from media and technology influence health behaviors.

### **Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

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6.6.3 Identify strategies and skills needed to attain a personal health goal.

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.6.2 Demonstrate how to influence and support others to make positive health choices.