

Too Good for Drugs

Grade 6

Correlated with Oregon Health Education Standards and Performance Indicators 2016

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

HE.6.6.1 Create a goal to maintain, or improve a personal health practices.

HE.6.6.3 Identify strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.

HE.6.6.8 Recognize how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

HE.5.6.1 Recognize when health-related situations require the application of a thoughtful decision-making process.

HE.5.6.8 List healthy and unhealthy options to health-related issues or problems.

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

HE.7.6.7 Recognize techniques for managing personal stressors with peers, at home, in school, and community.

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.

HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.

HE.4.6.6 Explain communication skills that foster healthy relationships.

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.

HE.1.6.26 Identify the characteristics of healthy and unhealthy relationships.

HE.1.6.32 Discuss how to build and maintain healthy family, peer, and dating relationships.

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

HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.

HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.

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

HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.

HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.

HE.4.6.6 Explain communication skills that foster healthy relationships.

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.

- HE.1.6.45 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.
- HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.
- HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.

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

- HE.2.6.3 Examine how messages from media influence health behaviors.
- HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.
- HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.
- HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.

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

- HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.
- HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.

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.

- HE.1.6.45 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.
- HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.
- HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.

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

- HE.2.6.3 Examine how messages from media influence health behaviors.
- HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.
- HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.
- HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.

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

- HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.
- HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.

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.

HE.1.6.45 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.

HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.

HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.

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

HE.2.6.3 Examine how messages from media influence health behaviors.

HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.

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HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.

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

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HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.

HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.

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

HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.

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

HE.5.6.1 Recognize when health-related situations require the application of a thoughtful decision-making process.

HE.5.6.8 List healthy and unhealthy options to health-related issues or problems.

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.

HE.1.6.26 Identify the characteristics of healthy and unhealthy relationships.

HE.1.6.32 Discuss how to build and maintain healthy family, peer, and dating relationships.

HE.1.6.45 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.

HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.

HE.1.6.47 State the stages of addiction.

HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.

HE.1.6.56 Recognize the roles of problem-solving, anger management and impulse control have on preventing violence.

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

HE.2.6.3 Examine how messages from media influence health behaviors.

HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.

HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.

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HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.

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HE.5.6.1 Recognize when health-related situations require the application of a thoughtful decision- making process.

HE.5.6.8 List healthy and unhealthy options to health-related issues or problems.

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

HE.6.6.1 Create a goal to maintain, or improve a personal health practices.

HE.6.6.3 Identify strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.

HE.6.6.8 Recognize how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

HE.7.6.7 Recognize techniques for managing personal stressors with peers, at home, in school, and community.

HE.7.6.14 List criteria for evaluating the health of a relationship.