

# Too Good for Drugs

## Grade 6 Revised Edition

Correlated with Arkansas Physical Education and Health Curriculum Framework, Revised 2011

### Lesson 1: *My Road Ahead* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

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

#### Standard 11: Personal Health and Safety:

HW.11.6.3 - Identify the benefits of safe behavior and the consequences of risky behavior (e.g., using seatbelts, avoiding drugs, abstaining from sexual activity)

### Lesson 2: *Who's in the Driver's Seat?* – Decision Making

#### 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 importance of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

#### Standard 11: Personal Health and Safety:

HW.11.6.3 - Identify the benefits of safe behavior and the consequences of risky behavior (e.g., using seatbelts, avoiding drugs, abstaining from sexual activity)

### Lesson 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 intense emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the importance of managing emotions to prevent them from intensifying and leading to inappropriate actions

#### Standard 9: Healthy Life Skills and Relationships:

HW.9.6.2 - Describe how communication can affect the behavior of family life and peers: dynamic changes, communication, enhancers, sibling rivalry, family pride, bullying

#### Standard 11: Personal Health and Safety:

HW.11.7.1 - Examine skills necessary to manage mental and emotional health: defense mechanisms, self-talk, coping skills, stress management

## Lesson 4: *Express Yourself* – Effective Communication

### Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Distinguish among assertive, aggressive, and passive communication styles

### Standard 9: Healthy Life Skills and Relationships:

HW.9.6.2 - Describe how communication can affect the behavior of family life and peers: dynamic changes, communication, enhancers, sibling rivalry, family pride, bullying

### Standard 11: Personal Health and Safety:

HW.11.6.1 - Develop strategies and skills to demonstrate respect for others: conflict resolution, bullying (Refer to local school/district Student Handbook)

HW.11.6.3 - Identify the benefits of safe behavior and the consequences of risky behavior (e.g., using seatbelts, avoiding drugs, abstaining from sexual activity)

## Lesson 5: *Peer Review* – Bonding and 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 9: Healthy Life Skills and Relationships:

HW.9.6.2 - Describe how communication can affect the behavior of family life and peers: dynamic changes, communication, enhancers, sibling rivalry, family pride, bullying

HW.9.6.3 - Examine refusal skills and the importance of setting limits

### Standard 10: Alcohol, Tobacco, and Other Drugs:

HW.10.6.10 - Demonstrate ways to resist peer pressure (e.g., role play, skits)

## Lesson 6: A Closer Look – Alcohol

### Objectives

Following this lesson, the student will be able to:

- Compare the alcohol content of one 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
- Determine that all advertising media messages are created and constructed by people to sell a product, service, or idea

### Standard 7: Disease Prevention:

HW.7.6.1 - Identify risky behaviors that increase the possibility of developing diseases (e.g., eating and drinking after others, interaction of body fluids, improper handling of foods)

### Standard 10: Alcohol, Tobacco, and Other Drugs:

HW.10.6.5 - Discuss alcohol as a gateway drug

HW.10.6.6 - Discuss the effects of alcohol on the body systems: nervous, circulatory, respiratory, digestive

HW.10.6.7 - Discuss alcohol-related myths

HW.10.6.10 - Demonstrate ways to resist peer pressure (e.g., role play, skits)

HW.10.6.11 - Describe how the use of addictive substances effect one’s relationship with others: family, friends, school, community

## Lesson 7: A Dead End – Tobacco

### Objectives

Following this lesson, the student will be able to:

- Distinguish between advertising claims and facts about the effects of using tobacco products.
- Describe the long-term and short-term effects of using tobacco products
- Contrast perceived norms with actual prevalence of smoking
- Identify ways tobacco use can interfere with the ability to reach a goal
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

### Standard 7: Disease Prevention:

HW.7.6.1 - Identify risky behaviors that increase the possibility of developing diseases (e.g., eating and drinking after others, interaction of body fluids, improper handling of foods)

HW.7.6.2 - Identify causes of non-communicable diseases (e.g., heredity, sun, tobacco, food additives, lack of dietary fiber, environment)

### Standard 10: Alcohol, Tobacco, and Other Drugs:

HW.10.6.1 - Analyze possible consequences of prolonged use of non-prescription and prescription drugs: physical, financial, legal

HW.10.6.2 - Explain the effects of the major chemicals and tobacco products

HW.10.6.3 - Identify physical, psychological, and social consequences of tobacco use

HW.10.6.4 - Discuss tobacco as a gateway drug

HW.10.6.10 - Demonstrate ways to resist peer pressure (e.g., role play, skits)

## **Lesson 8: *Keep off the Grass!* – Marijuana**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate effective peer pressure refusal techniques in situations involving alcohol
- List the effects of marijuana 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 7: Disease Prevention:**

HW.7.6.1 - Identify risky behaviors that increase the possibility of developing diseases (e.g., eating and drinking after others, interaction of body fluids, improper handling of foods)

### **Standard 10: Alcohol, Tobacco, and Other Drugs:**

HW.10.6.1 - Analyze possible consequences of prolonged use of non-prescription and prescription drugs: physical, financial, legal

HW.10.6.9 - Discuss legal consequences of illicit drugs (e.g., possession, distribution)

HW.10.6.10 - Demonstrate ways to resist peer pressure (e.g., role play, skits)

HW.10.6.11 - Describe how the use of addictive substances effect one’s relationship with others: family, friends, school, community

## **Lesson 9: *Calculate the Risk* – Inhalants and Street Drugs**

### **Objectives**

Following this lesson, the student 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 Decision-Making Model
- Discuss the harmful effects of inhalants and street drugs

### **Standard 10: Alcohol, Tobacco, and Other Drugs:**

HW.10.6.8 - Examine the use and abuse of each drug category: prescription drugs, stimulants, depressants, hallucinogens, narcotics, illicit drugs, inhalants

HW.10.6.9 - Discuss legal consequences of illicit drugs (e.g., possession, distribution)

HW.10.6.10 - Demonstrate ways to resist peer pressure (e.g., role play, skits)

HW.10.6.11 - Describe how the use of addictive substances effect one’s relationship with others: family, friends, school, community

## **Lesson 10: *Prevention 500* – Course Review**

### **Objectives**

Following this lesson, the student will be able to:

- Recall skills taught in TGF D lessons 1-9
- Explain concepts taught in TGF D lesson 1-9
- State reasons not to use drugs

### **Standard 10: Alcohol, Tobacco, and Other Drugs:**

HW.10.6.8 - Examine the use and abuse of each drug category: prescription drugs, stimulants, depressants, hallucinogens, narcotics, illicit drugs, inhalants

HW.10.6.9 - Discuss legal consequences of illicit drugs (e.g., possession, distribution)

HW.10.6.10 - Demonstrate ways to resist peer pressure (e.g., role play, skits)

HW.10.6.11 - Describe how the use of addictive substances effect one's relationship with others: family, friends, school, community

### **Standard 11: Personal Health and Safety:**

HW.11.6.3 - Identify the benefits of safe behavior and the consequences of risky behavior (e.g., using seatbelts, avoiding drugs, abstaining from sexual activity)