

Too Good for Drugs

Grade 6 Revised Edition

Correlated with the Health Education Content Standards for California Public Schools, 2008

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

Injury Prevention and Safety

Standard 6: Goal Setting

6.1.S Develop a personal plan to remain safe and injury-free.

Alcohol, Tobacco, and Other Drugs

Standard 6: Goal Setting

6.1.A Develop personal goals to remain drug-free.

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

Injury Prevention and Safety

Standard 5: Decision Making

5.1.S Use a decision-making process to determine a safe course of action in risky situations.

Mental, Emotional, and Social Health

Standard 5: Decision Making

5.1.M Apply a decision-making process to enhance health.

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

Injury Prevention and Safety

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.4.M Describe the importance of being aware of one's emotions.

1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Standard 2: Analyzing Influences

2.1.M Analyze the external and internal influences on mental, emotional, and social health.

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

Injury Prevention and Safety

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

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

Injury Prevention and Safety

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

Standard 5: Decision Making

5.1.S Use a decision-making process to determine a safe course of action in risky situations.

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

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.
- 1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use.
- 1.6.A Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.
- 1.7.A Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.

Standard 2: Analyzing Influences

- 2.1.A Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- 2.2.A Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.
- 2.3.A Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment
- 2.4.A Explain how culture and media influence the use of alcohol and other drugs.

Standard 3: Accessing Valid Information

- 3.1.A Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

Standard 4: Interpersonal Communication

- 4.1.A Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
- 4.2.A Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

Standard 5: Decision Making

- 5.1.A Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
- 5.3.A Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.

Standard 6: Goal Setting

- 6.1.A Develop personal goals to remain drug-free.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.A Practice positive alternatives to using alcohol, tobacco, and other drugs.

Standard 8: Health Promotion

8.1.A Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

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

Alcohol, Tobacco, and Other Drugs

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- 1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use.
- 1.4.A Identify the benefits of a tobacco-free environment.
- 1.5.A Explain the dangers of secondhand smoke.
- 1.7.A Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.

Standard 2: Analyzing Influences

- 2.1.A Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
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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

Alcohol, Tobacco, and Other Drugs

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- 2.1.A Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- 2.3.A Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.

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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

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Lesson 10: *Prevention 500* – Course Review

Objectives

Following this lesson, the student will be able to:

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

Mental, Emotional, and Social Health

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