

# Too Good for Drugs

## Grade 5 Revised Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

### Lesson 1: *Preparing for Take Off* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify the steps in the Goal-Setting model
- Identify and apply the Goal-Naming criteria
- Name a short-term personal goal using the Goal-Naming criteria

#### Content Standard 3: Self-management of Healthy Behaviors

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

M.3.1. - Explain the importance of assuming responsibility for personal health behaviors

#### Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

M.7.1. - Use the goal-setting process to enhance health

### Lesson 2: *Rocket Science* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Define consequence
- List the steps of the decision-making model
- Identify a variety of options to any given decision
- Demonstrate the ability to choose healthy options when making a decision

#### Content Standard 3: Self-management of Healthy Behaviors

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

M.3.1. - Explain the importance of assuming responsibility for personal health behaviors

M.3.3. - Distinguish between safe, risky or harmful behaviors involving themselves and/or others

M.3.4. - Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions

#### Content Standard 6: Decision-Making Skills

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

M.6.1 – Use a decision-making process to enhance health

M.6.3. – Predict how decisions regarding health behaviors have consequences for themselves and others

## Lesson 3: *Systems Check* – Identifying and Managing Emotions

### Objectives

Following this lesson, the student will be able to:

- Name four basic emotions: happy, sad, angry, and scared and their variations
- Recognize the physical signals associated with particular emotions
- Identify the relationship between feelings and behavior
- Differentiate healthy and unhealthy ways to manage emotions

### Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M.1.2. – Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence/adolescence

### Content Standard 5: Communication Skills

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

M.5.3. - Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. - Compare and contrast healthy ways to express needs, wants and feelings

## Lesson 4: *This is Your Captain Speaking* – Effective Communication

### Objectives

Following this lesson, the student will be able to:

- Define communication
- Identify the elements of communication, both verbal and nonverbal
- Differentiate assertive, aggressive, and passive speaking styles
- Identify active listening skills

### Content Standard 5: Communication Skills

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

M.5.1. - Apply effective verbal and nonverbal communication skills as a means of enhancing health

M.5.4. - Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. - Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

## Lesson 5: *My Flight Crew* – Bonding and Relationships

### Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Understand how to be compassionate and empathetic toward others
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

### Content Standard 4: Analyzing Internal and External Influences

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

M.4.3. - Analyze how family, school and peers influence personal health

**Content Standard 5: Communication Skills**

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

M.5.2. - Use characteristics needed to be a responsible individual within their peer group, school, family and community

M.5.3. - Identify ways in which emotions may affect communication, behavior and relationships

M.5.6. - Use communication skills to build and maintain healthy relationships

**Content Standard 8: Advocacy**

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

M.8.4. - Encourage and support others in making positive health choices

## Lesson 6: *Mission Scrubbed* – Managing Mistakes

**Objectives**

Following this lesson, the student will be able to:

- Identify negative reactions to personal mistakes and disappointments
- Differentiate positive and negative self-talk
- Discuss the effect of negative self-talk on feelings and actions
- Discuss the effect of positive self-talk on feelings and actions
- Use positive self-talk to manage and overcome mistakes

**Content Standard 5: Communication Skills**

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

M.5.3. - Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. - Compare and contrast healthy ways to express needs, wants and feelings

## Lesson 7: *Decompression* – Peer-Pressure Refusal

**Objectives**

Following this lesson, the student will be able to:

- Define peer pressure and peer influence
- Identify the effect of peer pressure on decision making and goals
- Identify and apply nine peer-pressure refusal strategies
- Identify how to be a positive peer influence

**Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M.1.4. - Examine how families and peers can influence the health of adolescents

M.1.6. - Use appropriate strategies to prevent/reduce risks and promote well-being

**Content Standard 4: Analyzing Internal and External Influences**

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

M.4.3. - Analyze how family, school and peers influence personal health

**Content Standard 5: Communication Skills**

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

M.5.2. - Use characteristics needed to be a responsible individual within their peer group, school, family and community

M.5.7. - Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships

**Content Standard 8: Advocacy**

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

M.8.4. - Encourage and support others in making positive health choices

## **Lesson 8: *System Malfunction* – The Effects of Alcohol Use**

**Objectives**

Following this lesson, the student will be able to:

- List the harmful effects of alcohol on the developing brain and behavior
- Identify false expectations about the effects of alcohol
- Apply positive peer influence in situations involving alcohol
- Discuss the effect of alcohol use on the ability to reach one’s goals

**Content Standard 3: Self-management of Healthy Behaviors**

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

M.3.1. - Explain the importance of assuming responsibility for personal health behaviors

M.3.3. - Distinguish between safe, risky or harmful behaviors involving themselves and/or others

**Content Standard 5: Communication Skills**

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

M.5.2. - Use characteristics needed to be a responsible individual within their peer group, school, family and community

**Content Standard 6: Decision-Making Skills**

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

M.6.3. – Predict how decisions regarding health behaviors have consequences for themselves and others

**Content Standard 8: Advocacy**

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

M.8.4. - Encourage and support others in making positive health choices

## **Lesson 9: *Smoke Screen* – The Effects of Tobacco Use**

**Objectives**

Following this lesson, the student will be able to:

- Describe the long-term and short-term effects of using tobacco products
- Discuss the benefits of quitting tobacco use and being tobacco free
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

**Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M (middle).1.1. - Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death

**Content Standard 3: Self-management of Healthy Behaviors**

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

M.3.1. - Explain the importance of assuming responsibility for personal health behaviors

M.3.3. - Distinguish between safe, risky or harmful behaviors involving themselves and/or others

**Content Standard 5: Communication Skills**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.  
M.5.7. - Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships

**Content Standard 6: Decision-Making Skills**

Students will demonstrate the ability to use decision-making skills to enhance health  
M.6.3. – Predict how decisions regarding health behaviors have consequences for themselves and others

**Content Standard 8: Advocacy**

Students will demonstrate the ability to advocate for personal, family and community health.  
M.8.4. - Encourage and support others in making positive health choices

## **Lesson 10: *Way Off Course* – The Effects of Marijuana Use**

**Objectives**

Following this lesson, the student will be able to:

- List the effects of marijuana use on the brain and body
- Discuss the effects of marijuana use on the ability to reach goals
- Recall and practice skills taught in TGF D lessons 1-9

**Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M (middle).1.1. - Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature Death

M.1.6. - Use appropriate strategies to prevent/reduce risks and promote well-being

**Content Standard 3: Self-management of Healthy Behaviors**

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

M.3.1. - Explain the importance of assuming responsibility for personal health behaviors

M.3.3. - Distinguish between safe, risky or harmful behaviors involving themselves and/or others

**Content Standard 6: Decision-Making Skills**

Students will demonstrate the ability to use decision-making skills to enhance health  
M.6.3. – Predict how decisions regarding health behaviors have consequences for themselves and others

**Content Standard 8: Advocacy**

Students will demonstrate the ability to advocate for personal, family and community health.  
M.8.4. - Encourage and support others in making positive health choices