

Too Good for Drugs

Grade 6 Revised Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

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

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: *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

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.6.1. 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: *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

Content Standard 1: Core Concepts

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M.1.1. Explain the relationship between positive health behaviors and prevention 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.

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 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

Curricular Outcome: 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

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

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

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

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M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

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

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.5.2. 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

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

M.5.9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate

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.

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

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M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

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

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.

Content Standard 8: Advocacy

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

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

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Content Standard 2: Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

M.2.3. Examine factors that may influence the personal selection of health information, products and services.

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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.4.2. Analyze how media, technology and other factors influence personal health behaviors

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

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

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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

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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: *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

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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

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