

# Too Good for Drugs

## Grade 5 Revised Edition

Correlated with Delaware Health Education Standards

### 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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
6. Students will demonstrate the ability to use *goal-setting skills* 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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.

### 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

4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

## 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
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  5. Students will demonstrate the ability to use *decision-making skills* to enhance health.

## 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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
  2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
  4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

## 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
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
  7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

## 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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

## 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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

## 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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.

5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

## **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 lessons 1-9
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
  4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
  6. Students will demonstrate the ability to use *goal-setting skills* to enhance health.
  7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)
  8. Students will demonstrate the ability to *advocate* for personal, family and community health.