

Too Good for Drugs

Grade 6 Revised Edition

Correlated with Delaware Health Education Standards

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

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: *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

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: *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

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: *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
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: *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
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: *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
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 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
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: Keep off the Grass! – Marijuana

Objectives

Following this lesson, the student will be able to:

- 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
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: *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
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: *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
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.