

# Too Good for Drugs

## Grade 5 Revised Edition

Correlated with National Health Education Standards  
Iowa State Health Standards not available

### 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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

6.5.1 Set a personal health goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### 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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful decision.

5.5.2 Analyze when assistance is needed in making a health-related decision.

5.5.3 List healthy options to health-related issues or problems.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.2 Identify examples of emotional, intellectual, physical, and social health.

## **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

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication 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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.2 Identify examples of emotional, intellectual, physical, and social health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

## 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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful decision.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

## 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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful decision.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful decision.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful decision.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.