

Too Good for Drugs

Grade 6 Revised Edition

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

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

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

Standard 5

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

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

Standard 4

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

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self 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

Standard 2

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

2.8.3 Describe how peers 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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 5

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

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.5 Predict the potential short-term impact of each alternative on self and others.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 8

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

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze 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.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 7

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

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4

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

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

Standard 5

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

5.8.5 Predict the potential short-term impact of each alternative on self and others.

Standard 7

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

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

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

Standard 4

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 5

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

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.5 Predict the potential short-term impact of each alternative on self and others.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7 Analyze 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.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Lesson 10: *Prevention 500* – Course Review

Objectives

Following this lesson, the student will be able to:

- Recall skills taught in TGFDF lessons 1-9
- Explain concepts taught in TGFDF lesson 1-9
- State reasons not to use drugs

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

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

- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4

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

- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.

Standard 5

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

- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7

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

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