

Too Good for Drugs

Grade 6 Revised Edition

Correlated with Idaho Content Standards
Health Education

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 1: Comprehend Core Concepts

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.

6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

6-8.H.6.1.1 Assess personal health practices.

6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.

6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

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

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6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.

6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.

6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.

6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.

6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.

6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self 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

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6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health 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: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.

6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve 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

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6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.

6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.

6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.

6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

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6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

6-8.H.8.1.2 Demonstrate how to influence and support others to make 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

Standard 1: Comprehend Core Concepts

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6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health.

6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.

6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.

6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health.

6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.

6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.

6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.

- 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.
- 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

- 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

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: Comprehend Core Concepts

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

- 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health.
- 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

- 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.
- 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health.

- 6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

- 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

- 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.
- 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.
- 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
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- 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

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

Standard 1: Comprehend Core Concepts

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6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health.

6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.

6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

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6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.

6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4: Interpersonal Communication

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6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.

6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 7: Practice Healthy Behavior

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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

Standard 1: Comprehend Core Concepts

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Lesson 10: *Prevention 500* – Course Review

Objectives

Following this lesson, the student will be able to:

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

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6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

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Standard 6: Goal Setting

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6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

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Standard 8: Advocacy

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6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.