

Too Good for Drugs

Grade 6 Revised Edition

Correlated with Middle School Health Education Kentucky Core Academic 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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

Big Idea: Safety (Health Education)

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

4.4 Students demonstrate the ability to accept the rights and responsibilities for 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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

Big Idea: Safety (Health Education)

Academic Expectations

- 3.2 Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.4 Students use a decision-making process to make informed decisions among-options.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.

Big Idea: Safety (Health Education)

- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

4.1 Students effectively use interpersonal skills.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

4.1 Students effectively use interpersonal skills.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.4 Students use a decision-making process to make informed decisions among options.

Big Idea: Safety (Health Education)

Academic Expectations

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.4 Students use a decision-making process to make informed decisions among-options.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

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- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1 Students effectively use interpersonal skills.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

Big Idea: Safety (Health Education)

Academic Expectations

- 3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

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- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
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- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

Big Idea: Safety (Health Education)

Academic Expectations

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

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- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1 Students effectively use interpersonal skills.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

Big Idea: Safety (Health Education)

Academic Expectations

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

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

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Big Idea: Safety (Health Education)

Academic Expectations

- 3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

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

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- 5.4 Students use a decision-making process to make informed decisions among options.