

# Too Good for Drugs

## Grade 5 Revised Edition

Correlated with Louisiana Health Education Content Standards

### 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 and strategies related to health promotion and disease prevention**

1-M-2 evaluate healthy and unhealthy lifestyles ( e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.)

#### **STANDARD 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.**

3-M-1 identify personal health needs and develop long-term goals for a healthy lifestyle

#### **STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

5-M-5 develop strategies and skills for attaining personal health goals

### 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 and strategies related to health promotion and disease prevention**

1-M-2 evaluate healthy and unhealthy lifestyles ( e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.)

1-M-4 analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.)

#### **STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

5-M-4 demonstrate positive decision-making and problem-solving skills

### 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 and strategies related to health promotion and disease prevention**  
1-M-1 describe relationships among physical, mental, emotional 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 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**  
5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all

## **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 and strategies related to health promotion and disease prevention**  
1-M-1 describe relationships among physical, mental, emotional and social health

**STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**  
5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all

## **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 and strategies related to health promotion and disease prevention**  
1-M-1 describe relationships among physical, mental, emotional and social 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 and strategies related to health promotion and disease prevention**

1-M-1 describe relationships among physical, mental, emotional and social health

### **STANDARD 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.**

4-M-3 investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors

### **STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all

5-M-2 distinguish between positive and negative peer pressure and analyze the impact of peer pressure on decision-making

5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways

5-M-4 demonstrate positive decision-making and problem-solving skills

### **STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

6-M-1 develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.)

## 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 and strategies related to health promotion and disease prevention**

1-M-2 evaluate healthy and unhealthy lifestyles ( e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.)

1-M-4 analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.)

### **STANDARD 2: Students will demonstrate the ability to access and evaluate the validity of health information and health-promoting products and services.**

2-M-2 identify how media influences the selection of health information and products

### **STANDARD 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.**

4-M-3 investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors

### **STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways

5-M-4 demonstrate positive decision-making and problem-solving skills

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

6-M-1 develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.)

## **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 and strategies related to health promotion and disease prevention**

1-M-2 evaluate healthy and unhealthy lifestyles ( e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.)

1-M-4 analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.)

**STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways

5-M-4 demonstrate positive decision-making and problem-solving skills

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

6-M-1 develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.)

## **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 and strategies related to health promotion and disease prevention**

1-M-2 evaluate healthy and unhealthy lifestyles ( e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.)

1-M-4 analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.)

**STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways

5-M-4 demonstrate positive decision-making and problem-solving skills

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

6-M-1 develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.)