

Too Good for Drugs

Grade 6 Revised Edition

Correlated with Missouri Department of Elementary and Secondary Education
Health Education Grade Level Expectations

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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

A. Influence of Family and Peers

- Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

C. Goal Setting and Asset Development

- Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities

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

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

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

Functions and Interrelationships of Systems

2. Social, Emotional and Mental Health

C. Communication Skills

- Describe how to constructively manage feelings caused by disappointment, stress, separation or loss
- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

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

Functions and Interrelationships of Systems

2. Social, Emotional and Mental Health

C. Communication Skills

- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

A. Influence of Family and Peers

- Differentiate between negative and positive peer pressure and discuss reversal techniques
- Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence

C. Communication Skills

- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

C. Goal Setting and Asset Development

- Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities

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

Functions and Interrelationships of Systems

2. Social, Emotional and Mental Health

A. Influence of Family and Peers

- Differentiate between negative and positive peer pressure and discuss reversal techniques
- Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence

Health Maintenance and Enhancement

3. Consumer Health and Safety

A. Media Influence on Health Habits and Decisions

- Recognize that fads, quackery, and advertising can influence health behaviors and practices

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

Risk Assessment and Reduction

3. Substance Education

C. Substance Use vs. Non-Use

- Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic)
- Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry
- Present different opinions and arguments about the effects of TAOD on individuals, family, and society

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

Functions and Interrelationships of Systems

2. Social, Emotional and Mental Health

A. Influence of Family and Peers

- Differentiate between negative and positive peer pressure and discuss reversal techniques
- Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence

Health Maintenance and Enhancement

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

Risk Assessment and Reduction

3. Substance Education

C. Substance Use vs. Non-Use

- Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry
- Present different opinions and arguments about the effects of TAOD on individuals, family, and society

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

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2. Social, Emotional and Mental Health

A. Influence of Family and Peers

- Differentiate between negative and positive peer pressure and discuss reversal techniques
- Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence

Health Maintenance and Enhancement

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

Risk Assessment and Reduction

3. Substance Education

C. Substance Use vs. Non-Use

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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

Health Maintenance and Enhancement

4. Life Management Skills

A. Decision Making and Problem Solving

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Risk Assessment and Reduction

3. Substance Education

C. Substance Use vs. Non-Use

- Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic)
- Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry
- Present different opinions and arguments about the effects of TAOD on individuals, family, and society

Lesson 10: *Prevention 500* – Course Review

Objectives

Following this lesson, the student will be able to:

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

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2. Social, Emotional and Mental Health

A. Influence of Family and Peers

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1. Personal and Family Health

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- Present different opinions and arguments about the effects of TAOD on individuals, family, and society