

# Too Good for Drugs

## Grade 5 Revised Edition

Correlated with Montana Standards for Health Enhancement

### 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

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

**Health Enhancement Content Standard 4: Students achieve and maintain a challenging level of health-related physical fitness.**

3. identify personal fitness goals.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

4. describe personal factors that influence an individual's health goals.
5. explain a personal health plan that addresses needs, strengths, and risks.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

### 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

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.
5. explain a personal health plan that addresses needs, strengths, and risks.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## **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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.

3. demonstrate healthy ways to express needs, wants, and feelings.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family 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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## **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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## **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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family 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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
4. demonstrate refusal and mediation skills to enhance health.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## 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

### **Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.
6. Identify the validity of health information and how culture, media, and technology influence choices.

### **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

4. demonstrate refusal and mediation skills to enhance health.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

### **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## 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

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.

3. predict how specific decisions specific to health behavior have consequences for self and others.

4. describe personal factors that influence an individual's health goals.

6. Identify the validity of health information and how culture, media, and technology influence choices.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

4. demonstrate refusal and mediation skills to enhance health.

5. demonstrate strategies to analyze and manage conflict in healthy ways.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## **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 D lessons 1-9

**Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.
6. Identify the validity of health information and how culture, media, and technology influence choices.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

4. demonstrate refusal and mediation skills to enhance health.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.