

Too Good for Drugs

Grade 6 Revised Edition

Correlated with Montana Standards for Health Enhancement

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

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: *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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By the end of Grade 8 students will:

1. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
3. Analyze how peers, family, heredity, and environment influence personal health.
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 processes 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 decisions specific to health behavior have consequences for self and others.

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: *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

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:

3. Analyze how peers, family, heredity, and environment influence personal health.
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. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.

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

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:

3. Demonstrate strategies to improve or maintain personal health and family health.

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

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

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

By the end of Grade 8 students will:

1. Describe how the behavior of family and peers affects interpersonal communication.
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:

3. Demonstrate strategies to improve or maintain personal health and family health.

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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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 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:

1. Describe how the behavior of family and peers affects interpersonal communication.
2. Demonstrate ways to communicate care, consideration, and respect of self and others.

4. Demonstrate refusal and mediation skills to enhance health.

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

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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 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.
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.

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: 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

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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 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.
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.

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

By the end of Grade 8 students will:

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Lesson 8: *Keep off the Grass!* – Marijuana

Objectives

Following this lesson, the student will be able to:

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

By the end of Grade 8 students will:

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

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

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5. Explain a personal health plan that addresses needs, strengths, and risks.

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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