

Too Good for Drugs

Grade 5 Revised Edition

Correlated with North Dakota Health Content and Achievement 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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.1 Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 skill

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)

5.4.2 Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure)

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 understand the fundamental concepts of growth and development.

5.1.2 Explain the maintenance of human body systems (e.g., skeletal: choose foods high in calcium and vitamin D, be physically active)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

5.3.2 Describe ways the media can influence an individual's thoughts, feelings, and health behaviors

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.2 Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services

5.6.1 Describe the factors (e.g., commercials, peers, media) that can influence choices about health care products and services

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 understand the fundamental concepts of growth and development.

5.1.2 Explain the maintenance of human body systems (e.g., skeletal: choose foods high in calcium and vitamin D, be physically active)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

5.3.2 Describe ways the media can influence an individual's thoughts, feelings, and health behaviors

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.2 Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services

5.6.1 Describe the factors (e.g., commercials, peers, media) that can influence choices about health care products and services

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 understand the fundamental concepts of growth and development.

5.1.2 Explain the maintenance of human body systems (e.g., skeletal: choose foods high in calcium and vitamin D, be physically active)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

5.3.2 Describe ways the media can influence an individual's thoughts, feelings, and health behaviors

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.2 Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services

5.6.1 Describe the factors (e.g., commercials, peers, media) that can influence choices about health care products and services

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)