

Too Good for Drugs

Grade 6 Revised Edition

Correlated with North Dakota Health Content and Achievement Standards

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

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

6.5.1 Develop goals to sustain or improve personal health practices

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

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

6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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

6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

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

6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)

6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

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

6.7.1 Identify strategies (e.g., compromise, active listening, knowledge of facts and myths, assertiveness) to influence and support others in making positive health choices

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)

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

6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)

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

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

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

6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

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

6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)

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

6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)

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

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

6.3.2 Explain how the environment can affect personal health (e.g., second-hand smoke, available health care)

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

6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

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

6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)

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

6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)

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

6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

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

6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)

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

6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)

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

6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

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

6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others

Lesson 10: *Prevention 500* – Course Review

Objectives

Following this lesson, the student will be able to:

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

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

6.5.1 Develop goals to sustain or improve personal health practices