

Too Good for Drugs

Grade 6 Revised Edition

Correlated with New Hampshire Middle School Health Education Curriculum Guidelines

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

MENTAL HEALTH

1. Positive Self-Image

Students need to know:

1.1 personal assets and strengths

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

ALCOHOL AND OTHER DRUGS

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

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

FAMILY LIFE AND SEXUALITY

2. Growth and Development

Students need to know:

2.1 emotional Changes

MENTAL HEALTH

1. Positive Self-Image

Students need to know:

1.4 how to develop and demonstrate a sense of power (empowerment)

2. Emotional Health

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

2.2 positive ways to handle/express emotions, e.g., mood swings, hurt feelings, loneliness, sadness

2.3 ways to manage and reduce anger and conflict

2.4 ways to deal with frustration

2.5 how emotions and behaviors change during adolescence

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

MENTAL HEALTH

2. Emotional Health

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

3. Interpersonal Relationships and Communication

Students need to know:

3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness

3.3 effective listening skills, e.g., reflective listening

3.4 characteristics of nonverbal communication

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

ALCOHOL AND OTHER DRUGS

3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

4. Healthful Choices about AOD Use

Students need to know:

4.2 how to make a personal commitment not to use

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

TOBACCO

3. Choosing to be Tobacco Free

Students need to know:

3.1 how to make a personal commitment not to use

3.2 strategies to resist pressure to use

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

ALCOHOL AND OTHER DRUGS

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.4 effects of binge drinking

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

3.5 cultural influences

3.7 influences on different levels of AOD use

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

TOBACCO

1. Short-Term and Long-Term Risks of Tobacco Use

Students need to know:

1.1 addictive effects of nicotine

1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance

1.3 harmful effects of tobacco smoke

1.4 risks of different types of tobacco products

2. Influences on Tobacco Use

Students need to know:

2.1 internal influences

2.2 family influences

2.3 peer influences

2.4 advertising strategies

2.6 media influences

3. Choosing to be Tobacco Free

Students need to know:

3.1 how to make a personal commitment not to use

3.2 strategies to resist pressure to use

3.3 ways to communicate personal attitudes about tobacco use

3.5 ways to support others to be tobacco free

3.6 that most people do not use tobacco

3.7 healthful alternatives to tobacco use

4. Benefits of Being Tobacco Free

Students need to know:

4.1 long-term and short-term health benefits

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

ALCOHOL AND OTHER DRUGS

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.6 effects of marijuana use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.4 peer influences

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

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

ALCOHOL AND OTHER DRUGS

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.5 effects of inhalant use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.1 effects and consequences of other non-medicinal drug use

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

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

MENTAL HEALTH

1. Positive Self-Image

Students need to know:

1.1 personal assets and strengths

ALCOHOL AND OTHER DRUGS

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use