

Too Good for Drugs

Grade 6 Revised Edition

Correlated with Oregon Health Education Standards and Benchmarks

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

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Set goals around increasing healthy self-image.

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

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Analyze the short and long term effects of drugs using the decision making model.

Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Use a decision making process to prevent exposure to harmful substances.

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Use a decision making model to avoid or refuse addictive substances and/or behaviors.

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

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify how to manage emotions 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

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Demonstrate effective communication skills that encourage healthy relationships.

Strand - PROMOTION OF SEXUAL HEALTH

Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Strand - VIOLENCE AND SUICIDE PREVENTION

Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

Demonstrate a variety of clear communication skills to report dangerous situations.

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

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

Strand - PROMOTION OF PHYSICAL ACTIVITY

Use refusal skills to avoid the use of steroids, performance enhancing drugs and controlled substances.

Strand - UNINTENTIONAL INJURY PREVENTION

Demonstrate strategies and refusal skills to avoid situations that may cause injury.

Strand - VIOLENCE AND SUICIDE PREVENTION

Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

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

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

Strand - UNINTENTIONAL INJURY PREVENTION

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.

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

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Describe the benefits of a tobacco and drug-free environment.

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

Strand - UNINTENTIONAL INJURY PREVENTION

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

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

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Describe the benefits of a tobacco and drug-free environment.

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Analyze the short and long term effects of drugs using the decision making model.

Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

Strand - UNINTENTIONAL INJURY PREVENTION

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.

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

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

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Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Analyze the short and long term effects of drugs using the decision making model.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

Strand - UNINTENTIONAL INJURY PREVENTION

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.

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

Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Use a decision making process to prevent exposure to harmful substances.

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

Strand - UNINTENTIONAL INJURY PREVENTION

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