

Too Good for Drugs

Grade 6 Revised Edition

Correlated with South Dakota Health Education 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

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

HEALTH EDUCATION STANDARD 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.

6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.

6.8.3. Apply strategies and skills needed to attain a personal health goal.

HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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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1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

HEALTH EDUCATION STANDARD 5 – Students will demonstrate the ability to use decision-making skills to enhance health.

5.8.1. Identify circumstances that can help or hinder healthy decision making.

5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.

5.8.7. Analyze the outcomes of a health related decision.

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 EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.2 Describe the interrelationships of emotional, mental, physical and social health in 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

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.2 Describe the interrelationships of emotional, mental, physical and social health in adolescence.

HEALTH EDUCATION STANDARD 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Apply effective verbal and nonverbal communication skills to enhance 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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2.8.3 Describe how peers influence healthy and unhealthy behaviors.

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4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

HEALTH EDUCATION STANDARD 8 - Students will demonstrate the ability to advocate for personal, family and community health.

8.8.2 Demonstrate how to influence and support others to make 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

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1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.5 Analyze how messages from media influence health behaviors.

2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

HEALTH EDUCATION STANDARD 3 - Students will demonstrate the ability to access valid information, products and services to enhance health.

3.8.2 Analyze the validity of health information, products, and services.

HEALTH EDUCATION STANDARD 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

HEALTH EDUCATION STANDARD 5 – Students will demonstrate the ability to use decision-making skills to enhance health.

5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

HEALTH EDUCATION STANDARD 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.

6.8.4 Describe how personal health goals can vary with changing abilities, priorities, resources and responsibilities.

HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

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HEALTH EDUCATION STANDARD 8 - Students will demonstrate the ability to advocate for personal, family and community health.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

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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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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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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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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