

Too Good for Drugs

Grade 6 Revised Edition

Texas Essential Knowledge and Skills for Health Education

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

6.11 Personal/interpersonal skills.

The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health health-promoting decisions. The student is expected to:

- A. Seek the input of parents and other trusted adults in problem solving and goal setting;
- E. Identify the possible health implications of long-term personal and vocational goals.

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

6.1 Health information.

The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:

- C. Compare immediate and long-range effects of personal health care choices such as personal and dental hygiene.

6.4 Health information.

The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:

- B. Use critical thinking to research and evaluate health information.

6.11 Personal/interpersonal skills.

The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health health-promoting decisions. The student is expected to:

- A. Seek the input of parents and other trusted adults in problem solving and goal setting.

- B. Demonstrate the use of refusal skills in unsafe situations.
- C. Explain the impact of peer pressure on decision making.

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

6.6 Influencing factors.

The student understands how factors in the environment influence individual and community health. The student is expected to:

- A. Identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures.

6.10 Personal/interpersonal skills.

The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- B. Assess healthy ways of responding to disrespectful behaviors such as mediation.
- C. Practice methods for self-control.
- E. Describe ways to manage anxiety and grief.
- F. Define stress and its effects on individual health and 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

6.7 Influencing factors.

The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

- D. Describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors.

E. Describe methods for communicating important issues with parents and peers.

6.10 Personal/interpersonal skills.

The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- A. Demonstrate ways to communicate empathy to others and have consideration for others.
- B. Assess healthy ways of responding to disrespectful behaviors such as mediation.
- C. Practice methods for self-control.

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

6.6 Influencing factors.

The student understands how factors in the environment influence individual and community health. The student is expected to:

- A. Identify factors that affect an individual’s physical, emotional, and social health such as school climate and safety measures.

6.10 Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- A. Demonstrate ways to communicate empathy to others and have consideration for others.
- B. Define stress and its effects on individual health and relationships.

6.11 Personal/interpersonal skills.

The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health health-promoting decisions. The student is expected to:

- A. Seek the input of parents and other trusted adults in problem solving and goal setting.

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

6.5 Health behavior.

The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- B. Examine social influences on drug-taking behaviors.
- C. Describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances.
- D. Explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving.
- E. Identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities.

6.7 Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

- B. Explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior.
- D. Describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors.
- E. Describe methods for communicating important issues with parents and peers.

6.8 Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:

- A. Identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web.

6.11 Personal/interpersonal skills.

The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health health-promoting decisions. The student is expected to:

- E. Identify the possible health implications of long-term personal and vocational goals.

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

6.5 Health behavior.

The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- B. Examine social influences on drug-taking behaviors.
- C. Describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;
- E. Explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations.

6.6 Influencing factors.

The student understands how factors in the environment influence individual and community health. The student is expected to:

- A. Identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures.

6.7 Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

- B. Explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior.
- D. Describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors.

6.8 Influencing factors.

The student comprehends how media and technology influence individual and community health. The student is expected to:

- A. Identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web.

6.11 Personal/interpersonal skills.

The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health health-promoting decisions. The student is expected to:

- E. Identify the possible health implications of long-term personal and vocational goals.

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

6.4 Health information.

The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:

- B. Use critical thinking to research and evaluate health information.

6.5 Health behavior.

The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- B. Examine social influences on drug-taking behaviors.
- C. Describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances.

D. Explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission.

E. Explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations.

6.7 Influencing factors.

The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

D. Describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors.

6.11 Personal/interpersonal skills.

The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health health-promoting decisions. The student is expected to:

A. Demonstrate the use of refusal skills in unsafe situations.

D. Compare the risks and benefits of various health behaviors such as choosing not to smoke.

E. Identify the possible health implications of long-term personal and vocational goals.

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

6.5 Health behavior.

The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

B. Examine social influences on drug-taking behaviors.

D. Explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations

H. Identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations.

6.11 Personal/interpersonal skills.

The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health health-promoting decisions. The student is expected to:

B. Demonstrate the use of refusal skills in unsafe situations;

D. Compare the risks and benefits of various health behaviors such as choosing not to smoke.

E. Identify the possible health implications of long-term personal and vocational goals.

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

6.5 Health behavior.

The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- H. Identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations.

6.6 Influencing factors.

The student understands how factors in the environment influence individual and community health. The student is expected to:

- B. Make healthy choices from among environmental alternatives such as leaving a smoke- filled room or selecting healthy snacks from vending machines.

6.7 Influencing factors.

The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

- D. Describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors.
- E. Describe methods for communicating important issues with parents and peers.

6.11 Personal/interpersonal skills.

The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health health-promoting decisions. The student is expected to:

- F. Demonstrate the use of refusal skills in unsafe situations.
- D. Compare the risks and benefits of various health behaviors such as choosing not to smoke.
- E. Identify the possible health implications of long-term personal and vocational goals.