

Too Good for Drugs

Grade 6 Revised Edition

Correlated with Health Education Standards of Learning for Virginia Public Schools

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

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include

a) the importance of significant friends or adult mentors

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

a) the relationships among personal actions, self-image, and personal success;

b) the importance of accepting responsibility for personal actions

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

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

a) the relationships among personal actions, self-image, and personal success;

b) the importance of accepting responsibility for personal actions;

d) identification and avoidance of risk-taking 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

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

- a) the relationships among personal actions, self-image, and personal success;
- b) the importance of accepting responsibility for personal actions;

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

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

- a) the relationships among personal actions, self-image, and personal success;
- b) the importance of accepting responsibility for personal actions;

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

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include

- a) the importance of significant friends or adult mentors
- d) refusal strategies related to alcohol, tobacco, and other drugs

6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include

d) the effects of peer pressure

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

a) the relationships among personal actions, self-image, and personal success;

b) the importance of accepting responsibility for personal actions;

c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;

d) identification and avoidance of risk-taking behaviors.

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

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include

d) refusal strategies related to alcohol, tobacco, and other drugs;

e) prevention of communicable and non-communicable diseases.

6.2 The student will use knowledge of the body’s structures and functions to make sound decisions related to personal health. Key concepts/skills include

d) the relationship of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning;

6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include

d) the effects of peer pressure

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

b) the importance of accepting responsibility for personal actions;

c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;

d) identification and avoidance of risk-taking behaviors.

6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include

b) analysis of the reliability of health information;

c) recognition of the persuasive tactics used by various types of media;

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

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include

d) refusal strategies related to alcohol, tobacco, and other drugs;

e) prevention of communicable and non-communicable diseases.

6.2 The student will use knowledge of the body's structures and functions to make sound decisions related to personal health. Key concepts/skills include

d) the relationship of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning;

6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include

d) the effects of peer pressure

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

b) the importance of accepting responsibility for personal actions;

c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;

d) identification and avoidance of risk-taking behaviors.

6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include

b) analysis of the reliability of health information;

c) recognition of the persuasive tactics used by various types of media;

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

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include

d) refusal strategies related to alcohol, tobacco, and other drugs;

6.2 The student will use knowledge of the body's structures and functions to make sound decisions related to personal health. Key concepts/skills include

d) the relationship of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning;

6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include

d) the effects of peer pressure

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

b) the importance of accepting responsibility for personal actions;

c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;

d) identification and avoidance of risk-taking behaviors.

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

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include

d) refusal strategies related to alcohol, tobacco, and other drugs;

6.2 The student will use knowledge of the body's structures and functions to make sound decisions related to personal health. Key concepts/skills include

d) the relationship of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning;

6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include

d) the effects of peer pressure

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

b) the importance of accepting responsibility for personal actions;

c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;

d) identification and avoidance of risk-taking behaviors.

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

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include

d) refusal strategies related to alcohol, tobacco, and other drugs;

6.2 The student will use knowledge of the body's structures and functions to make sound decisions related to personal health. Key concepts/skills include

d) the relationship of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning;

6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include

d) the effects of peer pressure

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

a) the relationships among personal actions, self-image, and personal success;

b) the importance of accepting responsibility for personal actions;

c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;

d) identification and avoidance of risk-taking behaviors.