

Too Good for Drugs

Grade 5 Revised Edition

Correlated with Wisconsin Standards for Health Education

Lesson 1: *Preparing for Take Off* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify the steps in the Goal-Setting model
- Identify and apply the Goal-Naming criteria
- Name a short-term personal goal using the Goal-Naming criteria

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

A. Identify ways to achieve a personal health goal.

6:2:A1 Identify resources to assist in achieving a personal health goal.

6:2:A2 Identify key family, school, and community members that can assist in achieving a personal health goal.

B. Practice appropriate goal-setting skills to achieve a personal health goal.

6:2:B1 Choose a clear and realistic personal health goal.

6:2:B2 Develop a plan for reaching the goal.

6:2:B3 Track progress toward goal achievement.

Lesson 2: *Rocket Science* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Define consequence
- List the steps of the decision-making model
- Identify a variety of options to any given decision
- Demonstrate the ability to choose healthy options when making a decision

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

Lesson 3: *Systems Check* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Name four basic emotions: happy, sad, angry, and scared and their variations
- Recognize the physical signals associated with particular emotions
- Identify the relationship between feelings and behavior
- Differentiate healthy and unhealthy ways to manage emotions

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

A. Identify influences.

2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

Lesson 4: *This is Your Captain Speaking* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Define communication
- Identify the elements of communication, both verbal and nonverbal
- Differentiate assertive, aggressive, and passive speaking styles
- Identify active listening skills

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

Lesson 5: *My Flight Crew* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Understand how to be compassionate and empathetic toward others
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

Lesson 6: *Mission Scrubbed* – Managing Mistakes

Objectives

Following this lesson, the student will be able to:

- Identify negative reactions to personal mistakes and disappointments
- Differentiate positive and negative self-talk
- Discuss the effect of negative self-talk on feelings and actions
- Discuss the effect of positive self-talk on feelings and actions
- Use positive self-talk to manage and overcome mistakes

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

A. Identify influences.

2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

Lesson 7: *Decompression* – Peer-Pressure Refusal

Objectives

Following this lesson, the student will be able to:

- Define peer pressure and peer influence
- Identify the effect of peer pressure on decision making and goals
- Identify and apply nine peer-pressure refusal strategies
- Identify how to be a positive peer influence

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

Lesson 8: *System Malfunction* – The Effects of Alcohol Use

Objectives

Following this lesson, the student will be able to:

- List the harmful effects of alcohol on the developing brain and behavior
- Identify false expectations about the effects of alcohol
- Apply positive peer influence in situations involving alcohol
- Discuss the effect of alcohol use on the ability to reach one's goals

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

2:2:A2 Give examples of messages from external factors that can influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

Lesson 9: *Smoke Screen* – The Effects of Tobacco Use

Objectives

Following this lesson, the student will be able to:

- Describe the long-term and short-term effects of using tobacco products
- Discuss the benefits of quitting tobacco use and being tobacco free
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

Lesson 10: *Way Off Course* – The Effects of Marijuana Use

Objectives

Following this lesson, the student will be able to:

- List the effects of marijuana use on the brain and body
- Discuss the effects of marijuana use on the ability to reach goals
- Recall and practice skills taught in TGFD lessons 1-9

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.