

# Too Good for Drugs

## Grade 6

*Correlated to Washington State Health Education K-12 Learning Standards*

### **Lesson 6.1 *My Road Ahead* – Setting Reachable Goals**

#### **Objectives**

Following this lesson, the student will be able to:

- Define “Goal”
- Identify and apply the goal-naming criteria
- Identify and apply steps to setting and reaching a personal goal
- Name someone to support him or her in working toward a goal

#### **Health Education Core Idea: Wellness (W)**

##### **8. Goal-Setting**

Describe how goals can enhance health. H6.W7.6

### **Lesson 6.2 *Who’s in the Driver’s Seat?* – Making Responsible Decisions**

#### **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 benefits of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

#### **Health Education Core Idea: Wellness (W)**

##### **7. Decision-Making**

Identify circumstances that help or hinder making healthy decisions related to personal health. H5.W6.6

### **Lesson 6.3 *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 intensifying emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the role of emotion management in preventing intensifying emotions from leading to inappropriate actions

#### **Health Education Core Idea: Social Emotional Health (So)**

##### **4. Expressing Emotions**

Summarize characteristics of empathy and compassion. H1.So4.6b

Investigate resources for support when dealing with difficult emotions. H3.So4.6

## **Lesson 6.4 *Express Yourself* - Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Distinguish among assertive, aggressive, and passive communication styles

### **Health Education Core Idea: Wellness (W)**

#### **6. Communication**

Explain effective communication skills. H4.W5.6

## **Lesson 6.5 *Peer Review* – Bonding & 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

### **Health Education Core Idea: Sexual Health (Se)**

#### **5. Healthy Relationships**

Explain importance of talking with a family member and other trusted adults about relationships. H3.Se5.6

Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a

Recognize that everyone has the right to set boundaries based on personal values. H1.Se5.6

### **Health Education Core Idea: Substance Use and Abuse (Su)**

#### **1. Use and Abuse**

Describe how peers and family influence substance use and abuse. H2.Su1.6

#### **3. Prevention**

Identify how to use refusal skills to avoid substance use. H1.Su3.6

## **Lesson 6.6 *A Closer Look* – Effects of Alcohol Use**

### **Objectives**

Following this lesson, the students will be able to:

- Compare the alcohol content of a single 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
- Recognize that advertising messages are designed to sell a product, service, or an idea

### **Health Education Core Idea: Wellness (W)**

#### **8. Goal-Setting**

Describe how goals can enhance health. H6.W7.6

### **Health Education Core Idea: Substance Use and Abuse (Su)**

#### **1. Use and Abuse**

Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a

Describe how peers and family influence substance use and abuse. H2.Su1.6

### 3.Prevention

Identify how to use refusal skills to avoid substance use. H1.Su3.6

Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6

Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6

### 4.Treatment

Identify valid and reliable substance abuse services. H3.Su4.6

## **Lesson 6.7 A Dead End – Effects of Nicotine Use**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the stages of addiction
- Describe the long-term and short-term effects of using nicotine and tobacco products
- Compare perceived norms with actual prevalence of smoking
- Identify ways nicotine use can interfere with the ability to reach a goal
- Demonstrate effective peer-pressure refusal techniques in situations involving nicotine products

### **Health Education Core Idea: Wellness (W)**

#### 8. Goal-Setting

Describe how goals can enhance health. H6.W7.6

### **Health Education Core Idea: Substance Use and Abuse (Su)**

#### 1. Use and Abuse

Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a

Understand stages of addiction. H1.Su1.6b

Describe how peers and family influence substance use and abuse. H2.Su1.6

### 3.Prevention

Identify how to use refusal skills to avoid substance use. H1.Su3.6

Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6

Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6

### 4.Treatment

Identify valid and reliable substance abuse services. H3.Su4.6

## **Lesson 6.8 Keep Off the Grass! – Effects of THC and Marijuana Use**

### **Objectives**

Following this lesson, the student will be able to:

- List the effects of THC and marijuana use 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

### **Health Education Core Idea: Wellness (W)**

#### 8. Goal-Setting

Describe how goals can enhance health. H6.W7.6

### **Health Education Core Idea: Substance Use and Abuse (Su)**

#### 1. Use and Abuse

Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a

Describe how peers and family influence substance use and abuse. H2.Su1.6

### 3.Prevention

Identify how to use refusal skills to avoid substance use. H1.Su3.6

Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6

Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6

#### 4.Treatment

Identify valid and reliable substance abuse services. H3.Su4.6

## **Lesson 6.9 *Calculate the Risk* – Safe Use of Prescription and OTC Medicines**

### **Objectives**

Following this lesson, the students 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 Think Step of Decision-Making Model
- Identify the harmful effects of abusing over-the-counter and prescription medications on the brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter medications

### **Health Education Core Idea: Wellness (W)**

#### 8. Goal-Setting

Describe how goals can enhance health. H6.W7.6

### **Health Education Core Idea: Substance Use and Abuse (Su)**

#### 1. Use and Abuse

Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a

Describe how peers and family influence substance use and abuse. H2.Su1.6

#### 3.Prevention

Identify how to use refusal skills to avoid substance use. H1.Su3.6

Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6

Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6

#### 4.Treatment

Identify valid and reliable substance abuse services. H3.Su4.6

## **Lesson 6.10 *Prevention 500* – Street Drugs & Course Review**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss the harmful effects of inhalant and street drug use
- Recall the skills taught in TGFD lessons 1-10
- Explain the concepts taught in TGFD lessons 1-10
- State reasons not to use drugs

### **Health Education Core Idea: Wellness (W)**

#### 6. Communication

Explain effective communication skills. H4.W5.6

#### 7. Decision-Making

Identify circumstances that help or hinder making healthy decisions related to personal health. H5.W6.6

#### 8. Goal-Setting

Describe how goals can enhance health. H6.W7.6

### **Health Education Core Idea: Social Emotional Health (So)**

#### 4. Expressing Emotions

Summarize characteristics of empathy and compassion. H1.So4.6b

Investigate resources for support when dealing with difficult emotions. H3.So4.6

## **Health Education Core Idea: Substance Use and Abuse (Su)**

### **1. Use and Abuse**

Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a

Understand stages of addiction. H1.Su1.6b

Describe how peers and family influence substance use and abuse. H2.Su1.6

### **3.Prevention**

Identify how to use refusal skills to avoid substance use. H1.Su3.6

Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6

Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6

### **4.Treatment**

Identify valid and reliable substance abuse services. H3.Su4.6