

Too Good for Drugs Grade 5

2018 Edition

Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education

Lesson 1 Preparing for Take Off – Setting Reachable Goals

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;
- (D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback

Lesson 2 Rocket Science – Making Responsible Decisions

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (C) discuss choices and decision making as part of goal setting; and

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) analyze how thoughts and emotions influence 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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) analyze how thoughts and emotions influence behaviors;

(B) practice and apply strategies for calming and self-management;

(C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;

(D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) analyze how thoughts and emotions influence behaviors;

(C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;

- (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;

Lesson 6 Prescription for Life – Safe Use of Prescription and OTC Medicines

Objectives

Following this lesson, the student will be able to:

- Recognize and anticipate negative reactions to personal mistakes and disappointments
- Differentiate positive and negative self-talk
- Discuss the effect of positive and negative self-talk on feelings and actions
- Explain the benefits of medicine when used correctly
- Identify safe practices to use and store prescription and over-the-counter medicines at home

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

- (A) explain the reasons to avoid the misuse of over-the-counter and prescription drugs;
(B) identify and explain the importance of each component of prescription and over-the-counter drug labels;
and

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and
(B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.

(19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:

- (A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving;
(B) identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and

Lesson 8 System Malfunction – *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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

- (C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances.

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

- (A) analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health; and

(17) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and
(B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.

(19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:

- (A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving;
(B) identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and
(C) identify and describe healthy alternative activities to the use of drugs and other substances.

Lesson 9 Smoke Screen – Effects of Nicotine 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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

- (C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances.

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

- (A) analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health; and

(17) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and
(B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.

(19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:

- (A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving;
(B) identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and
(C) identify and describe healthy alternative activities to the use of drugs and other substances.

Lesson 10 Way Off Course –Effects of Marijuana Use and Courses Review

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) analyze how thoughts and emotions influence behaviors;
- (B) practice and apply strategies for calming and self-management;
- (C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;
- (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;
- (E) define and differentiate between sympathy and empathy toward others; and
- (F) describe ways to engage in and promote positive interactions when conflict arises.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) identify and demonstrate strategies to help build self-esteem for self, friends, and others;
- (B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;
- (C) discuss choices and decision making as part of goal setting; and
- (D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

- (C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances.

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

- (A) analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health; and

(17) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and

- (B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.

(19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:

- (A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving;
- (B) identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and
- (C) identify and describe healthy alternative activities to the use of drugs and other substances.