

Too Good for Drugs Grade 5

2018 Edition

Correlated with Wyoming Health Education Content and Performance Standards

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

HE6.4.6 Use multiple criteria to set short-term personal health goals (e.g., Specific, Measurable, Action oriented, Realistic, Timely).

HE6.4.7 Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was not achieved because of snowy weather and no community facility was available for exercise).

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

CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

HE6.1.2 Analyze family school or community resources that can be used to reduce or avoid health risks. (e.g., DARE officer help with strategies).

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.3 Explain the steps of a decision-making process to enhance health or reduce health risk.

HE6.2.4 Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).

HE6.2.6 Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

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

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.5 Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions).

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors.

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

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors.

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.3 Analyze refusal strategies for potential effectiveness.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

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

CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

HE6.1.2 Analyze family school or community resources that can be used to reduce or avoid health risks. (e.g., DARE officer help with strategies).

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors.

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.3 Analyze refusal strategies for potential effectiveness.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors.

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.3 Analyze refusal strategies for potential effectiveness.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

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 TGF lessons 1-9

CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

HE6.1.2 Analyze family school or community resources that can be used to reduce or avoid health risks. (e.g., DARE officer help with strategies).

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.