

Too Good for Drugs Grade 6

2018 Edition

Correlated to Alaska Skills for a Healthy Life

Lesson 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

A. A student should be able to acquire a core knowledge related to well-being. *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

Lesson 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

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities. *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;

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 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

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;

Lesson 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

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

2. Demonstrate a variety of communication skills that contribute to well-being;

Lesson 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

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

Lesson 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

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2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities. *A student who meets the content standard should:*

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Lesson 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

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3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

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Lesson 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

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3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
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Lesson 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

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Lesson 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

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