

# Too Good for Drugs Grade 6

## 2018 Edition

*Correlated to 2020 Colorado Academic Standards for Comprehensive Health*

### 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

#### Standard 2. Physical and Personal Wellness

Prepared Graduates:

3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.

Grade Level Expectation:

4. Analyze how positive health behaviors can benefit people throughout their lifespan.

Evidence Outcomes:

*Students Can:*

- a. Explain the concept of nutrient-rich foods being balanced with physical activity.
- b. Analyze the short- and long-term benefits and consequences of healthy eating and physical activity.
- d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships.

#### Standard 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Understand how to be mentally and emotionally healthy.

Evidence Outcomes:

*Students Can:*

- a. Explain the interrelationship of mental, emotional, and social health.

### 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

#### Standard 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Understand how to be mentally and emotionally healthy.

Evidence Outcomes:

*Students Can:*

- a. Explain the interrelationship of mental, emotional, and social health.
- b. Analyze the relationship between thoughts, emotions, feelings and behavior.

## **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

### **Standard 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Understand how to be mentally and emotionally healthy.

Evidence Outcomes:

*Students Can:*

- a. Explain the interrelationship of mental, emotional, and social health.
- b. Analyze the relationship between thoughts, emotions, feelings and behavior.
- c. Identify healthy ways to express needs, wants, and feelings.

## **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

### **Standard 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Understand how to be mentally and emotionally healthy.

Evidence Outcomes:

*Students Can:*

- a. Explain the interrelationship of mental, emotional, and social health.
- c. Identify healthy ways to express needs, wants, and feelings.

### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

Grade Level Expectation:

3. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.

Evidence Outcomes:

*Students Can:*

- h. Demonstrate appropriate communication skills to solve conflicts nonviolently.

## **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

### **Standard 2. Physical and Personal Wellness**

Prepared Graduates:

2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.

Grade Level Expectation:

2. Identify valid and reliable resources regarding qualities of healthy family and peer relationships.

Evidence Outcomes:

*Students Can:*

- a. Describe the benefits of healthy relationships.
- b. Describe how peer and family relationships may change during adolescence.
- c. Determine valid and reliable resources that enhance healthy relationships

### **Standard 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Apply effective verbal and nonverbal communication skills to enhance health.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate refusal and negotiation skills that avoid or reduce health risks.

## **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

### **Standard 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Apply effective verbal and nonverbal communication skills to enhance health.

Evidence Outcomes:

*Students Can:*

- b. Demonstrate refusal and negotiation skills that avoid or reduce health risks.

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Analyze the factors that influence a person's decision to use or not use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- a. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- b. Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- c. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- d. Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media.
- e. Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Explain how decisions about drug and substance use affect relationships.
- c. Identify and summarize positive alternatives to drug and substance use.
- d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco

## **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

#### **Standard 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Apply effective verbal and nonverbal communication skills to enhance health.

Evidence Outcomes:

*Students Can:*

- c. Demonstrate refusal and negotiation skills that avoid or reduce health risks.

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Analyze the factors that influence a person's decision to use or not use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- f. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- g. Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- h. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- i. Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media.
- j. Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Explain how decisions about drug and substance use affect relationships.
- c. Identify and summarize positive alternatives to drug and substance use.
- d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco

## **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

#### **Standard 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Apply effective verbal and nonverbal communication skills to enhance health.

Evidence Outcomes:

*Students Can:*

- d. Demonstrate refusal and negotiation skills that avoid or reduce health risks.

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Analyze the factors that influence a person's decision to use or not use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- k. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- l. Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- m. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- n. Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media.
- o. Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Explain how decisions about drug and substance use affect relationships.
- c. Identify and summarize positive alternatives to drug and substance use.
- d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco

## **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

#### **Standard 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Apply effective verbal and nonverbal communication skills to enhance health.

Evidence Outcomes:

*Students Can:*

- e. Demonstrate refusal and negotiation skills that avoid or reduce health risks.

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Analyze the factors that influence a person's decision to use or not use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- p. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- q. Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- r. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- s. Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media.
- t. Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Explain how decisions about drug and substance use affect relationships.
- c. Identify and summarize positive alternatives to drug and substance use.
- d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco

## **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

#### **Standard 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Apply effective verbal and nonverbal communication skills to enhance health.

Evidence Outcomes:

*Students Can:*

- f. Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- c. Demonstrate how to ask for assistance to enhance the health of self and others.
- d. Identify ways to advocate for self and others to enhance health and safety

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Analyze the factors that influence a person's decision to use or not use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- u. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).
- v. Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- w. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
- x. Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media.
- y. Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco)

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Explain how decisions about drug and substance use affect relationships.
- c. Identify and summarize positive alternatives to drug and substance use.
- d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco