

Too Good for Drugs Grade 6

2018 Edition

Correlated with District of Columbia Health Education Standards, 2016

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

6. Goal Setting

6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

Category 2: Safety Skills

6. Goal Setting

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

Category 3: Human Body and Personal Health

6. Goal Setting

6-8.3.6.20 Design a personal health goal, analyze how family and peers might support or hinder its achievement, and evaluate progress toward its achievement.

Category 5: Nutrition

6. Goal Setting

6-8.5.6.15 Develop a decision-making process to select nutritious foods and beverages.

7. Healthy Behaviors

6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure.

8. Advocacy

6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

Category 2: Safety Skills

2. Analyzing Influences

6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.

7. Healthy Behaviors

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

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

Category 1: Mental and Emotional Health

3. Accessing Information

6-8.1.3.11 Identify techniques and resources for managing mental and emotional health challenges (e.g., depression, grief, anxiety, and stress).

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

8. Advocacy

6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

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

Category 1: Mental and Emotional Health

4. Communication

6-8.1.4.12 Demonstrate how to communicate about stress and anxiety productively.

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

6-8.1.7.17 Demonstrate ways to show support to a peer who is grieving, suffering from trauma, or dealing with depression /anxiety.

8. Advocacy

6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

Category 2: Safety Skills

2. Analyzing Influences

6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.

Category 3: Human Body and Personal Health

7. Healthy Behaviors

6-8.3.7.23 Compare and contrast models of healthy relationships for family, friends, and romantic relationships.

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

6. Goal Setting

6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

Category 2: Safety Skills

6. Goal Setting

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

Category 3: Human Body and Personal Health

6. Goal Setting

6-8.3.6.20 Design a personal health goal, analyze how family and peers might support or hinder its achievement, and evaluate

progress toward its achievement.

Category 6: Alcohol, Tobacco, and Other Drugs

1. Health Promotion

6-8.6.1.2 Analyze the short term and long-term effects of all drugs (e.g., stimulants, depressants, hallucinogens, marijuana, tobacco, alcohol, prescription, over the counter drugs, and club / designer drugs) on the brain and body of developing adolescents.

2. Analyzing Influences

6-8.6.2.6 Analyze how culture and media depict the use of alcohol, tobacco, tobacco products and other drugs (e.g., how products may be marketed to attract youth).

4. Communication

6-8.6.4.10 Develop and apply skills to refuse alcohol, tobacco, and other drugs with peers.

6-8.6.4.11 Communicate w/ peers on how to ask for assistance regarding prevention, treatment, and recovery of substance abuse.

5. Decision-Making

6-8.6.5.12 Analyze the benefits of being alcohol, tobacco, and drug free.

6-8.6.5.13 Describe healthy alternatives to the use of alcohol, tobacco, or other drugs.

6-8.6.5.14 Apply problem-solving skills to protect one from risky situations involving alcohol, tobacco, and other drugs.

6-8.6.5.15 Discuss how the use of alcohol and other drugs, including popular drugs that are marketed to hide their harmful effects, impair decision-making; increase the risk of violence; and place one at risk for sexual assault, pregnancy, and STIs.

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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6. Goal Setting

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Category 2: Safety Skills

6. Goal Setting

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6-8.6.1.4 Explain the signs and symptoms of substance abuse, factors that contribute to the abuse and stages that lead to dependency.

6-8.6.1.5 Explain the consequences of driving under the influence of alcohol and other drugs.

2. Analyzing Influences

6-8.6.2.6 Analyze how culture and media depict the use of alcohol, tobacco, tobacco products and other drugs (e.g., how products may be marketed to attract youth).

6-8.6.2.7 Describe ways that family and friends can support tobacco- free and drug-free lifestyles.

4. Communication

6-8.6.4.10 Develop and apply skills to refuse alcohol, tobacco, and other drugs with peers.

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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

Category 1: Mental and Emotional Health

2. Analyzing Influences

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Category 2: Safety Skills

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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

Category 1: Mental and Emotional Health

1. Health Promotion

6-8.6.1.1 Describe the types of over the counter substances that may be marketed in drug and grocery stores, as well as the effects that they can have on the human body.

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

6. Goal Setting

6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

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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

Category 1: Mental and Emotional Health

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Category 3: Human Body and Personal Health

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Category 5: Nutrition

6. Goal Setting

6-8.5.6.15 Develop a decision-making process to select nutritious foods and beverages.

7. Healthy Behaviors

6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure.

8. Advocacy

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