

Too Good for Drugs Grade 6

2018 Edition

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

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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) identify possible health benefits of setting and implementing long-term personal goals;

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(b) Knowledge and skills.

(2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:

- (C) describe ways to demonstrate decision-making skills based on health information;

(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:

- (D) explain the steps in the decision-making process and the importance of following the steps.

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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) demonstrate healthy methods for communicating emotions in a variety of scenarios;
 - (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios;
- and

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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:

- (D) describe methods for communicating important issues with and understanding perspectives of parents and peers;
 - (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios;
- and

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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:

- (C) differentiate between positive and negative peer influence;

- (D) describe methods for communicating important issues with and understanding perspectives of parents and peers;
- (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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) demonstrate healthy methods for communicating emotions in a variety of scenarios;
- (C) differentiate between positive and negative peer influence;
- (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and

(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:

- (D) explain the steps in the decision-making process and the importance of following the steps.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) identify and discuss how adolescent brain development influences emotions, decision making, and logic; and

(6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

- (C) identify how to respond positively to develop resiliency;

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

- (D) describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.

(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) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;
- (B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;
- (C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and

(D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.

(19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:

- (A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;
- (B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and
- (C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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) demonstrate healthy methods for communicating emotions in a variety of scenarios;
- (C) differentiate between positive and negative peer influence;
- (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and

(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:

- (D) explain the steps in the decision-making process and the importance of following the steps.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) identify and discuss how adolescent brain development influences emotions, decision making, and logic; and

(6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

- (C) identify how to respond positively to develop resiliency;

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

- (D) describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.

(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) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;

- (B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;
- (C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and
- (D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.

(19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:

- (A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;
- (B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and
- (C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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) demonstrate healthy methods for communicating emotions in a variety of scenarios;
- (C) differentiate between positive and negative peer influence;
- (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and

(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:

- (D) explain the steps in the decision-making process and the importance of following the steps.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) identify and discuss how adolescent brain development influences emotions, decision making, and logic; and

(6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

- (C) identify how to respond positively to develop resiliency;

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

- (D) describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.

(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) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;
 - (B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;
 - (C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and
 - (D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.
- (19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:*
- (A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;
 - (B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and
 - (C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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) demonstrate healthy methods for communicating emotions in a variety of scenarios;
 - (C) differentiate between positive and negative peer influence;
 - (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and
- (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:*
- (D) explain the steps in the decision-making process and the importance of following the steps.
- (5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:*
- (A) identify and discuss how adolescent brain development influences emotions, decision making, and logic; and
- (6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:*
- (C) identify how to respond positively to develop resiliency;
- (15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:*

- (A) describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each;
 - (B) compare and contrast examples of prescription and over-the-counter drug labels;
 - (C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; and
 - (D) describe substance abuse and addiction to 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 the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:*
- (A) describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders; and
 - (B) discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs.
- (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) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;
 - (B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;
 - (C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and
 - (D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.
- (19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:*
- (A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;
 - (B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and
 - (C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.

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

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter B. Middle School

(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) demonstrate healthy methods for communicating emotions in a variety of scenarios;
 - (C) differentiate between positive and negative peer influence;
 - (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and

(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:

(D) explain the steps in the decision-making process and the importance of following the steps.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

(A) identify and discuss how adolescent brain development influences emotions, decision making, and logic; and

(6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

(C) identify how to respond positively to develop resiliency;

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

(A) describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each;

(B) compare and contrast examples of prescription and over-the-counter drug labels;

(C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; and

(D) describe substance abuse and addiction to 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 the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

(A) describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders; and

(B) discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs.

(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) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;

(B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;

(C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and

(D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.

(19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:

(A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;

(B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and

(C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.