

Too Good for Drugs Grade 6

2018 Edition

Correlated with Wyoming Health Education Content and Performance Standards

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

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 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

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 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

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 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

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 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

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 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

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 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

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 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

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.

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

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.

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

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.