Lesson 1: My Road Ahead -- Setting Reachable Goals
Rationale: the ability to name and set reachable goals builds self-efficacy and a stronger sense of hope for the future. Early exposure to the basic elements of setting and reaching goals enhances the development and application of these skills through adolescence and into adulthood. Students who can, and do, set reachable goals have a strong sense of self and make better decisions.
Character Education:
This lesson promotes the following character traits: courage, self-discipline, responsibility, perseverance
Objectives:
- 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

Lesson 2: Who's in the Driver's Seat? -- Making Responsible Decisions
Rationale: adolescents equipped with decision-making and problem-solving skills are more likely to make confident, healthy decisions, and avoid negative consequences. The ability to stop and consider the positive and negative consequences of decisions reduces the likelihood of activating impulsive, keeping actions consistent with short-term and long-term goals.
Character Education:
This lesson promotes the following character traits: courage, integrity, responsibility, self-discipline
Objectives:
- 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 the possible consequences before making major decisions
- Evaluate possible consequences of major decisions

Lesson 3: Diagnostic Tune-Up -- Identify and Managing Emotions
Rationale: Adolescents who recognize their emotions influence their decisions and are better prepared to make thoughtful, rational choices. Emotional self-awareness creates internal capacity to understand and identify how one responds to internal and external influences. Emotional competency fosters the recognition and appreciation of the emotions of others promoting a greater capacity to build empathy, diffuse conflict, and build stronger relationships.
Character Education:
This lesson promotes the following character traits: honesty, respect, self-discipline
Objectives:
- 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

Lesson 4: Express Yourself -- Effective Communication

Rationale: Effective communication skills enable adolescents to handle conflict peacefully, share feelings and ideas with others, and enhance cooperation. Adolescents who are effective communicators are better able to make decisions consistent with their goals and develop healthy relationships.

Character Education:

This lesson promotes the following character traits: caring, honesty, integrity, respect

Objectives:
- 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

Lesson 5: Peer Review -- Bonding and Relationships

Rationale: Bonding with pro-social others fosters belonging and connectedness, mitigating the impact of risk factors on behavior. Peer selection skill, including the ability to make and maintain positive friendships, is a critical protective factor. Adolescents surrounded with positive influences make better, less-risky choices, and are more likely to reach their goals.

Character Education:

This lesson promotes the following character traits: caring, honesty, integrity, respect, responsibility

Objectives:
- 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

Lesson 6: A Closer Look -- Effects of Alcohol Use

Rationale: Underage alcohol consumption has detrimental effects on the development of a healthy body and healthy brain. Student knowledge of the physiological consequences of drinking alcohol lessens the propensity to consume alcohol; however, social pressures and influence can override the protective effect of this knowledge. Capacity to resist the internal and external pressures, influence, and expectations to consume alcohol builds protection within the adolescent to remain alcohol free.

Objectives:
- 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

Lesson 7: A Dead End -- Effects of Nicotine Use
Rationale: Tobacco and tobacco-related products are harmful to the body in all forms of use. Tobacco products contain the highly addictive chemical, nicotine. Adolescents who understand the negative short-term effects, long-term effects, and social consequences of using tobacco products are more likely to remain tobacco free.
Objectives:
- 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.

Lesson 8: Keep off the Grass! -- Effects of THC and Marijuana Use
Rationale: Adolescents often overestimate the percentage of their peers who use marijuana and underestimate the negative effects of THC on the developing brain and body. Perception of harm is an important factor for mitigating risk. Normative education methods effectively correct misconceptions about behavior.
Objectives:
- List the effects of THC and marijuana use on the body and 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

Lesson 9: Calculate the Risk -- Safe Use of Prescription and OTC Medicines
Rationale: The teenage brain is predisposed to impulsive behavior and risk-taking as the executive functions managed by the frontal lobe develop. Adolescents who understand and can manage risk are better able to predict the outcomes of their actions enabling them to make better, more responsible decisions. Adolescents often underestimate the addictive nature and dangerous effects of the misuse and abuse of prescription and over-the-counter drugs. Establishing a clear perception of harm about these drugs builds protection within adolescents to mitigate the risk of abuse.
Objectives:
- Discuss risk and the developmental aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict the 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

Lesson 10: Prevention 500 -- Street Drugs and Course Review
Rationale: Adolescents often underestimate the risks associated with experimenting, even once, with inhalants or street drugs. Establishing a clear perception of harm about the negative health effects of the use of these drugs builds protection within the adolescent to mitigate the risk of abuse or experimentation. Effective substance use prevention programs teach information and skills, provide opportunities to practice the skills, and recognize students' participation.
Objectives:
- 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.

Lesson 11: Confidence in Progress -- Respect for Self and Others
Rationale: The capacity to assess one's own strengths and weaknesses and the effect of one's thoughts on feelings and behavior enhances self-respect promoting a can-do attitude. Self-respect and self-confidence promote a greater capacity to build empathy, diffuse conflict, and develop stronger relationships.
Character Education:
This lesson promotes the following character traits: caring, courage, honesty, respect, self-discipline
Objectives:
- Define self-confidence
- Identify personal strengths and weaknesses and their effects on sense of self
- Describe the link between thoughts, emotions, and behavior
- Recognize the positive effects of self-respect on attitudes, behaviors, and relationships
- Demonstrate the ability to think positively in difficult situations

Lesson 12: A Peaceful Approach -- Conflict Resolution
Rationale: Conflict is an everyday part of pro-social development and peer bonding. Adolescents who can recognize the precursors to conflict and who are skilled in employing strategies to resolve conflict can build stronger, healthier relationships. Adolescents who respect differing opinions and the needs of others seek peaceful solutions to conflict.
Character Education:
This lesson promotes the following character traits: cooperation, fairness, respect, responsibility
Objectives:
- Define conflict
- Distinguish cooperation from competition in conflict resolution
- Identify emotions associated with conflict
- Identify healthy and unhealthy approaches to conflict
- Identify the probable effects of competition and cooperation in the resolution of a conflict
- Demonstrate constructive conflict resolution skills

Lesson 13: Keep Your Cool -- Anger Management
Rationale: Adolescents who recognize the relationship between their emotions and their response to stressors and interpersonal conflicts are better able to foresee the negative outcomes of unmanaged emotional response and to diffuse intense emotional response. Emotional self-awareness coupled with anger management skills promotes resiliency, reducing the likelihood of violence and other problem behaviors.
Character Education:
This lesson promotes the following character traits: self-discipline, respect, responsibility
Objectives:
● Differentiate the degree of anger intensity
● Identify physical indicators of anger
● Distinguish healthy and unhealthy ways to manage anger
● Distinguish actions that escalate and de-escalate conflicts
● Apply strategies to de-escalate a conflict

Lesson 14: What to Say -- Identifying and Managing Bullying Situations
Rationale: Adolescents able to express their feelings with confidence are less likely to employ aggression to satisfy their needs for security, position, safety, and power. Assertive communication skills and bonding with pro-social others foster belonging and connectedness.
Character Education:
This lesson promotes the following character traits: respect, courage, caring, responsibility
Objectives:
● Define bullying behavior
● Identify the three types of participants in a bullying situation
● Differentiate snitching and reporting
● Explain why it is important to report a bullying situation
● Demonstrate healthy ways for targets and witnesses to respond to bullying behavior
● Identify several reasons some people bully
● Demonstrate healthy alternatives for bullying behavior

Lesson 15: That's Entertainment? -- Media Violence
Rationale: Adolescents equipped with media literacy skills, including an ability to apply critical thinking to and an understanding of the difference between the portrayed effects and consequences of violence and the real effects and consequences of violence are less likely to perceive violent behavior as normal and an appropriate problem solving outlet.
Character Education:
This lesson promotes the following character traits: caring, responsibility, respect, self-discipline
Objectives:
● Define violence
● Describe the consequences of real-life violence on the victim, aggressor, and witness
● Identify the negative influences of media presentation of violence
● Apply critical thinking and media literacy skills to interpret depictions of violence in the medica
● Demonstrate a knowledge and understanding of concepts and skills learned in lessons 1-10