

# Too Good for Drugs

## Grade 4

*Correlated with North Dakota Health Education Content Standards 2018*

### **Lesson 4.1 *Goal Boosters & Goal Busters* – Goal Setting**

#### **Objectives**

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and recite the goal-naming steps
- Name a personal goal
- Identify resources that can help someone reach a personal goal

#### **Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.**

6.5.1 Set a personal health short-term goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

### **Lesson 4.2 *Major Intersection* – Decision Making**

#### **Objectives**

Following this lesson, the student will be able to:

- Identify and follow the steps of the decision-making model
- Identify the benefits and consequences of a particular decision
- Determine when decisions should be made alone or with the help of a trusted adult

#### **Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.**

5.5.1 Identify health-related situations that might require a decision-making process.

5.5.2 Analyze when assistance is needed when making a health-related decision.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

### **Lesson 4.3 *I See Me* - Identifying and Managing Emotions**

#### **Objectives**

Following this lesson, the student will be able to:

- Name a variety of emotions
- Recognize the physical signals associated with specific emotions
- Demonstrate an awareness of one's own feelings in a variety of situations
- Identify healthy and unhealthy ways to express emotions
- Identify the value of talking about feelings with parents and other trusted adults
- Demonstrate healthy ways to express and manage emotions
- Recognize the emotions of others by observing facial expressions

#### **Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

#### **Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

## **Lesson 4.4 *More Than Words* - Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the roles of the speaker and the listener
- Differentiate effective and ineffective listening skills
- Differentiate effective and ineffective speaking skills

**Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

## **Lesson 4.5 *Community Garden* – Bonding & Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Identify examples of pro-social behaviors
- Explain the importance of being sensitive to the feelings of others
- Compare healthy and unhealthy friendship qualities
- Apply effective communication skills to support others

**Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers influence health behaviors.

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.5.2 Encourage others to make positive health choices.

## **Lesson 4.6 *Town Hall Meeting* – Peer Pressure Refusal**

### **Objectives**

Following this lesson, the students will be able to:

- Define peer pressure
- Identify the effect of peer pressure on decision making
- Identify and demonstrate six effective peer-pressure refusal strategies

**Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers influence health behaviors.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.5.2 Encourage others to make positive health choices.

## **Lesson 4.7 *Brain Drain* – Effects of Alcohol Use**

### **Objectives**

Following this lesson, the student will be able to:

- List the harmful effects of alcohol use on the developing brain and on behavior
- Discuss the effect of alcohol use on the ability to reach one’s goals
- Compare perceived norms to actual prevalence of alcohol use
- Demonstrate the effective use of peer-pressure refusal strategies in a variety of situations involving alcohol

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.2 Demonstrate refusal skills that avoid or reduce health risks

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

## **Lesson 4.8 *No Butts About It!* – Effects of Nicotine Use**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the harmful effects of using tobacco
- Explain the short-term and long-term effects of secondhand smoke
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.2 Demonstrate refusal skills that avoid or reduce health risks

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

## **Lesson 4.9 *Use as Directed* – Understanding the Safe Use of Prescription and OTC Medicines**

### **Objectives**

Following this lesson, the students will be able to:

- Differentiate safe and unsafe use of prescription and over-the-counter medicines
- Explain the benefits of medicine when used correctly
- Identify safe practices to use and store prescription and over-the-counter medicines at home

**Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.5 Describe when it is important to seek health care.

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

## **Lesson 4.10 *Big Decisions Ahead* – Healthy Choices**

### **Objectives**

Following this lesson, the student will be able to:

- Identify how healthy choices can impact lifelong wellness
- Identify choices that detract from healthy lifestyles
- Demonstrate healthy choices related to goals, emotions, communication, friendships, and peer pressure

### **Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.1 Describe the relationship between health behaviors and mental, emotional, physical, and social health.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.5 Describe when it is important to seek health care.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

### **Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers influence health behaviors.

### **Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

### **Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.**

5.5.1 Identify health-related situations that might require a decision-making process.

5.5.2 Analyze when assistance is needed when making a health-related decision.

5.5.3 List healthy options to health-related issues or problems.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

### **Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.**

6.5.1 Set a personal health short-term goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

### **Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

### **Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.5.2 Encourage others to make positive health choices.