

# Too Good for Drugs

## Grade 4

*Correlated with New Mexico Health Education Standards*

### **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

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:**

1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied)
2. set health-related goals (e.g., wear seat belts, be active every day, wash hands).

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

### **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

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:**

1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied); and

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking).

### **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

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

1. understand different emotions;

**K-4 Benchmark 3: describe the basic structure and functions of the human body systems:**

2. recognize how stress and emotions affect the body systems;

**Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. happy/excited);
2. demonstrate how to express feelings in a positive way; and
3. demonstrate how to respond appropriately to other people's needs, wants and feelings

## **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

**Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:**

2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult);

**Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

**K-4 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. identify respectful and caring acts of self and others; and
2. demonstrate the ability to appropriately use "I" statements in communication.

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. describe and demonstrate listening skills as a tool to enhance relationships;
2. demonstrate when it is appropriate to interrupt for health needs; and
3. recognize when someone is telling you to do something that is wrong.

## **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

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety);
2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others);

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 1: identify responsible health behaviors**

2. role play conflict resolution skills

**Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.**

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. describe and demonstrate listening skills as a tool to enhance relationships;
3. recognize when someone is telling you to do something that is wrong.

## **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

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

4. list the steps associated with refusal skills and their relationship to the decision-making process

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

1. understand the influences of media and peer pressure on health.

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. recognize how peer pressure can lead to dangerous or risky situations
3. demonstrate conflict resolution skills

## **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

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

**K-4 Benchmark 3: describe the basic structure and functions of the human body systems:**

1. understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence);

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances)

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful**

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 5: develop injury prevention and management strategies for personal health**

2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

## **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

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety);

**K-4 Benchmark 3: describe the basic structure and functions of the human body systems:**

1. understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence);

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances)

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful**

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 5: develop injury prevention and management strategies for personal health**

2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

## **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

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

**K-4 Benchmark 3: describe the basic structure and functions of the human body systems:**

- understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence);

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

- understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
- identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances)

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful**

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 5: develop injury prevention and management strategies for personal health**

2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

## **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

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

**K-4 Benchmark 3: describe the basic structure and functions of the human body systems:**

1. understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence);

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances)

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful**

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 5: develop injury prevention and management strategies for personal health**

2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:**

1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied)
2. set health-related goals (e.g., wear seat belts, be active every day, wash hands).

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking).

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.