

Too Good for Drugs

Grade 4 Revised Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

Lesson 1: *Goal Boosters and 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 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. - Identify responsible health behaviors

Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

E.7.1. – Demonstrate the ability to apply the goal-setting process to enhance health

Lesson 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 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. - Describe relationships between personal health behaviors and individual well-being

E.1.8. - Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.3. - Compare behaviors that are safe to those that are risky or harmful

E.3.4. - Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.2. - Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health

E.6.1. – Demonstrate the ability to apply a decision-making process to enhance health

E.6.2. – Explain when to ask for assistance in making health-related decisions

E.6.3. – Predict outcomes of positive health decisions

Lesson 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

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E.1.2. - Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one’s own body

E.1.5. - Examine how physical, social and emotional environments influence personal health

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.3. - Describe emotions and how they can affect an individual’s behavior

E.5.4. - Identify and demonstrate healthy ways to express needs, wants and feelings

Lesson 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 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. - Practice verbal and nonverbal communication as a means of enhancing health

E.5.5. - Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

E.5.6. - Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

Lesson 5: *Community Garden* – Bonding and 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 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

E.4.3. - Explain how family, school and peers influence personal health

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.2. - Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.6. - Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

Content Standard 8: Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

E.8.7. - Promote positive, healthy interpersonal relationships with respect and appreciation for each other

Lesson 6: *Town Hall Meeting* – Peer-Pressure Refusal

Objectives

Following this lesson, the student 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

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E.1.1. - Describe relationships between personal health behaviors and individual well-being

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. - Identify responsible health behaviors

Content Standard 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

E.4.3. - Explain how family, school and peers influence personal health

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.2. - Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.7. - Demonstrate avoidance and refusal skills to enhance health

Content Standard 8: Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

E.8.4. - Describe ways to encourage and support others in making positive health choices

Lesson 7: *Brain Drain* – The 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

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E.1.1. - Describe relationships between personal health behaviors and individual well-being

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. - Identify responsible health behaviors

E.3.3. - Compare behaviors that are safe to those that are risky or harmful

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.7. - Demonstrate avoidance and refusal skills to enhance health

Lesson 8: *No Butts About It* – The Effects of Tobacco 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

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E.1.1. - Describe relationships between personal health behaviors and individual well-being

E.1.8. - Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. - Identify responsible health behaviors

E.3.3. - Compare behaviors that are safe to those that are risky or harmful

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.7. - Demonstrate avoidance and refusal skills to enhance health

Lesson 9: *Use As Directed* – Prescription and OTC Medicines

Objectives

Following this lesson, the student 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.

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E.1.1. - Describe relationships between personal health behaviors and individual well-being

E.1.4. - Explore how families can influence personal health

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. - Identify responsible health behaviors

E.3.3. - Compare behaviors that are safe to those that are risky or harmful

Lesson 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

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E.1.1. - Describe relationships between personal health behaviors and individual well-being

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. - Identify responsible health behaviors

E.3.3. - Compare behaviors that are safe to those that are risky or harmful

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health

E.6.1. – Demonstrate the ability to apply a decision-making process to enhance health