

# Too Good for Drugs

## Grade 4 Revised Edition

Correlated with National Health Education Standards  
Iowa State Health Standards not available

### 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

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

1.5.1 Describe the relationship between healthy behaviors and personal health.

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

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

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

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

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### 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

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

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

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

5.5.2 Analyze when assistance is needed in 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

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

- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

## **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

**Standard 4: Students will 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 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

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

- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

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

- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors

## 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

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

1.5.1 Describe the relationship between healthy behaviors and personal health.

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

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

**Standard 4: Students will 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: Students will demonstrate the ability to use decision-making skills to enhance health.**

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

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

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

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

8.5.2 Encourage others to make 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

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

1.5.1 Describe the relationship between healthy behaviors and personal health.

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

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

**Standard 4: Students will 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: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful 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.

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

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

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

1.5.1 Describe the relationship between healthy behaviors and personal health.

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

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

**Standard 4: Students will 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: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful 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.

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

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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.

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

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful 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.

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

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

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

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.5.1 Identify health-related situations that might require a thoughtful 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.

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

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.