

Too Good for Drugs

Grade 4 Revised Edition

Correlated with Missouri Department of Elementary and Secondary Education
Health Education Grade Level Expectations

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

Health Maintenance and Enhancement

1. Personal and Family Health

A. Personal Health

- Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

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

Health Maintenance and Enhancement

1. Personal and Family Health

A. Personal Health

- Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

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

Health Maintenance and Enhancement

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

C. Goal Setting and Asset Development

- Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations

D. Stress Management and Coping Skills

- Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)

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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

B. Responsibility in Society

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

B. Responsibility in Society

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

E. Harassment/Bullying and Violence Prevention

- Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults)
- Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)

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

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

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

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

Risk Assessment and Reduction

3. Substance Education

C. Substance Use vs. Non –Use

- Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous)
- Analyze the effects of choosing healthy alternatives rather than using or abusing substances

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

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

Risk Assessment and Reduction

3. Substance Education

C. Substance Use vs. Non –Use

- Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous)
- Analyze the effects of choosing healthy alternatives rather than using or abusing substances

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.

Health Maintenance and Enhancement

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

Risk Assessment and Reduction

3. Substance Education

B. Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances

- Identify the purposes of prescriptions, OTC drugs, and other natural substances (herbs) and how they can be used safely (e.g., treat illness, prevent health problems)

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

Health Maintenance and Enhancement

4. Life Management Skills

A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

C. Goal Setting and Asset Development

- Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations