

Too Good for Drugs

Grade 4 Revised Edition

Correlated with North Dakota Health Content and Achievement Standards

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 understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

4.5.1 Develop a long term plan to achieve a personal health goal (e.g., eating the proper servings from each group in the food pyramid)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 1: Students understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

4.3.3 Explain the purposes of advertisements and commercials for health-related products and services (e.g., motivate the consumer, promote goods and services)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

4.3.3 Explain the purposes of advertisements and commercials for health-related products and services (e.g., motivate the consumer, promote goods and services)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services

4.6.1 Describe the characteristics of valid health information, products, and services (e.g., food pyramid, USDA, FDA, nutrition labels, CDC)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

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 pressures

Standard 1: Students understand the fundamental concepts of growth and development.

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

4.2.2 Explain the relationship between food choices and personal health (e.g., unhealthy food choices contribute to high cholesterol, diabetes, heart disease, high risk of cancer, high blood pressure)

4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services

4.6.2 Describe ways to budget time and money to make health related decisions (e.g., recreation centers/movie, swimming/television)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)