

# Too Good for Drugs

## Grade 4 Revised Edition

Correlated with National Health Education Standards

As of June 2014 no Nebraska Health Education Standards were 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 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.1 Describe how family influences personal health practices and behaviors.

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.4 Describe how the school and community can support personal health practices and behaviors.

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

5.5.6 Describe the outcomes of a health-related decision.

**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.

**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 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

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2.5.3 Identify how peers can influence healthy and unhealthy behaviors

**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.

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**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.

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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

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1.5.1 Describe the relationship between healthy behaviors and personal health.

1.5.2 Identify examples of emotional, intellectual, physical, and social 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.
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## **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

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**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.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

**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.
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## **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

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

- 5.5.3 List healthy options to health-related issues or problems.
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## **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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- 1.5.1 Describe the relationship between healthy behaviors and personal health.

- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.

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

- 2.5.1 Describe how family influences personal health practices and 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.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

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

- 8.5.1 Express opinions and give accurate information about health issues.
- 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

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- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote 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
- 2.5.4 Describe how the school and community can support personal health practices and 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.

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# 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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- 2.5.1 Describe how family influences personal health practices and behaviors.
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### **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.
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## **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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- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5.5 Describe when it is important to seek health care.

### **Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 3.5.1 Identify characteristics of valid health information, products, and services.
- 3.5.2 Locate resources from home, school, and community that provide valid health information.

### **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

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## **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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