

Too Good for Drugs

Grade 4 Revised Edition

Correlated with Oregon Health Education Standards and Benchmarks

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

PREVENTION AND CONTROL OF DISEASE

Set goal for personal health care.

Set goal and track progress to improve/maintain personal health.

Encourage effective health care practices at home and school.

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

List characteristics that contribute to a healthy self-image.

Identify personal characteristics that reflect a healthy self-image.

Demonstrate verbal and nonverbal, pro-social communication.

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

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Demonstrate pro-social behaviors including respect for self and others.

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

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify people to talk with about social/emotional needs and relationships.

Demonstrate pro-social behaviors including respect for self and others.

Describe different emotions.

Demonstrate appropriate ways to express emotions, wants, and feelings.

Explain how the expression of emotions may help and/or harm self and others.

Demonstrate verbal and nonverbal, pro-social communication.

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

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify people to talk with about social/emotional needs and relationships.

Demonstrate verbal and nonverbal, pro-social communication.

Demonstrate pro-social behaviors including respect for self and others.

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

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Describe how pro-social behaviors help to build and maintain healthy relationships.

Identify people to talk with about social/emotional needs and relationships.

Demonstrate verbal and nonverbal, pro-social communication.

Demonstrate pro-social behaviors including respect for self and others.

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

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Describe how pro-social behaviors help to build and maintain healthy relationships.

Identify people to talk with about social/emotional needs and relationships.

Demonstrate verbal and nonverbal, pro-social communication.

Demonstrate pro-social behaviors including respect for self and others.

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

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Describe the benefits of a tobacco and drug-free environment.

List reasons why most youth do not use alcohol, tobacco, and other drugs.

Identify short and long-term consequences of alcohol, tobacco, steroids, and other drug use.

Recognize how advertising influences alcohol, tobacco, and other drug use.

Demonstrate verbal and non-verbal refusal skills to avoid alcohol, tobacco, and illegal drugs.

PREVENTION AND CONTROL OF DISEASE

Recognize the importance of healthy body systems and how each contributes to personal 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

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Describe the benefits of a tobacco and drug-free environment.

List reasons why most youth do not use alcohol, tobacco, and other drugs.

Identify short and long-term consequences of alcohol, tobacco, steroids, and other drug use.

Identify that second-hand smoke is harmful to personal health.

Demonstrate ways to avoid second-hand smoke.

Recognize how advertising influences alcohol, tobacco, and other drug use.

Demonstrate verbal and non-verbal refusal skills to avoid alcohol, tobacco, and illegal drugs.

PREVENTION AND CONTROL OF DISEASE

Recognize the importance of healthy body systems and how each contributes to personal health.

PROMOTION OF ENVIRONMENTAL HEALTH

Identify ways to reduce exposure to potentially harmful and toxic substances including secondhand smoke.

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

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Explain appropriate use of 'over the counter' and prescription drugs.

Identify appropriate persons to dispense medication to children.

PREVENTION AND CONTROL OF DISEASE

Recognize the importance of healthy body systems and how each contributes to personal health.

Encourage effective health care practices at home and school.

PROMOTION OF ENVIRONMENTAL HEALTH

Identify ways to reduce exposure to potentially harmful and toxic substances including secondhand smoke.

Assess home or school environment and set goal for a safe, healthy environment.

UNINTENTIONAL INJURY PREVENTION

Identify labels on home and school products that give information about harmful ingredients.

Advocate for safe, healthy products and places.

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

PROMOTION OF PHYSICAL ACTIVITY

Recognize health benefits of physical activity.

Advocate for helmet use when biking, scootering, skateboarding, snowboarding, and skiing.

PROMOTION OF HEALTHY EATING

Explain how healthy eating habits can lead to wellness.

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify people to talk with about social/emotional needs and relationships.

Demonstrate pro-social behaviors including respect for self and others.

Demonstrate appropriate ways to express emotions, wants, and feelings.

Explain how the expression of emotions may help and/or harm self and others.

Demonstrate verbal and nonverbal, pro-social communication.

Demonstrate pro-social behaviors including respect for self and others.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Describe the benefits of a tobacco and drug-free environment.

List reasons why most youth do not use alcohol, tobacco, and other drugs.

Identify short and long-term consequences of alcohol, tobacco, steroids, and other drug use.

Recognize how advertising influences alcohol, tobacco, and other drug use.

Demonstrate verbal and non-verbal refusal skills to avoid alcohol, tobacco, and illegal drugs.

PREVENTION AND CONTROL OF DISEASE

Recognize the importance of healthy body systems and how each contributes to personal health.