

# Too Good for Drugs

## Grade 4 Revised Edition

Correlated with Wisconsin Standards for Health Education

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

A. Identify ways to achieve a personal health goal.

6:2:A1 Identify resources to assist in achieving a personal health goal.

6:2:A2 Identify key family, school, and community members that can assist in achieving a personal health goal.

B. Practice appropriate goal-setting skills to achieve a personal health goal.

6:2:B1 Choose a clear and realistic personal health goal.

6:2:B2 Develop a plan for reaching the goal.

6:2:B3 Track progress toward goal achievement.

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

### 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.**

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

## **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.**

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

## **Lesson 5: *Community Gardens* – 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.**

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health 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 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

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

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

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

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

## 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.**

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

2:2:A2 Give examples of messages from external factors that can influence health behaviors.

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

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

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

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

## **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.**

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

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

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both

ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

## **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.**

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

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

A. Identify health-enhancing behaviors.

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B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

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

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

## **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.**

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

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

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.