

# Too Good for Drugs Grade 4

*Correlated to Alaska Skills for a Healthy Life*

## Lesson 4.1 **Goal Boosters & 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

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

## Lesson 4.2 **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

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

**D. A student should be able to contribute to the well-being of families and communities.** *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;
2. Take responsible actions to create safe and healthy environments;

## 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

## 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 5 Community Garden – *Bonding & 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

## Lesson 6 Town Hall Meeting – *Peer Pressure Refusal*

### Objectives

Following this lesson, the students 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 7 Brain Drain – 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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2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

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## Lesson 8 No Butts About It! – Effects of Nicotine 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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## Lesson 9 Use as Directed – *Understanding the Safe Use of Prescription and OTC Medicines*

### Objectives

Following this lesson, the students 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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## 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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