

Too Good for Drugs Grade 4

2020 Edition

Correlated to 2020 Colorado Academic Standards for Comprehensive Health

Lesson 1 Goal Boosters and Goal Busters – *Setting Reachable Goals*

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 2. Physical and Personal Wellness

Prepared Graduates:

1. Apply knowledge and skills to engage in lifelong healthy eating.

Grade Level Expectation:

1. Demonstrate the ability to set a goal in order to enhance personal nutrition.

Evidence Outcomes:

Students Can:

Set a goal to improve food choices based on appropriate nutritional content, value, and calories.

Lesson 2 Major Intersection – *Making Responsible Decisions*

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 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

Evidence Outcomes:

Students Can:

- d. Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- e. Identify problem solving strategies to support healthy relationships.
- f. Describe the importance of having and identifying a parent or trusted adult as a support.

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 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

Evidence Outcomes:

Students Can:

- a. Discuss factors that support healthy relationships with friends and family.
- b. Discuss how culture and tradition influence personal and family structures.
- c. Describe different kinds of families, and discuss how families can provide emotional support, set boundaries, and limits.
- d. Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- e. Identify problem solving strategies to support healthy relationships.
- f. Describe the importance of having and identifying a parent or trusted adult as a support.

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Comprehend concepts related to stress and stress management.

Evidence Outcomes:

Students Can:

- a. Identify personal stressors at home, with friends, in school, and in the community.
- b. List physical and emotional reactions to stressful situations.
- c. Identify positive and negative ways of dealing with stress.
- d. Identify when you should seek help from a trusted adult in dealing with stress.

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 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

Evidence Outcomes:

Students Can:

- d. Identify the positive ways that peers and family members show support, care, and appreciation for one another.

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 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

Evidence Outcomes:

Students Can:

- a. Discuss factors that support healthy relationships with friends and family.
- b. Discuss how culture and tradition influence personal and family structures.
- c. Describe different kinds of families, and discuss how families can provide emotional support, set boundaries, and limits.
- d. Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- e. Identify problem solving strategies to support healthy relationships.
- f. Describe the importance of having and identifying a parent or trusted adult as a support.

Lesson 6 Town Hall Meeting – *Managing Peer Pressure*

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

Standard 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

Evidence Outcomes:

Students Can:

- d. Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- e. Identify problem solving strategies to support healthy relationships.
- f. Describe the importance of having and identifying a parent or trusted adult as a support.

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 4. Prevention and Risk Management

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

2. Demonstrate the ability to use interpersonal communication skills to refuse or avoid using drugs (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).

Evidence Outcomes:

Students Can:

- a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Describe strategies on how to avoid the use of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- c. Examine the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Lesson 8 No Butts About It! – *The 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

Standard 4. Prevention and Risk Management

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

2. Demonstrate the ability to use interpersonal communication skills to refuse or avoid using drugs (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).

Evidence Outcomes:

Students Can:

- a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- b. Describe strategies on how to avoid the use of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
- c. Examine the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

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

Standard 4. Prevention and Risk Management

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Identify positive and negative uses for medicines.

Evidence Outcomes:

Students Can:

- a. Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems.
- b. Demonstrate the ability to read, understand, and follow labels such as those on common household medicines.
- c. Summarize the risks associated with the inappropriate use of over-the-counter medicines, prescriptions, and vitamins.
- d. Describe the steps to take if over-the-counter or prescription drugs are used incorrectly.

Lesson 10 Big Decisions Ahead – *Making 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 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Identify positive behaviors that support healthy relationships.

Evidence Outcomes:

Students Can:

- g. Discuss factors that support healthy relationships with friends and family.
- h. Discuss how culture and tradition influence personal and family structures.
- i. Describe different kinds of families, and discuss how families can provide emotional support, set boundaries, and limits.
- j. Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- k. Identify problem solving strategies to support healthy relationships.
- l. Describe the importance of having and identifying a parent or trusted adult as a support.

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Comprehend concepts related to stress and stress management.

Evidence Outcomes:

Students Can:

- e. Identify personal stressors at home, with friends, in school, and in the community.
- f. List physical and emotional reactions to stressful situations.
- g. Identify positive and negative ways of dealing with stress.
- h. Identify when you should seek help from a trusted adult in dealing with stress.