

# Too Good for Drugs Grade 4

## 2020 Edition

*Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education*

### **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

#### **115.16. Health Education, Grade 4, Adopted 2020**

##### **(b) Knowledge and skills.**

*(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:*

(B) explain the advantages of setting short- and long-term goals; and

### **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

#### **115.16. Health Education, Grade 4, Adopted 2020**

##### **(b) Knowledge and skills.**

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(A) analyze how thoughts and emotions influence behaviors;

## 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

### 115.16. Health Education, Grade 4, Adopted 2020

#### (b) Knowledge and skills.

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;

*(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:*

- (E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.

## 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

### 115.16. Health Education, Grade 4, Adopted 2020

#### (b) Knowledge and skills.

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;
- (G) identify verbal, physical, and situational cues that indicate how others may feel; and
- (H) explain the difference between assertive behavior and aggressive behavior.

## 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

### 115.16. Health Education, Grade 4, Adopted 2020

#### (b) Knowledge and skills.

(3) *Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
- (C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior;
- (D) identify positive and negative characteristics of social groups;
- (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;
- (G) identify verbal, physical, and situational cues that indicate how others may feel; and

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

### 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

### 115.16. Health Education, Grade 4, Adopted 2020

#### (b) Knowledge and skills.

(3) *Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (D) identify positive and negative characteristics of social groups;
- (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;
- (G) identify verbal, physical, and situational cues that indicate how others may feel; and

(19) *Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:*

- (A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and

## 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

### 115.16. Health Education, Grade 4, Adopted 2020

#### (b) Knowledge and skills.

*(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:*

(A) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and

*(17) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.*

*(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:*

(A) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and

(B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.

*(19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:*

(A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and

(B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.

## Lesson 8 No Butts About It! – *The Effects of Nicotine Use*

### Objectives

Following this lesson, the student will be able to:

- Define addiction
- Describe the harmful effects of using nicotine
- Demonstrate effective peer-pressure refusal techniques in situations involving nicotine

### 115.16. Health Education, Grade 4, Adopted 2020

#### (b) Knowledge and skills.

*(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:*

(A) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and

- (17) *Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.*
- (18) *Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:*
- (A) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and
  - (B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.
- (19) *Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:*
- (A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and
  - (B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.

## **Lesson 9 Use as Directed – Understanding the Safe Use of 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.

### **115.16. Health Education, Grade 4, Adopted 2020**

#### **(b) Knowledge and skills.**

- (15) *Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:*
- (A) explain why some drugs require a prescription; and
- (17) *Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.*
- (19) *Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:*
- (A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and
  - (B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.

# 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

## 115.16. Health Education, Grade 4, Adopted 2020

### (b) Knowledge and skills.

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
- (C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior;
- (D) identify positive and negative characteristics of social groups;
- (E) explain the importance of being a positive role model;
- (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;
- (G) identify verbal, physical, and situational cues that indicate how others may feel; and
- (H) explain the difference between assertive behavior and aggressive behavior.

*(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:*

- (B) explain the advantages of setting short- and long-term goals; and
- (C) explain the importance of time management with respect to a goal.

*(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:*

- (A) explain why some drugs require a prescription; and

*(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:*

- (A) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and

*(17) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.*

*(18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:*

- (A) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and
- (B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.

(19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:

- (A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and
- (B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.