

Too Good for Drugs Grade 4

2020 Edition

Correlated with Wyoming Health Education Content and Performance Standards

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.6 Describe criteria for setting personal health goals.

HE4.4.7 Set a measurable short-term personal health goal and monitor progress on achieving the goal (e.g., brush teeth two times per day, walk 10,000 steps every day).

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

HE4.2.2 Explain when assistance is needed for making health related decisions.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.4 Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option).

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.4 Describe a range of emotions and the situations that cause them.

HE4.4.5 Describe and demonstrate the ability to express emotions in a socially acceptable manner (positive ways to express anger, alternatives to violence, etc.).

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

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.1 Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks.

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.1 Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks.

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

HE4.3.3 Describe refusal skills to avoid or reduce health risks.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.4 Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option).

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).

HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.1 Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks.

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

HE4.3.3 Describe refusal skills to avoid or reduce health risks.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.2 Explain behaviors that help avoid or reduce health risks.

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.4 Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option).

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).

HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.1 Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks.

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

HE4.3.3 Describe refusal skills to avoid or reduce health risks.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.2 Explain behaviors that help avoid or reduce health risks.

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.

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.4 Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option).

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.2 Explain behaviors that help avoid or reduce health risks.

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.