



**Utah's Safe and Drug-Free Schools and Communities  
PK-12 Prevention Program**

## **Health Education 4<sup>th</sup> Grade**

**Sydnee Dickson, Ed.D.**  
**State Superintendent of Public Instruction**  
[www.schools.utah.gov](http://www.schools.utah.gov)



**Utah's Safe and Drug-Free Schools and Communities  
PK-12 Prevention Program**

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*For their years of dedication and service to Prevention Dimensions*

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## Prevention Dimensions Overview



Prevention Dimensions (PD) is a set of resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core and Utah's Safe and Drug-Free Schools and Communities.

The program began in 1982 as a joint effort between the Utah State Division of Substance Abuse, Utah State Department of Health, Utah State Office of Education, and Utah State PTA. Prevention Dimensions is one of the many dimensions of prevention education used by Utah schools and communities to insure the success of Utah students.

The mission of PD is to give students a strong foundation of effective violence and substance abuse prevention skills. The lessons are age-appropriate and meet the objectives through a scope and sequence methodology.

PD is based on the risk and protective factors prevention model identified through research by Drs. David Hawkins and Richard Catalano of the University of Washington. Studies have shown that young people with identified risk factors are more likely to engage in substance abuse and other antisocial behaviors. Conversely, students with strong protective factors are less likely to engage in substance abuse and antisocial behaviors. Lessons are therefore designed to decrease the risk factors and promote protective factors.

PD teacher trainings develop teacher skills to teach proven prevention strategies, impart knowledge, and help students maintain positive prevention attitude.

Statewide surveys conducted by the Utah Division of Substance Abuse indicate the positive outcomes of the PD skill objectives. The PD Steering Committee uses these surveys to identify effectiveness of strategies utilized in the PD lessons and periodically revises lessons to meet current trends. The continual submission of teacher evaluation data will assist PD in moving to a "best practices" program.



Prevention Dimensions revisions include the 1990 alignment of lessons to better assist teachers in integration of prevention as part of the school day; 1994 inclusion of necessary prevention components based on Botvin's life skill research and sophistication of secondary lessons; 1996 music component enhancement project; 1996 inclusion of Search Institutes 40 Developmental Assets; 1999 inclusion of media literacy lessons; 2000-2001 State Health Department inclusion of research-based tobacco lessons; 2002 revision

of lesson content; 2003 formatting and redesign of lesson appearance: 2010 added 3 C's [I care for myself. I care for others. I care for the community.] and training on negotiating and mediation skills; 2010 revised lesson format and content.



Young people can overcome the many risk factors in society when they see positive examples, hear clear and consistent messages and practice healthy living. Prevention Dimensions has become a powerful tool for teachers to increase protective factors in students' lives.

## How to use these materials

Prevention Dimensions begins with five foundation lessons that teach core concepts of caring about self, others and the community. These lessons are bracketed in the table of contents and should be taught to students before any other lessons. The first five lessons are aligned between grades to insure common vocabulary and core ideas are taught by the entire school. It is suggested that schools choose specific dates to teach each foundation lesson (lesson 1, lesson 2 etc.).

Teaching the five lessons first will help students –

- identify and express feelings.
- build skills to solve personal trials and the negative feelings often associated with such life events (called bugs or rocks).
- make smart choices about personal health.
- strengthen decision making skills for self and groups.

The remaining lessons may be taught in any order. Notice that all the lessons refer to the concepts in the five foundation lessons. Prevention Dimensions is useful in many issues which arise in the typical classroom including –

- making smart and healthy choices about personal health including abstinence from alcohol tobacco/nicotine and other drugs
- understanding and expressing thoughts and feelings in constructive and healthy ways
- building positive and constructive connections with others
- personalizing skills to stop unhealthy behaviors and adopting more robust and productive alternatives
- goal setting
- personal safety
- mental health awareness
- violence prevention
- bullying prevention
- working together
- law and order
- ways to resist negative peer pressure
- media literacy
- building family traditions

Prevention Dimensions (PD) is both an effective and efficient classroom tool for teachers to provide a comprehensive behavioral health foundation for students. Prevention Dimension is a gem owned and distributed free of charge to Utah educators by the Utah State Office of Education and should be championed by all who want the best outcomes for student success.



## A Short Note About Page Formatting



The left hand part of the page lists lesson parts and teaching processes. The lesson introduction, strategies and conclusion are noted as well as actions that the teacher will use to teach various parts of the lesson.

### **Introduction**

### **Strategies**

Share

Stand up

Ask

### **Tie in the 3 Cs**

I care about myself.  
I care about others.  
I care about community.

### **Conclusion**



The right hand part of the page organizes the content of the lessons.

Words written in light print are ideas and information for the teacher. They give the teacher background information to use with the lesson.

Words written in normal type are for the teacher to voice to the students. These are words the students will hear and questions they will answer.





# The 3 Cs



The 3Cs are central to all the lessons in Prevention Dimensions. You will note a reference to the 3Cs in every lesson and are encouraged to help students understand these concepts.

Formally, Prevention Dimensions used the “3Rs of Respect – Respect self; Respect others; Respect the environment. A review of prevention literature suggested that the concept of respect was often accompanied by a demand. “You will respect me!” Sometimes someone can demand respect and do it with arrogant or demeaning intentions.

Care, according to the literature, is difficult to demand and is more often given. We give care as a choice. It is hard to say, “You will care about me!” and expect to receive more than a cursory feeling of obligation.

Students can and do learn to care about themselves, care about others in their group, and care for the community and environment as a whole.



# Table of Contents

## Fourth Grade

<b>1. “I” Messages</b>	<b>13</b>
<p>Recognize why acceptance of self and others is important for the development of positive attitudes.          Explore how relationships can contribute to self-worth.          Demonstrate qualities that help form healthy interpersonal relationships.          Develop vocabulary that shows respect for self and others.</p>	
<b>2. Bugs</b>	<b>23</b>
<p>Recognize why acceptance of self and others is important for the development of positive attitudes.          Recognize the health implications of alcohol and tobacco/nicotine use.          Determine how building relationships with helpful people can be beneficial.          Model behaviors that foster healthy interpersonal relationships.          Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.</p>	
<b>3. Builder/Breaker</b>	<b>31</b>
<p>New USOE health core standards are being written.. The new standards will be inserted when they are finished.</p>	
<b>4. Making Smart Choices for Me</b>	<b>41</b>
<p><b>I STOP'D</b></p> <p>Summarize how communicating with others can help improve overall health.          Demonstrate coping behaviors related to grief and loss.          Demonstrate constructive ways of managing stress.          Demonstrate qualities that help form healthy interpersonal relationships.          Explore how relationships can contribute to self-worth.          Develop vocabulary that shows respect for self and others.</p>	
<b>5. Making Smart Choices for Us</b>	<b>51</b>
<p><b>We Stop'D</b></p> <p>Summarize how communicating with others can help improve overall health.          Demonstrate constructive ways of managing stress.          Demonstrate qualities that help form healthy interpersonal relationships.          Explore how relationships can contribute to self-worth.          Develop vocabulary that shows respect for self and others.</p>	
<b>6. I'm a Special Kid – More practice with “Builder/Breaker”</b>	<b>63</b>
<p>Recognize individual growth patterns.          Explain the role that heredity plays in growth and development.</p>	
<b>7. Personal Strengths and Talents – More practice with “Builder/Breaker”</b>	<b>67</b>
<p>Identify own personal strengths and talents.          Identify strengths and talents in classmates.          Summarize how a variety of strengths and talents contribute to the uniqueness of people.</p>	
<b>8. Managing Stress – More practice with “Bugs”</b>	<b>69</b>
<p>Define stress.          Identify behaviors or situations that may cause conflict or stress.</p>	
<b>9. Who Makes the Decision? – More practice with “I STOP'D”</b>	<b>75</b>
<p>Apply the decision-making process.          Identify factors that may influence decision making</p>	

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<b>12. Poisons, Toxins and Pollutants</b> – More practice with “I STOP’D”	<b>93</b>
Demonstrate responsibility for self and actions. Define “poison” and be able to identify how poisons enter the body. Be able to respond to a poisons emergency.	
<b>13. Tobacco/Nicotine On Trial: Effects</b> – More practice with “I STOP’D”	<b>97</b>
Identify the effects of tobacco/nicotine use. <sup>9</sup>	
<b>14. Tobacco/Nicotine On Trial: The Media</b> – More practice with “I STOP’D”	<b>109</b>
Identify the effects of tobacco/nicotine use on the body. Determine the influence of the media on needs and wants. Describe how advertising may influence individual choices.	
<b>15. Tobacco/Nicotine On Trial: Decision Making</b> – More practice with “I STOP’D”	<b>119</b>
Identify and practice the steps of good decision making.	
<b>16. Tobacco/Nicotine On Trial: Refusal Skills</b> – More practice with “I STOP’D”	<b>121</b>
Demonstrate the ability to identify potentially troublesome situations and use the steps of “Refusal Skills ©.”	
<b>17. Tobacco/Nicotine: Goal Setting and Wrap-Up</b> – More practice with “I STOP’D”	<b>129</b>
Predict the consequences of a variety of choices. Students will be able to make the decision to abstain from underage drinking.	
<b>18. Mind Over Matter</b> – More practice with “I STOP’D”	<b>133</b>
Students will be able to make the decision to abstain from underage drinking.	
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<b>Tobacco/Nicotine on Trial Student Workbook</b>	<b>142</b>
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