

CL-06C

Healthy Choices

Grades 4–5

Personal Health and Safety

Healthy Choices Game Plan

Students tell positive from negative peer influence, practice a four-move Game Plan for saying no in an assertive voice, and name healthy alternative activities.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Refusal Skills Relay

BIG IDEA Know your Game Plan before the pressure comes.

1 I CAN

- ☐ explain peer influence (when people my age push me toward a choice) and tell positive from negative.
- ☐ use the Game Plan in an assertive voice: say no clearly, give a reason, suggest something else, walk away.
- ☐ name healthy alternatives and know when to tell a trusted grown-up.

KEY WORDS / PALABRAS CLAVE

 peer influence **influencia de los compañeros**

 positive / negative **positivo / negativo**

 assertive **asertivo, asertiva**

 refusal skills **habilidades para decir que no**

 healthy alternative **alternativa saludable**

 nicotine **nicotina**

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Refusal Skills Relay cards (p. 6), one set, and sticky notes
- ☐ Optional: a timer for the relay
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the three voices you will model: passive, aggressive and assertive.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the relay cards apart if you plan to do the extension.

3 STANDARDS

Texas Model

5th ed., 2018

Personal Health and Safety

ASCA Standards

Mindsets & Behaviors, 2021

B-LS 1 Critical thinking skills to make informed decisions · B-SMS 9 Personal safety skills

Health TEKS

Gr 4 §115.16(b)(18)(A) · Gr 5 §115.17(b)(18)(A)

distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs (Gr 4) / analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs (Gr 5)

Health TEKS

Gr 4 §115.16(b)(19)(A) · Gr 5 §115.17(b)(19)(A)

demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs (Gr 4) / assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving (Gr 5)

Health TEKS

Gr 5 §115.17(b)(19)(B)

identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs

Health TEKS

Gr 4 §115.16(b)(19)(B) · Gr 5 §115.17(b)(19)(C)

identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances (Gr 4) / identify and describe healthy alternative activities to the use of drugs and other substances (Gr 5)

Health TEKS

Gr 4 §115.16(b)(15)(B)

identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. Emiliano plays on a soccer team. His friends influence his choices every day. Peer influence is when people your age push you toward a choice. It can be positive or negative."

DO Teach two signals. **Positive:** thumbs up. **Negative:** thumbs down. Read each moment; students show a signal.

POSITIVE "Ximena tells Emiliano, 'Stay after practice and work on free kicks with us. You're getting better!'"

NEGATIVE "Noah tells Emiliano, 'Skip the water break. Water is for babies.'"

NEGATIVE "At the park after practice, an older kid holds out a vape. 'Try it. Everybody does.'"

ASK "What makes the older kid's words negative influence?" Take two answers (he pushes toward something unhealthy; he uses pressure like "everybody does"). Then say, "Emiliano needs a Game Plan."

TEACH 5 min

SAY "Vapes are e-cigarettes. Most vapes have nicotine, a drug that is very addictive: once the body gets used to it, it is very hard to stop. The cloud from a vape is not just water. It has chemicals that can hurt lungs. And 'everybody does' is not true: most kids do not vape. Vapes, cigarettes, alcohol and other drugs are not medicine. Medicine is safe only when a trusted grown-up gives it the right way."

SAY "When negative influence pushes, use the Game Plan: 1. Say no clearly. 2. Give a reason. 3. Suggest something else, like sports, art or being outside. 4. Walk away. If someone keeps pushing, or someone could get hurt, tell a trusted grown-up, like a family grown-up, a teacher or a coach." Show the projector page; the class echoes each move.

DO Model three answers to the older kid. **Passive:** "Um... maybe later." **Aggressive:** "Back off, or else!" **Assertive:** "No. Vaping hurts lungs. Let's go shoot hoops." Then walk away. Ask, "Which answer was assertive? What made it assertive?" (Calm, clear, firm; not mean, not a threat and not mumbled.)

PRACTICE 9 min

DO · 3 MIN Partner practice. Partner A reads the pressure line; Partner B answers with all four Game Plan moves in an assertive voice. Switch for item 2. For item 3, partners decide: positive or negative?

NEGATIVE 1. At the park after school, a classmate shows Julián a cigarette. "Let's try it. Nobody will know."

NEGATIVE 2. A teammate tells Regina, "Take one of these pills before the game. They make you faster."

POSITIVE 3. Ava asks a friend to join the art club after school.

Listen for an assertive voice and a healthy alternative in move 3. Item 3 is positive influence: no Game Plan needed. Say yes!

DO · 6 MIN Worksheet. Students write their name and teacher. Part 1 alone; Part 2 alone or with a partner. The "Eli can" line is optional for students who need more time.

Answer key. Part 1: Positive 1, 3, 5; Negative 2, 4, 6. Part 2 answers vary. Look for a clear no, a true reason (nicotine is addictive; vaping hurts lungs), a healthy alternative, and walking away to a safe place or a trusted grown-up. Eli can say no too and walk away with Emiliano.

WRAP-UP 3 min

SAY "Which Game Plan moves can Emiliano use with the older kid?" Take three answers. "When Emiliano says no, it is easier for Eli to say no too. That's positive peer influence. One clear no can help a friend say no."

CHECK "Name the Game Plan move: Óscar says, 'Let's go play basketball instead.'" (Suggest something else.) Give the family letters to the teacher for take-home folders.

Short on time? Do partner item 1 only, and do worksheet Part 2 as a class, with students suggesting one move each.

5 OPTIONAL EXTENSION · 10 MINUTES

Refusal Skills Relay. Teams of 4 or 5 stand in a line. Rule: use the names on the card, never a classmate's name.

- 1 Each team draws a card. One student is the Reader and reads the pressure line (1 minute).
- 2 Relay: the next four students each add one move in order: say no clearly, give a reason, suggest something else, walk away. Use an assertive voice. Rotate spots and draw a new card. Try 3 or 4 cards (6 minutes).
- 3 Each team shows its best relay. The class names each move and decides if the voice was assertive (3 minutes).

Card 5: candy-looking things can be medicine or drugs. If a gummy comes from someone who is not your trusted grown-up, don't eat it; tell a grown-up. Card 8 is a trick card: it's positive influence, so the team says yes! No time to act it out? Teams write a four-move answer on a sticky note, so the cards stay clean.

6 SUPPORT EVERY LEARNER**EMERGENT BILINGUALS**

Cognates: *influencia, positiva, negativa, asertivo, alternativa, nicotina*. Let partners plan answers in Spanish first, then say them in English. Frame: "No. I don't want to because _____. Let's _____ instead."

EXTRA SUPPORT

Read the story aloud. Give students the frame above and the word bank. Let students say Emiliano's Game Plan to a partner before writing. Part 1 can be done with a partner.

STRETCH

Ask: "Could Emiliano skip giving a reason?" Partners who disagree say, "I see it differently because ____." Early finishers write a second healthy alternative for Emiliano and Eli.

7 QUICK CHECK

During partner practice: listen for an assertive voice and all four moves. If many students skip move 3, list healthy alternatives on the board before the worksheet.

After class: I collect the worksheets and sort them into "all four moves" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

Peer Pressure Gauge by Julia Cook (Boys Town Press, 2013). A story about handling peer pressure. Connect it to the Game Plan moves.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 6**MORNING ANNOUNCEMENT**

EN "Good morning, Yellow Jackets! This year's Red Ribbon theme is 'Make A Difference. Be A Hero. Stay Drug Free.' Heroes have a Game Plan: say no clearly, give a reason, suggest something else, and walk away."

ES "¡Buenos días, Yellow Jackets! El lema del Listón Rojo de este año es: Marquen la diferencia. Sean héroes. Manténganse libres de drogas. Los héroes tienen un plan: digan que no con claridad, den una razón, sugieran otra cosa y aléjense."

HALLWAY IDEA

Make a "Yellow Jackets Say Yes To..." board by the gym. Each 4–5 class adds a list of healthy alternatives, such as soccer, art club or reading, signed with its class name, such as "Room 22."

TEACHER TIP

Name it when you see it: "You said no, gave a reason and suggested something else. That's a Game Plan!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Emiliano could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Know your Game Plan before the pressure comes.

Peer influence is when people your age push you toward a choice. It can be positive or negative.



Positive

“Come shoot hoops with us!”

“You can do it. Keep practicing.”

“Let’s go to the library.”



Negative

“Try it. Everybody does.”

“Don’t be a baby.”

“Nobody will know.”

Game Plan · for negative influence

1

Say no clearly.

2

Give a reason.

3

Suggest something else.

4

Walk away.

Di que no con claridad · Da una razón · Sugiere otra cosa · Aléjate

Healthy alternatives



sports, music, art, reading,
being outside, time with friends
and family



Tell a trusted grown-up

if someone keeps pushing, or
someone could get hurt

Healthy Choices Game Plan

Peer influence is when people your age push you toward a choice. It can be positive or negative.

Part 1 Positive or negative? Circle **POSITIVE** or **NEGATIVE** influence.

- | | | | |
|---|---|--|---|
| 1 | Valeria tells a friend, "Come to the library with me. The new comics are in!" |  POSITIVE |  NEGATIVE |
| 2 | Jack tells a classmate, "If you don't try the vape, you can't sit with us." |  POSITIVE |  NEGATIVE |
| 3 | Adrián tells a friend, "Let's practice our band song at recess." |  POSITIVE |  NEGATIVE |
| 4 | Elena tells a friend, "Try one of these pills. They help you stay awake." |  POSITIVE |  NEGATIVE |
| 5 | Sam tells a teammate, "Don't listen to them. Come shoot hoops with me." |  POSITIVE |  NEGATIVE |
| 6 | Esteban tells a classmate, "Smoking makes you look older. Try it." |  POSITIVE |  NEGATIVE |

Part 2 Make a Game Plan Write what Emiliano can say and do.

After soccer practice, Emiliano and Eli wait at the park for their ride. An older kid walks over and holds out a vape. "Try it. Everybody does. Don't be a baby." Eli looks at Emiliano.



1. Say no clearly: _____

2. Give a reason: _____

3. Suggest something else: _____

4. Walk away: They can go to _____

How can Eli be a positive influence?

Eli can _____

Word bank: nicotine · addictive · lungs · soccer · shoot hoops · ride bikes · trusted grown-up

Refusal Skills Relay

✂ Cut on the dashed lines.

Reader: read the pressure line. Then one move each, in order. Rotate and draw a new card.

Game Plan • one move each, in order

1 

Say no clearly.

2 

Give a reason.

3 

Suggest something else.

4 

Walk away.

Di que no con claridad • Da una razón • Sugiere otra cosa • Aléjate

RELAY CARD #1



At the skate park, an older kid holds out a vape. “It tastes like mango, Rubén. Try it.”

RELAY CARD #2



Older kids at the park hold out a can of beer. “Take a sip, Nora. You’ll look cool.”

RELAY CARD #3



Older kids at the basketball court tell Leonardo, “Smoke with us or find another court.”

RELAY CARD #4



A classmate says, “Ben, skip practice with me. We’ll play video games all afternoon.”

RELAY CARD #5



An older kid at the park holds out a gummy. “Try one, Yaretzi. It’s just like candy.”

RELAY CARD #6



On the bus, a classmate asks Grace, “Hold my vape in your backpack so I don’t get caught.”

RELAY CARD #7



After practice, a teammate tells Isaac, “Let’s each drink three energy drinks and stay up all night.”

RELAY CARD #8



A friend asks Lupita to join the after-school running club.

Healthy Choices

Decisiones saludables

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **peer influence and refusal skills** with the school counselor. We talked about how friends can push us toward healthy or unhealthy choices. We practiced a four-move Game Plan for saying no, with examples like being offered a vape.

THE GAME PLAN

1. Say no clearly. · 2. Give a reason. · 3. Suggest something else. · 4. Walk away. · If someone keeps pushing, or someone could get hurt, tell a trusted grown-up.

TRY THIS AT HOME

1. Practice the Game Plan with a pretend example, like "A friend offers you a vape at the park." Take turns playing the friend and the one who says no.
2. Plan healthy activities your child enjoys, like sports, music, art, reading, being outside, or time with friends and family. Having good things to say yes to makes it easier to say no.

TALK ABOUT IT AT HOME

"What could a kid say if someone pushes them to try something unhealthy?"

Your child may bring home a worksheet about Emiliano and Eli. Ask your child which Game Plan moves Emiliano can use.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **la influencia de los compañeros y cómo decir que no**, con la consejera escolar. Hablamos de cómo los amigos pueden llevarnos a tomar decisiones saludables o no saludables. Practicamos un plan de cuatro pasos (en inglés, "Game Plan") para decir que no; por ejemplo, cuando a alguien le ofrecen un vape (cigarro electrónico).

EL PLAN DE JUEGO (GAME PLAN)

1. Di que no con claridad. · 2. Da una razón. · 3. Sugiere otra cosa. · 4. Aléjate. · Si alguien sigue insistiendo o alguien puede salir lastimado, avísale a un adulto de confianza.

PARA PRACTICAR EN CASA

1. Practiquen el plan con un ejemplo inventado, como "Un amigo te ofrece un vape en el parque". Túrnense para hacer el papel del amigo y el de quien dice que no.
2. Planeen actividades saludables que le gusten a su hijo(a), como deportes, música, arte, lectura, estar al aire libre o pasar tiempo con amigos y familia. Tener cosas buenas a las que decir que sí hace más fácil decir que no.

PARA PLATICAR EN FAMILIA

"¿Qué podría decir un niño si alguien lo presiona para que pruebe algo que no es saludable?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Emiliano y Eli. Pregúntele qué pasos del plan puede usar Emiliano.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar