

# Too Good for Drugs Grade 3

## 2018 Edition

*Correlated with California Health Education Standards*

### **Lesson 1 Program Designer – *Setting Reachable Goals***

#### **Objectives**

Following this lesson, the student will be able to:

- Define a goal
- Identify steps to setting and reaching goals
- Name a personal goal
- Describe personal progress toward a goal

#### **Personal and Community Health**

##### **Standard 6: Goal Setting**

6.1.P Set a short-term goal for positive health practices.

##### **Standard 8: Health Promotion**

8.1.P Support others in making positive health choices.

8.2.P Encourage others to promote a healthy environment.

### **Lesson 2 Consider the Consequences – *Making Responsible Decisions***

#### **Objectives**

Following this lesson, the student will be able to:

- Identify the steps of the decision-making model
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations
- Determine when decisions should be made alone or with the help of a trusted adult
- Discuss decisions and consequences

#### **Mental, Emotional, and Social Health**

##### **Standard 2: Analyzing Influences**

2.1.M Describe internal and external factors that affect friendships and family relationships.

##### **Standard 5: Decision Making**

5.2.M Evaluate situations in which a trusted adult should be asked for help.

#### **Personal and Community Health**

##### **Standard 8: Health Promotion**

8.1.P Support others in making positive health choices.

## Lesson 3 Getting to Know Me - *Identifying and Managing Emotions*

### Objectives

Following this lesson, the student will be able to:

- Name a variety of emotions
- Demonstrate an awareness of one's own physical signals associated with specific emotions
- Describe a range of emotions and the situations that cause them
- Recognizing the emotions of others by observing facial expressions and body language
- Demonstrate using an I-message and other healthy ways to express emotions

### Mental, Emotional, and Social Health

#### Standard 1: Essential Concepts

1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).

#### Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

#### Standard 8: Health Promotion

8.1.M Promote a positive and respectful school environment.

## Lesson 4 Listening Program Active - *Effective Communication*

### Objectives

Following this lesson, the student will be able to:

- Differentiate effective and ineffective listening skills
- Demonstrate active listening: look, lean in, ask
- Discuss active listening as a way to show caring and respect
- Use listening skills to identify the feelings and perspectives of others
- Demonstrate effective speaking skills

### Mental, Emotional, and Social Health

#### Standard 1: Essential Concepts

1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).

1.3.M Explain the benefits of having positive relationships with family and friends.

#### Standard 4: Interpersonal Communication

4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

#### Standard 8: Health Promotion

8.1.M Promote a positive and respectful school environment.

#### Standard 8: Health Promotion

8.2.P Encourage others to promote a healthy environment.

## Lesson 5 Human Interface – *Bonding & Relationships*

### Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behaviors
- Describe approaches for making and keeping friends
- Demonstrate ways to begin, continue, and end a conversation

### Mental, Emotional, and Social Health

#### Standard 1: Essential Concepts

- 1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- 1.3.M Explain the benefits of having positive relationships with family and friends.
- 1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

#### Standard 2: Analyzing Influences

- 2.1.M Describe internal and external factors that affect friendships and family relationships.

#### Standard 4: Interpersonal Communication

- 4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

#### Standard 8: Health Promotion

- 8.1.M Promote a positive and respectful school environment.

#### Standard 8: Health Promotion

- 8.1.P Support others in making positive health choices.
- 8.2.P Encourage others to promote a healthy environment.

## Lesson 6 Respect Matters – *Respect for Self and Others*

### Objectives

Following this lesson, the students will be able to:

- Define respect
- Identify examples of respect for self, others, and property
- Demonstrate the ability to be respectful in different situations
- Discuss the role of respecting differences and communication on connecting with others

### Mental, Emotional, and Social Health

#### Standard 1: Essential Concepts

- 1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- 1.3.M Explain the benefits of having positive relationships with family and friends.
- 1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

#### Standard 2: Analyzing Influences

- 2.1.M Describe internal and external factors that affect friendships and family relationships.

#### Standard 4: Interpersonal Communication

- 4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

**Standard 8: Health Promotion**

- 8.1.M Promote a positive and respectful school environment.
- 8.3.M Demonstrate the ability to support and respect people with differences.

**Standard 8: Health Promotion**

- 8.1.P Support others in making positive health choices.
- 8.2.P Encourage others to promote a healthy environment.

## **Lesson 7** Tuning Frequencies – *Conflict Resolution*

**Objectives**

Following this lesson, the student will be able to:

- Define peace and conflict
- Discuss conflict as a normal and natural part of being human
- Discuss the role of understanding other points of view in resolving a conflict
- Recognize his or her capacity to learn and use skills for managing conflict
- Demonstrate nonviolent strategies to manage conflict

**Mental, Emotional, and Social Health****Standard 1: Essential Concepts**

- 1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- 1.3.M Explain the benefits of having positive relationships with family and friends.

**Standard 2: Analyzing Influences**

- 2.1.M Describe internal and external factors that affect friendships and family relationships.

**Standard 4: Interpersonal Communication**

- 4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

**Standard 5: Decision Making**

- 5.2.M Evaluate situations in which a trusted adult should be asked for help.

**Standard 8: Health Promotion**

- 8.1.M Promote a positive and respectful school environment.
- 8.3.M Demonstrate the ability to support and respect people with differences.

**Personal and Community Health****Standard 6: Goal Setting**

- 6.1.P Set a short-term goal for positive health practices.

**Standard 8: Health Promotion**

- 8.1.P Support others in making positive health choices.
- 8.2.P Encourage others to promote a healthy environment.

## Lesson 8 Reset Function- *Anger Management*

### Objectives

Following this lesson, the student will be able to:

- Describe the physical sensations of anger as warning signs of conflict
- Identify thoughts and events that can trigger angry responses
- Identify physical signals that indicate the presence and degree of angry feelings
- Differentiate angry feelings and aggressive actions
- Demonstrate ways to use self-control to manage angry feelings

### Mental, Emotional, and Social Health

#### Standard 1: Essential Concepts

- 1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

#### Standard 2: Analyzing Influences

- 2.1.M Describe internal and external factors that affect friendships and family relationships.

#### Standard 5: Decision Making

- 5.2.M Evaluate situations in which a trusted adult should be asked for help.

#### Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

#### Standard 8: Health Promotion

- 8.1.M Promote a positive and respectful school environment.

#### Standard 8: Health Promotion

- 8.1.P Support others in making positive health choices.  
8.2.P Encourage others to promote a healthy environment.

## Lesson 9 Short Circuit - *Identifying and Managing Bullying Situations*

### Objectives

Following this lesson, the students will be able to:

- Differentiate bullying behavior and conflict
- Define bully, target, and witness
- Identify ways the target or the witness can respond to a bullying situation

### Mental, Emotional, and Social Health

#### Standard 1: Essential Concepts

- 1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).  
1.3.M Explain the benefits of having positive relationships with family and friends.  
1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

#### Standard 2: Analyzing Influences

- 2.1.M Describe internal and external factors that affect friendships and family relationships.

#### Standard 4: Interpersonal Communication

4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

#### **Standard 5: Decision Making**

5.2.M Evaluate situations in which a trusted adult should be asked for help.

#### **Standard 8: Health Promotion**

8.1.M Promote a positive and respectful school environment.

8.2.M Object appropriately to teasing of peers and family members that is based on personal characteristics.

8.3.M Demonstrate the ability to support and respect people with differences.

#### **Standard 8: Health Promotion**

8.1.P Support others in making positive health choices.

8.2.P Encourage others to promote a healthy environment.

## **Lesson 10 Advanced Programming – Problem Solving**

### **Objectives**

Following this lesson, the student will be able to:

- Define and demonstrate brainstorming in a cooperative group
- Recognize his or her capacity to learn and use skills for problem solving
- Identify a variety of solutions when working to solve a problem
- Demonstrate working together to stimulate creative problem solving
- Recall and practice the skills taught in lessons 1-10

### **Mental, Emotional, and Social Health**

#### **Standard 1: Essential Concepts**

1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).

1.3.M Explain the benefits of having positive relationships with family and friends.

1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

#### **Standard 2: Analyzing Influences**

2.1.M Describe internal and external factors that affect friendships and family relationships.

#### **Standard 3: Accessing Valid Information**

3.1.M Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.

#### **Standard 4: Interpersonal Communication**

4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

#### **Standard 5: Decision Making**

5.2.M Evaluate situations in which a trusted adult should be asked for help.

#### **Standard 7: Practicing Health-Enhancing Behaviors**

7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

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### **Personal and Community Health**

#### **Standard 6: Goal Setting**

6.1.P Set a short-term goal for positive health practices.

#### **Standard 8: Health Promotion**

8.1.P Support others in making positive health choices.

8.2.P Encourage others to promote a healthy environment.