

# Too Good for Drugs Grade 3

## 2018 Edition

*Correlated to Components of Social, Emotional, and Intellectual Habits*

### **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

#### **Develop a Positive Self-Concept**

##### **Sense of self as competent and capable**

Identify personal and academic goals

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, let teacher know when they cannot see or hear during lesson)

#### **Develop Executive Functioning Skills**

##### **Working memory and metacognition**

Use previously modeled strategies to plan, monitor and evaluate thinking processes and try new and more sophisticated strategies with adult support

##### **Managing attention and behavior**

Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others

### **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

#### **Develop Executive Functioning Skills**

##### **Working memory and metacognition**

Use previously modeled strategies to plan, monitor and evaluate thinking processes and try new and more sophisticated strategies with adult support

##### **Cognitive flexibility**

Become more independent in considering multiple aspects of situations, and/or changing circumstances, to plan, make decisions and adjust thinking

#### **Develop Logic and Reasoning**

##### **Critical and analytical thinking**

Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others

##### **Applying known information to new experiences**

Compare, contrast and evaluate experiences, tasks and events building on prior knowledge

## **Reasoning and problem solving**

Consider multiple strategies and generate creative solutions to problem with peers; use an alternate method to check answers

# **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

## **Develop a Positive Self-Concept**

### **Sense of self as competent and capable**

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, lets teacher know when they cannot see or hear during lesson)

## **Identify and Understand Emotions of Self and Others**

### **Identifying and understanding emotions**

Communicate effectively about emotional experience, with adults and peers using a variety of vocabulary related to emotion

Recognize the connections between emotions, thoughts and behavior

### **Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

## **Develop Positive Interpersonal Relationships**

### **Social awareness and interpersonal skills**

Demonstrate ability to read and appropriately act upon nonverbal social cues

# **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

## **Develop a Positive Self-Concept**

### **Sense of self as competent and capable**

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, lets teacher know when they cannot see or hear during lesson)

## **Identify and Understand Emotions of Self and Others**

### **Identifying and understanding emotions**

Communicate effectively about emotional experience, with adults and peers using a variety of vocabulary related to emotion

Recognize the connections between emotions, thoughts and behavior

### **Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Demonstrate ability to read and appropriately act upon nonverbal social cues

## **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

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Demonstrate ability to read and appropriately act upon nonverbal social cues

Demonstrate the ability to compromise, negotiate and work together with others with adult support, in both child-initiated and adult-led activities

Identify and use skills to establish and maintain healthy interpersonal relationships

#### **Responsible decision-making and social problem solving**

Demonstrate awareness of principles of equality, fairness and respect for social norms

## **Lesson 6 Step Right Up! – *Peer Pressure***

### **Objectives**

Following this lesson, the students will be able to:

- Define peer pressure
- Differentiate positive and negative peer pressure
- Describe the effects of peer pressure on decision-making
- Identify and apply four effective peer-pressure refusal strategies

### **Develop a Positive Self-Concept**

#### **Sense of self as competent and capable**

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, let teacher know when they cannot see or hear during lesson)

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Demonstrate ability to read and appropriately act upon nonverbal social cues

Demonstrate the ability to compromise, negotiate and work together with others with adult support, in both child-initiated and adult-led activities

Identify and use skills to establish and maintain healthy interpersonal relationships

#### **Responsible decision-making and social problem solving**

Take personal responsibility for one's own choices

Become aware when peer pressure is influencing a decision

Demonstrate awareness of principles of equality, fairness and respect for social norms

## **Develop Executive Functioning Skills**

### **Self-regulation of impulses and emotional reaction**

Self-monitor emotions and use strategies to manage emotions and behavioral reactions  
Demonstrate appropriate assertion of personal boundaries, rights and privacy needs

## **Lesson 7 Meology – *Understanding the Safe Use of Prescription & 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

## **Develop Positive Interpersonal Relationships**

### **Responsible decision-making and social problem solving**

Take personal responsibility for one's own choices

## **Develop Logic and Reasoning**

### **Critical and analytical thinking**

Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others

## **Lesson 8 Healthier Choices – *Effects of Alcohol Use***

### **Objectives**

Following this lesson, the student will be able to:

- Discuss the risks associated with underage alcohol use
- Identify the benefits of making healthy choices related to food, rest, and exercise
- Demonstrate the effective use of peer-pressure refusal strategies in a variety of situations

## **Develop a Positive Self-Concept**

### **Sense of self as competent and capable**

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, lets teacher know when they cannot see or hear during lesson)

## **Develop Positive Interpersonal Relationships**

### **Responsible decision-making and social problem solving**

Take personal responsibility for one's own choices  
Become aware when peer pressure is influencing a decision

## **Develop Executive Functioning Skills**

### **Self-regulation of impulses and emotional reaction**

Demonstrate appropriate assertion of personal boundaries, rights and privacy needs

## **Develop Logic and Reasoning**

### **Critical and analytical thinking**

Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others

## **Lesson 9 Making My Day – *Stress Management***

### **Objectives**

Following this lesson, the students will be able to:

- Define stress
- Describe symptoms of stress
- Identify at least three sources of stress
- Identify at least five healthy ways to reduce stress

### **Develop a Positive Self-Concept**

#### **Sense of self as competent and capable**

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, let's teacher know when they cannot see or hear during lesson)

### **Identify and Understand Emotions of Self and Others**

#### **Identifying and understanding emotions**

Communicate effectively about emotional experience, with adults and peers using a variety of vocabulary related to emotion

Recognize the connections between emotions, thoughts and behavior

#### **Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Demonstrate ability to read and appropriately act upon nonverbal social cues

## **Lesson 10 It Still Stinks! – *Effects of Nicotine and Course Review***

### **Objectives**

Following this lesson, the student will be able to:

- Discuss the risks associated with the use of tobacco products
- Discuss substances that damage the body: nicotine, alcohol, and other drugs
- Identify the benefits of being tobacco free
- Recall and practice the skills taught in Too Good for Drugs lessons 1-9

### **Develop a Positive Self-Concept**

#### **Sense of self as competent and capable**

Identify personal and academic goals

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, let's teacher know when they cannot see or hear during lesson)

### **Identify and Understand Emotions of Self and Others**

#### **Identifying and understanding emotions**

Communicate effectively about emotional experience, with adults and peers using a variety of vocabulary related to emotion

Recognize the connections between emotions, thoughts and behavior

#### **Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

## **Develop Positive Interpersonal Relationships**

### **Social awareness and interpersonal skills**

Demonstrate ability to read and appropriately act upon nonverbal social cues

Demonstrate the ability to compromise, negotiate and work together with others with adult support, in both child-initiated and adult-led activities

Identify and use skills to establish and maintain healthy interpersonal relationships

### **Responsible decision-making and social problem solving**

Take personal responsibility for one's own choices

Become aware when peer pressure is influencing a decision

Demonstrate awareness of principles of equality, fairness and respect for social norms

### **Conflict resolution**

Demonstrate willingness and skill to independently resolve a problem or conflict, although may still need adult support and encouragement

## **Develop Executive Functioning Skills**

### **Working memory and metacognition**

Use previously modeled strategies to plan, monitor and evaluate thinking processes and try new and more sophisticated strategies with adult support

### **Cognitive flexibility**

Become more independent in considering multiple aspects of situations, and/ or changing circumstances, to plan, make decisions and adjust thinking

### **Self-regulation of impulses and emotional reaction**

Self-monitor emotions and use strategies to manage emotions and behavioral reactions

Demonstrate appropriate assertion of personal boundaries, rights and privacy needs

### **Managing attention and behavior**

Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others

## **Develop Logic and Reasoning**

### **Critical and analytical thinking**

Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others

### **Applying known information to new experiences**

Compare, contrast and evaluate experiences, tasks and events building on prior knowledge

### **Reasoning and problem solving**

Consider multiple strategies and generate creative solutions to problem with peers; use an alternate method to check answers