

# Too Good for Drugs Grade 3

## 2018 Edition

*Correlated to Delaware Social Emotional Learning Competencies*

### **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

#### **Competency: Self-Awareness**

**Benchmark:** 1B. Demonstrate an awareness of personal qualities and interests

- Compares likes and dislikes of self and others
- Demonstrates an awareness of personal qualities and interests of self and others
- Understands the relationship between interests and continued experiences and development
- Demonstrates awareness that personal qualities and interests affect decision-making

**Benchmark:** 1C. Demonstrate an awareness of one's own strengths and opportunities for growth

- Identifies strengths and opportunities for growth
- Describes and prioritizes strengths and interests that one wants to develop

#### **Competency: Self-Management**

**Benchmark:** 2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.

- Distinguishes between short- and long-term goals
- Describes why learning is important in helping them achieve personal goals
- Identifies ability to meet the goal independently or with supports
- Identifies personal skills, planning, or strategies that lead to accomplishments

### **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

#### **Competency: Responsible Decision-Making**

**Benchmark:** 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

- Describes steps of a decision making model
- Reflects on the pros and cons of the decision made or options considered

## 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

### Competency: Self-Awareness

**Benchmark:** 1A. Demonstrate an awareness of one's own emotions

- Identifies an expanded range of emotions
- Recognizes intensity levels of emotions in different situations
- Recognizes how emotions can change
- Recognizes how thoughts impact emotions and emotions impact behavior
- Describes ways emotions impact behavior(s)

### Competency: Self-Management

**Benchmark:** 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.

- Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions
- Identifies the relationship between thoughts, emotions, and actions
- Expresses emotions in a proactive manner

### Competency: Social Awareness

**Benchmark:** 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Recognizes and identifies body language and non-verbal, environmental or social communication to identify the emotions and perspectives of others

## 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

### Competency: Social Awareness

**Benchmark:** 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Recognizes the emotions of others by using active listening and/or visual cues

### Competency: Relationship Skills

**Benchmark:** 4A. Use positive communication and social skills to interact effectively with others.

- Uses active listening skills to foster better communication

## 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

### Competency: Social Awareness

**Benchmark:** 3B. Exhibit civic responsibility in multiple settings.

- Shares reasons for helping others

### Competency: Relationship Skills

**Benchmark:** 4B. Develop and maintain positive relationships.

- Recognizes the difference between helpful and harmful behaviors in a relationship

## 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

### Competency: Self-Awareness

**Benchmark:** 1D. Demonstrate a sense of personal responsibility and advocacy

- Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community
- Explains the benefits of being responsible
- Demonstrates responsible behaviors
- Demonstrates the ability to say "No" to negative peer pressure and explain why it is important
- Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance

### Competency: Relationship Skills

**Benchmark:** 4B. Develop and maintain positive relationships.

- Recognizes the difference between helpful and harmful behaviors in a relationship
- Describes the positive and negative impact of peer pressure on self and others

## 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

### Competency: Self-Awareness

**Benchmark:** 1D. Demonstrate a sense of personal responsibility and advocacy

- Explains the benefits of being responsible

- Demonstrates responsible behaviors

**Competency: Self-Awareness**

**Benchmark:** 1E. Identify external and community resources and supports.

- Identifies situations in which they need to seek help from an adult

## 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

**Competency: Self-Awareness**

**Benchmark:** 1D. Demonstrate a sense of personal responsibility and advocacy

- Demonstrates the ability to say "No" to negative peer pressure and explain why it is important

**Competency: Self-Management**

**Benchmark:** 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.

- Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or meditation)

**Competency: Relationship Skills**

**Benchmark:** 4B. Develop and maintain positive relationships.

- Describes the positive and negative impact of peer pressure on self and 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

**Competency: Self-Management**

**Benchmark:** 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.

- Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions
- Identifies the relationship between thoughts, emotions, and actions
- Expresses emotions in a proactive manner

# 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

## Competency: Self-Awareness

**Benchmark:** 1A. Demonstrate an awareness of one's own emotions

- Identifies an expanded range of emotions
- Recognizes intensity levels of emotions in different situations
- Recognizes how emotions can change
- Recognizes how thoughts impact emotions and emotions impact behavior
- Describes ways emotions impact behavior(s)

**Benchmark:** 1B. Demonstrate an awareness of personal qualities and interests

- Compares likes and dislikes of self and others
- Demonstrates an awareness of personal qualities and interests of self and others
- Understands the relationship between interests and continued experiences and development
- Demonstrates awareness that personal qualities and interests affect decision-making

**Benchmark:** 1C. Demonstrate an awareness of one's own strengths and opportunities for growth

- Identifies strengths and opportunities for growth
- Describes and prioritizes strengths and interests that one wants to develop

**Benchmark:** 1D. Demonstrate a sense of personal responsibility and advocacy

- Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community
- Explains the benefits of being responsible
- Demonstrates responsible behaviors
- Demonstrates the ability to say "No" to negative peer pressure and explain why it is important
- Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance

**Benchmark:** 1E. Identify external and community resources and supports.

- Identifies situations in which they need to seek help from an adult

## Competency: Self-Management

**Benchmark:** 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.

- Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions
- Identifies the relationship between thoughts, emotions, and actions
- Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or meditation)
- Expresses emotions in a proactive manner

**Benchmark:** 2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.

- Distinguishes between short- and long-term goals
- Describes why learning is important in helping them achieve personal goals
- Identifies ability to meet the goal independently or with supports
- Identifies personal skills, planning, or strategies that lead to accomplishments

- Evaluates what one might have done differently to achieve greater success on a recent goal

### **Competency: Social Awareness**

**Benchmark:** 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Recognizes the emotions of others by using active listening and/or visual cues
- Recognizes multiple points of view or perspectives in a situation
- Recognizes and identifies body language and non-verbal, environmental or social communication to identify the emotions and perspectives of others
- Predicts the impact of one's own behavior on the emotions of others

### **Competency: Relationship Skills**

**Benchmark:** 4A. Use positive communication and social skills to interact effectively with others.

- Uses active listening skills to foster better communication

**Benchmark:** 4B. Develop and maintain positive relationships.

- Recognizes the difference between helpful and harmful behaviors in a relationship
- Describes the positive and negative impact of peer pressure on self and others

### **Competency: Responsible Decision-Making**

**Benchmark:** 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

- Describes steps of a decision making model
- Reflects on the pros and cons of the decision made or options considered