

Too Good for Drugs

Grade 3

Correlated to American School Counselors Association Mindset and Behaviors for Student Success Standards

Lesson 3.1 *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

Category 2: Behavior Standards

Learning Strategies

B-LS 7. Identify long- and short-term academic, career and social/emotional goals

Self-Management Skills

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

Lesson 3.2 *Consider the Consequences* – Decision Making

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

Category 2: Behavior Standards

Learning Strategies

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Lesson 3.3 *Human Interface* - 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

Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 3. Sense of belonging in the school environment

M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Learning Strategies

B-LS 10. Participate in enrichment and extracurricular activities

Social Skills

- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills

Lesson 3.4 *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

Category 1: Mindset Standards

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards**Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Lesson 3.5 *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

Category 1: Mindset Standards

- M 3. Sense of belonging in the school environment

Category 2: Behavior Standards**Learning Strategies**

- B-LS 10. Participate in enrichment and extracurricular activities

Social Skills

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

Lesson 3.6 *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

Category 2: Behavior Standards

Learning Strategies

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Lesson 3.7 *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

Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards

Learning Strategies

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 9. Demonstrate personal safety

Lesson 3.8 *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

Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards

Learning Strategies

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 9. Demonstrate personal safety

Lesson 3.9 *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

Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards

Learning Strategies

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 9. Demonstrate personal safety

Lesson 3.10 *It Still Stinks* – Effects of Nicotine Use 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

Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards

Learning Strategies

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

B-SMS 9. Demonstrate personal safety