

Too Good for Drugs

Grade 3

Correlated to Illinois Social Emotional Learning 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

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

B. Recognize personal qualities and external supports.

1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.

C. Demonstrate skills related to achieving personal and academic goals.

1C.1b. Identify goals for academic success and classroom behavior.

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

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1b. Identify social norms and safety considerations that guide behavior.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.

3B.1a. Identify a range of decisions that students make at school.

3B.1b. Make positive choices when interacting with classmates.

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

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

A. Identify and manage one's emotions and behavior.

1A.1a. Recognize and accurately label emotions and how they are linked to behavior.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

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

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

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

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

B: Recognize individual and group similarities and differences.

2B.1b. Describe positive qualities in others.

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why unprovoked acts that hurt others are wrong.

3A.1b. Identify social norms and safety considerations that guide behavior.

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

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.

D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1a. Identify problems and conflicts commonly experienced by peers.

2D.1b. Identify approaches to resolving conflicts constructively.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why unprovoked acts that hurt others are wrong.

3A.1b. Identify social norms and safety considerations that guide behavior.

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

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1b. Identify social norms and safety considerations that guide behavior.

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

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1a. Identify problems and conflicts commonly experienced by peers.

2D.1b. Identify approaches to resolving conflicts constructively.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1b. Identify social norms and safety considerations that guide behavior.

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

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

A. Identify and manage one's emotions and behavior.

1A.1a. Recognize and accurately label emotions and how they are linked to behavior.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

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

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

B. Recognize personal qualities and external supports.

1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.

C. Demonstrate skills related to achieving personal and academic goals.

1C.1b. Identify goals for academic success and classroom behavior.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

B: Recognize individual and group similarities and differences.

2B.1b. Describe positive qualities in others.

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.

D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1a. Identify problems and conflicts commonly experienced by peers.

2D.1b. Identify approaches to resolving conflicts constructively.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why unprovoked acts that hurt others are wrong.

3A.1b. Identify social norms and safety considerations that guide behavior.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.

3B.1a. Identify a range of decisions that students make at school.

3B.1b. Make positive choices when interacting with classmates.