Too Good for Drugs
Grade 3
Correlated with North Dakota Health Education Content Standards 2018

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

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.
6.5.1 Set a personal health short-term goal and track progress toward its achievement.
6.5.2 Identify resources to assist in achieving a personal health goal.

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

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.
5.5.1 Identify health-related situations that might require a decision-making process.
5.5.2 Analyze when assistance is needed when making a health-related decision.
5.5.4 Predict the potential outcomes of each option when making a health-related decision.
5.5.5 Choose a healthy option when making a decision.
5.5.6 Describe the outcomes of a health-related decision.

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.
1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.
1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.
1.5.2 Identify examples of mental, emotional, physical, and social health.
1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.5.3 Identify how peers influence health behaviors.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.
8.5.2 Encourage others to make positive health choices.

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.
1.5.2 Identify examples of mental, emotional, physical, and social health.
1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.5.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.
8.5.2 Encourage others to make positive health choices.

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.
1.5.2 Identify examples of mental, emotional, physical, and social health.
1.5.5 Describe when it is important to seek health care.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.5.1 Identify responsible personal health behaviors.
7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

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

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
4.5.2 Demonstrate refusal skills that avoid or reduce health risks

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.5.1 Identify responsible personal health behaviors.
7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.
1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.1 Describe the relationship between health behaviors and mental, emotional, physical, and social health.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.5 Describe when it is important to seek health care.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.5.1 Identify health-related situations that might require a decision-making process.

5.5.2 Analyze when assistance is needed when making a health-related decision.

5.5.3 List healthy options to health-related issues or problems.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

6.5.1 Set a personal health short-term goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1 Identify responsible personal health behaviors.

7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.