

Too Good for Drugs

Grade 3

Correlated with New Mexico Health Education 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

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:

1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied); and
2. set health-related goals (e.g., wear seat belts, be active every day, wash hands).

K-4 Benchmark 4: set a personal health goal and track progress toward achievement:

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

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

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:

1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied); and

K-4 Benchmark 3: predict outcomes of positive health decisions:

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking).

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

1. understand different emotions;

K-4 Benchmark 3: describe the basic structure and functions of the human body systems:

1. recognize how stress and emotions affect the body systems;

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. happy/excited);
2. demonstrate how to express feelings in a positive way; and
3. demonstrate how to respond appropriately to other people's needs, wants and feelings

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

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:

2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult);

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

K-4 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. identify respectful and caring acts of self and others; and
2. demonstrate the ability to appropriately use "I" statements in communication.

K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:

1. describe and demonstrate listening skills as a tool to enhance relationships;
2. demonstrate when it is appropriate to interrupt for health needs; and
3. recognize when someone is telling you to do something that is wrong.

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety);
2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

K-4 Benchmark 1: identify responsible health behaviors

2. role play conflict resolution skills

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

4. list the steps associated with refusal skills and their relationship to the decision-making process

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

4. understand the influences of media and peer pressure on health.

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:

3. recognize unsafe environments/situations;

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. recognize how peer pressure can lead to dangerous or risky situations; and
3. demonstrate conflict resolution skills.

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

4. list the steps associated with refusal skills and their relationship to the decision-making process

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

K-4 Benchmark 5: develop injury prevention and management strategies for personal health

2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

4. list the steps associated with refusal skills and their relationship to the decision-making process

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);

K-4 Benchmark 3: describe the basic structure and functions of the human body systems:

1. understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence);

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances);

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

K-4 Benchmark 5: develop injury prevention and management strategies for personal health

2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

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

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

K-4 Benchmark 7: apply skills to manage stress:

1. identify the body's reaction to stressful situations (e.g., fight or flight, increased heart rate); and
2. demonstrate stress management skills.

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety);
2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others);
4. list the steps associated with refusal skills and their relationship to the decision-making process

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);

K-4 Benchmark 3: describe the basic structure and functions of the human body systems:

1. understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence);

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances);

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

K-4 Benchmark 1: identify responsible health behaviors

2. role play conflict resolution skills

K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

K-4 Benchmark 5: develop injury prevention and management strategies for personal health

2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. recognize how peer pressure can lead to dangerous or risky situations; and
3. demonstrate conflict resolution skills.