

Too Good for Drugs

Grade 3 Revised Edition

Correlated with Wisconsin Standards for Health Education

3.1 *Program Designer* – Goal Setting

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: Students will demonstrate the ability to use goal-setting skills to enhance health.

A. Identify ways to achieve a personal health goal.

6:2:A1 Identify resources to assist in achieving a personal health goal.

6:2:A2 Identify key family, school, and community members that can assist in achieving a personal health goal.

B. Practice appropriate goal-setting skills to achieve a personal health goal.

6:2:B1 Choose a clear and realistic personal health goal.

6:2:B2 Develop a plan for reaching the goal.

6:2:B3 Track progress toward goal achievement.

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: Students will demonstrate the ability to use decision-making skills to enhance health.

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

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 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

3.6 *Step Right Up!* – Peer Pressure

Objectives

Following this lesson, the student 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 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

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

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

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

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

2:2:A2 Give examples of messages from external factors that can influence health behaviors.

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

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

3.9 Making My Day – Stress Management

Objectives

Following this lesson, the student 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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.

3.10 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 lessons 1-10

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

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical

activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.