

# Too Good for Drugs

## Grade 3

*Correlated with Tennessee's Social and Personal Competencies*

### **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

#### **1B. Demonstrate an awareness of his/her personal qualities and interests.**

Compares likes and dislikes of self and others and is aware of personal qualities and interests of self and others

Understands the relationship between interests and continued experiences and development

Demonstrates awareness that personal qualities and interests affect decision-making

#### **1C. Demonstrate an awareness of his/her strengths and limitations.**

Identifies strengths and limitations

Describes and prioritizes strengths and interests that one wants to develop

#### **2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.**

Distinguishes between short- and long-term goals

Describes why learning is important in helping them achieve personal goals

Identifies ability to meet the goal independently or with supports

Identifies personal skills, planning, or strategies that lead to accomplishments

Evaluates what one might have done differently to achieve greater success on a recent 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

#### **5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.**

Describes steps of a decision making model

Effectively participates in group decision making

Reflects on the pros and cons of the decision made or options considered

## **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

### **1A. Demonstrate an awareness of his/her emotions.**

Recognizes intensity levels of emotions in different situations

Recognizes how emotions can change

Recognizes how thoughts are linked with emotions and emotions are linked to behavior

Describes ways emotions impact behavior(s)

### **2A. Understand and use strategies for managing his/her emotions and behaviors constructively.**

Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions

Identifies the relationship between thoughts, emotions, and actions

Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or meditation)

Expresses emotions in a respectful manner

## **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

### **4A. Use positive communication and social skills to interact effectively with others.**

Uses active listening skills to foster better communication

## **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

### **4B. Develop and maintain positive relationships.**

Recognizes the difference between helpful and harmful behaviors in a relationship

## **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

### **1D. Demonstrate a sense of personal responsibility and advocacy.**

Demonstrates responsible behaviors

Demonstrates the ability to say "No" to negative peer pressure and explain why it is important

Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance

### **4B. Develop and maintain positive relationships.**

Recognizes the difference between helpful and harmful behaviors in a relationship

Describes the positive and negative impact of peer pressure on self and others

## **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

### **5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.**

Reflects on the pros and cons of the decision made or options considered

## **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

### **1D. Demonstrate a sense of personal responsibility and advocacy.**

Demonstrates responsible behaviors

Demonstrates the ability to say "No" to negative peer pressure and explain why it is important

Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance

### **4B. Develop and maintain positive relationships.**

Recognizes the difference between helpful and harmful behaviors in a relationship

Describes the positive and negative impact of peer pressure on self and others

### **5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.**

Reflects on the pros and cons of the decision made or options considered

## **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

#### **1A. Demonstrate an awareness of his/her emotions.**

Recognizes intensity levels of emotions in different situations

Recognizes how emotions can change

Recognizes how thoughts are linked with emotions and emotions are linked to behavior

Describes ways emotions impact behavior(s)

#### **2A. Understand and use strategies for managing his/her emotions and behaviors constructively.**

Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions

Identifies the relationship between thoughts, emotions, and actions

Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or meditation)

Expresses emotions in a respectful manner

## **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

#### **1A. Demonstrate an awareness of his/her emotions.**

Recognizes intensity levels of emotions in different situations

Recognizes how emotions can change

Recognizes how thoughts are linked with emotions and emotions are linked to behavior

Describes ways emotions impact behavior(s)

#### **1B. Demonstrate an awareness of his/her personal qualities and interests.**

Compares likes and dislikes of self and others and is aware of personal qualities and interests of self and others

Understands the relationship between interests and continued experiences and development

Demonstrates awareness that personal qualities and interests affect decision-making

#### **1C. Demonstrate an awareness of his/her strengths and limitations.**

Identifies strengths and limitations

Describes and prioritizes strengths and interests that one wants to develop

#### **1D. Demonstrate a sense of personal responsibility and advocacy.**

Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community

Explains the benefits of being responsible

Demonstrates responsible behaviors

Demonstrates the ability to say "No" to negative peer pressure and explain why it is important

Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance

**2A. Understand and use strategies for managing his/her emotions and behaviors constructively.**

Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions

Identifies the relationship between thoughts, emotions, and actions

Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or meditation)

Expresses emotions in a respectful manner

**2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.**

Distinguishes between short- and long-term goals

Describes why learning is important in helping them achieve personal goals

Identifies ability to meet the goal independently or with supports

Identifies personal skills, planning, or strategies that lead to accomplishments

Evaluates what one might have done differently to achieve greater success on a recent goal

**3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.**

Recognizes the emotions of others by using listening and/or visual cues

Recognizes multiple points of view or perspectives in a situation

Recognizes non-verbal, environmental or social cues to identify the emotions and perspectives of others

Predicts the impact of one's own behavior on the emotions of others

**4A. Use positive communication and social skills to interact effectively with others.**

Uses active listening skills to foster better communication

**4B. Develop and maintain positive relationships.**

Recognizes the difference between helpful and harmful behaviors in a relationship

Describes the positive and negative impact of peer pressure on self and others

**5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.**

Describes steps of a decision making model

Effectively participates in group decision making

Reflects on the pros and cons of the decision made or options considered