

# Too Good for Drugs Grade 3

*Correlated to Alaska Skills for a Healthy Life*

## Lesson 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

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

## Lesson 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

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

**D. A student should be able to contribute to the well-being of families and communities.** *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;
2. Take responsible actions to create safe and healthy environments;

## Lesson 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

## Lesson 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

3. Evaluate how similarities and differences among individuals contribute to relationships;

4. Understand how respect for the rights of self and others contributes to relationships;

5. Understand how attitude and behavior affect the well-being of self and others; and

6. Assess the effects of culture, heritage, and traditions on well-being.

## Lesson 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

3. Evaluate how similarities and differences among individuals contribute to relationships;

4. Understand how respect for the rights of self and others contributes to relationships;

5. Understand how attitude and behavior affect the well-being of self and others; and

6. Assess the effects of culture, heritage, and traditions on well-being.

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

## **Lesson 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

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

## **Lesson 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

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

## **Lesson 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

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

# Lesson 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

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;