

# Too Good for Drugs

## Grade 3

Correlated with National Health Education Standards

### Lesson One: *Go For Your Goal*

#### Objectives

The student will be able to:

- Define goal.
- Recite 5 steps to use when going for a goal.
- Set a personal goal.
- Describe personal process toward the goal.

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

1.5.1. Describe the relationship between healthy behaviors and personal health.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

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

### Lesson Two: *Your Magnificent Machine*

#### Objectives

The student will be able to:

- Discuss the functions of body organs: brain, heart, lungs, stomach, liver.
- Discuss things the body needs to function well.
- Discuss things that damage the body: tobacco, alcohol & other drugs.

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

1.5.1. Describe the relationship between healthy behaviors and personal health.

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

7.5.1. Identify responsible personal health behaviors.

7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

### Lesson Three: *Making My Day*

#### Objectives

The student will be able to:

- Define stress.
- Describe symptoms of stress.
- List at least three sources of stress.
- List at least five healthy ways to reduce stress.

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

1.5.1. Describe the relationship between healthy behaviors and personal health.

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

**Standard 7: Students will 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 a variety of behaviors that avoid or reduce health risks.

## **Lesson Four: *Connect-a-Kid***

### **Objectives**

The student will be able to:

- List ways that s/he is connected to the family, school, and community.
- 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.**

1.5.1. Describe the relationship between healthy behaviors and personal health.

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

## **Lesson Five: *I-Messages***

### **Objectives**

The student will be able to:

- Review feelings.
- Recite and effective communication formula: I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_. I want \_\_\_\_\_.
- Discuss reasons for using I-messages.

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

1.5.1. Describe the relationship between healthy behaviors and personal health.

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

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

4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.

## **Lesson Six: *Decision Making***

### **Objectives**

The student will be able to:

- Review the stop and think decision-making model.
- Describe 4 more steps in the decision-making model: (1) Picture a positive outcome. (2) List choices and consequences. (3) Act out the best plan. (4) Now tell yourself how you did.
- Discuss decisions and consequences.

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

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

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

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

7.5.1. Identify responsible personal health behaviors.

## **Lesson Seven: *Too Good for Alcohol***

### **Objectives**

The student will be able to:

- Describe the negative effects of drinking alcohol on balance, vision coordination, speech and thinking.
- Discuss the risks associated with underage drinking of alcohol.
- Demonstrate making good decisions about alcohol.

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

1.5.1. Describe the relationship between healthy behaviors and personal health.

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

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

2.5.5. Explain how media influences thoughts, feelings, and health behaviors.

**Standard 7: Students will 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 a variety of behaviors that avoid or reduce health risks.

## **Lesson Eight: *The Truth About Tobacco Advertising***

### **Objectives**

The student will be able to:

- Describe the harmful effects of smoking cigarettes and cigars.
- Describe the social influence of advertising on decisions about smoking.
- Describe the actual incidence and prevalence of cigarette smoking.

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

1.5.1. Describe the relationship between healthy behaviors and personal health.

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

2.5.3. Identify how peers can influence healthy and unhealthy behaviors.

2.5.5. Explain how media influences thoughts, feelings, and health behaviors.

**Standard 7: Students will 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 a variety of behaviors that avoid or reduce health risks.

## Lesson Nine: *Peer Pressure*

### Objectives

The student will be able to:

- Define peer pressure.
- Describe the effects of peer pressure on decision-making.
- Demonstrate ways to handle peer pressure: Say No, Ignore, Walk Away, A Better Idea.
- Describe the physical, social and mental effects of marijuana.

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

- 1.5.1. Describe the relationship between healthy behaviors and personal health.
- 1.5.2. Identify examples of emotional, intellectual, physical, and social health.

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

- 2.5.3. Identify how peers can influence healthy and unhealthy behaviors.

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

- 4.5.2. Demonstrate refusal skills to avoid or reduce health risks.

## Lesson Ten: *Third Grade Game Show*

### Objectives

The student will be able to:

- Review the concepts learned in Too Good for Drugs, Grade Three.
- Perform role-plays to demonstrate the decision to stay drug free.

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

- 1.5.1. Describe the relationship between healthy behaviors and personal health.