

# Too Good for Drugs Grade 3

## 2018 Edition

*Correlated to 2020 Colorado Academic Standards for Comprehensive Health*

### **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

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

Grade Level Expectation:

2. Describe pro-social behaviors and skills that enhance healthy interactions with others.

Evidence Outcomes:

*Students Can:*

- b. Set a goal and a plan to be helpful and supportive to another person at school or at home.

### **Lesson 2 Consider the Consequences – *Making Responsible Decisions***

#### **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 3. Social and Emotional Wellness**

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.

## Lesson 3 Getting to Know Me - *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 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.

Evidence Outcomes:

*Students Can:*

- b. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
- c. Describe positive ways to show care, consideration, and concern for others.
- d. Identify how to show respect for individual differences.
- e. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.
- f. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.

## 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

### Standard 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
- b. Describe positive ways to show care, consideration, and concern for others.
- c. Identify how to show respect for individual differences.
- d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.
- e. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.

## 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

### Standard 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

1. Utilize knowledge and skills to treat self and others with care and respect.

Evidence Outcomes:

*Students Can:*

- a. Identify the characteristics of someone who has self-respect and positive self-esteem.
- b. Acknowledge the value of personal and others' talents and strengths.
- c. Summarize the importance of respecting the personal space and boundaries of others.
- d. Discuss the importance of treating others the way you would like to be treated.
- e. Give examples of skills that develop and maintain healthy relationships as well as strong friendships.

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
- b. Describe positive ways to show care, consideration, and concern for others.
- c. Identify how to show respect for individual differences.
- d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.
- e. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.

## 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

### Standard 3. Social and Emotional Wellness

Prepared Graduates:

4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.

Grade Level Expectation:

2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others.

Evidence Outcomes:

*Students Can:*

- a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
- c. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.
- d. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

Evidence Outcomes:

*Students Can:*

- e. Demonstrate the ability to assertively refuse an unwanted item.

## **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

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

Evidence Outcomes:

*Students Can:*

- c. Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addicting, but can be treated.
- e. Demonstrate the ability to assertively refuse an unwanted item.

## **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

#### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

Evidence Outcomes:

*Students Can:*

- a. Identify the short- and long-term physical effects of using tobacco, marijuana, and exposure to secondhand smoke.
- b. Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure.
- c. Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addictive, but can be treated.
- d. Describe the benefits of abstaining from or discontinuing tobacco and non-prescribed marijuana use.
- e. Demonstrate the ability to assertively refuse an unwanted item.

## **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

### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

6. Apply knowledge and skills that promote healthy, violence-free relationships.

Grade Level Expectation:

2. Describe pro-social behaviors and skills that enhance healthy interactions with others.

Evidence Outcomes:

*Students Can:*

- d. Demonstrate strategies for self-control that can manage anger and other strong feelings in positive ways.

## **Lesson 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 Too Good for Drugs lessons 1-9

### **Standard 4. Prevention and Risk Management**

Prepared Graduates:

5. Apply knowledge and skills to make health-enhancing decisions regarding the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Grade Level Expectation:

1. Examine the dangers of using tobacco and marijuana products and exposure to secondhand smoke.

Evidence Outcomes:

*Students Can:*

- a. Identify the short- and long-term physical effects of using tobacco, marijuana, and exposure to secondhand smoke.
- b. Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure.
- c. Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addicting, but can be treated.
- d. Describe the benefits of abstaining from or discontinuing tobacco and non-prescribed marijuana use.
- e. Demonstrate the ability to assertively refuse an unwanted item.