

# Too Good for Drugs Curriculum Correlations

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework

## Grade 3

### 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.

#### **Content Standard 1: Core Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.5. Examine how physical, social and emotional environments influence personal health.

#### **Content Standard 7: Goal-Setting Skills**

Students will use goal-setting skills to enhance health.

E.7.1. Demonstrate the ability to apply the goal-setting process to enhance health.

### 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.

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E.1.1. Describe relationships between personal health behaviors and individual well-being and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.3. Describe the basic structure and functions of the human body system using human body systems using medically accurate terminology and specific functions of body systems.

E.1.5. Examine how physical, social and emotional environments influence personal health.

E.1.6. Identify health problems and illnesses that can be prevented or treated early.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

## **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.

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E.1.1. Describe relationships between personal health behaviors and individual well-and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.5. Examine how physical, social and emotional environments influence personal health.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.6. Identify and practice skills to manage stress.

### **Content Standard 5: Communication Skills**

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

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.3. Describe emotions and how they can affect an individual's behavior.

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings.

## 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.

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E.1.5. Examine how physical, social and emotional environments influence personal health.

### **Content Standard 5: Communication Skills**

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

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

### **Content Standard 8: Advocacy**

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

E.8.4. Describe ways to encourage and support others in making positive health choices.

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other.

## 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.

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E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings.

## **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.

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E.1.1. Describe relationships between personal health behaviors and individual well-being and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

### **Content Standard 4: Analyzing Internal and External Influences**

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

E.4.3. Explain how family, school and peers influence personal health.

## **Content Standard 6: Decision-Making Skills**

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

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.3. Predict outcomes of positive health decisions.

## **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.

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E.1.1. Describe relationships between personal health behaviors and individual well-being and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.6. Identify health problems and illnesses that can be prevented or treated early.

E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

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## **Content Standard 4: Analyzing Internal and External Influences**

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

E.4.3. Explain how family, school and peers influence personal health.

## **Content Standard 5: Communication Skills**

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

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

## **Content Standard 6: Decision-Making Skills**

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

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.3. Predict outcomes of positive health decisions.

## **Content Standard 8: Advocacy**

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

E.8.4. Describe ways to encourage and support others in making positive health choices.

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other.

# **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.

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E.1.6. Identify health problems and illnesses that can be prevented or treated early.

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E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

### **Content Standard 4: Analyzing Internal and External Influences**

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

E.4.2. Explain how media and technology influence personal and health behaviors.

E.4.3. Explain how family, school and peers influence personal health.

### **Content Standard 5: Communication Skills**

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

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

### **Content Standard 6: Decision-Making Skills**

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

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.3. Predict outcomes of positive health decisions.

### **Content Standard 8: Advocacy**

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

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other.

## **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.

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### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

- E.3.3. Compare behaviors that are safe to those that are risky or harmful.
- E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

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### **Content Standard 5: Communication Skills**

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

- E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.
- E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.
- E.5.7. Demonstrate avoidance and refusal skills to enhance health.

### **Content Standard 6: Decision-Making Skills**

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

- E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.
- E.6.3. Predict outcomes of positive health decisions.

## **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.

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E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

## **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

## **Content Standard 5: Communication Skills**

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

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

E.5.7. Demonstrate avoidance and refusal skills to enhance health.

## **Content Standard 6: Decision-Making Skills**

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

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.3. Predict outcomes of positive health decisions.