

# Too Good for Drugs Grade 3

## 2018 Edition

*Correlated with Connecticut Healthy and Balanced Living Curriculum Framework*

### **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

#### **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

#### **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 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

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

#### **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 influences and rules that affect decisions

#### **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.6.2. – Explain when to ask for assistance in making health-related decisions

E.6.3. – Predict outcomes of positive health decisions

## 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

### 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.1.2. - Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body

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.5.3. - 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 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

### 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.5.5. - Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

E.5.6. - Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

## 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

### 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

E.5.6. - Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

### 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 6 Step Right Up! – *Peer Pressure*

### Objectives

Following this lesson, the student 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

### Content Standard 1: Core Concepts

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

### 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

### 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

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

## **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

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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
- Identify safe practices to use and store prescription and over-the-counter medicines at home.

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

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

E.1.4. - Explore how families can 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.3.1. - Identify responsible health behaviors

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

## **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

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

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

### **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

### **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.5.7. - Demonstrate avoidance and refusal skills to enhance health

## Lesson 9 Making My Day – *Stress Management*

### Objectives

Following this lesson, the student 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

### Content Standard 1: Core Concepts

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

### 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

### 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

## 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 lessons 1-10

### 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.1.1. - Describe relationships between 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

### 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.5.7. - Demonstrate avoidance and refusal skills to enhance health