

# Too Good for Drugs Grade 3

## 2018 Edition

*Correlated with District of Columbia Health Education Standards, 2016*

### **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

#### **Category 1 : Mental and Emotional Health**

##### **2 Analyzing Influences**

3-5.1.2.8 Describe the characteristics of positive role models.

##### **7 Healthy Behaviors**

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

##### **6 Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

### **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

#### **Category 1 : Mental and Emotional Health**

##### **2 Analyzing Influences**

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

##### **5 Decision Making**

3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

#### **Category 2: Safety Skills**

##### **6 Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

##### **7 Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

# 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

## Category 1 : Mental and Emotional Health

### 1 Health Promotion

- 3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).
- 3-5.1.1.5 Identify feelings and emotions associated with loss and grief.

### 3 Accessing Information

- 3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

### 4 Communication

- 3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.
- 3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

### 5 Decision Making

- 3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

### 8 Advocacy

- 3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

## Category 2: Safety Skills

### 1 Health Promotion

- 3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

### 4 Communication

- 3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

### 6 Goal Setting

- 3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

### 7 Healthy Behaviors

- 3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

## Category 3: Human Body and Personal Health

### 4 Communication

- 3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

### 8 Advocacy

- 3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

## 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

### Category 1 : Mental and Emotional Health

#### 2 Analyzing Influences

3-5.1.2.8 Describe the characteristics of positive role models.

#### 4 Communication

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

### Category 2: Safety Skills

#### 4 Communication

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

#### 6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

#### 7 Healthy Behaviors

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

### Category 3: Human Body and Personal Health

#### 4 Communication

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

## 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

### Category 1 : Mental and Emotional Health

#### 1 Health Promotion

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

#### 2 Analyzing Influences

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

3-5.1.2.8 Describe the characteristics of positive role models.

#### 4 Communication

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

## **7 Healthy Behaviors**

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

### **Category 2: Safety Skills**

#### **1 Health Promotion**

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

#### **2 Analyzing Influences**

3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.

#### **4 Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

#### **6 Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

## **7 Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

## **8 Advocacy**

3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

### **Category 3: Human Body and Personal Health**

#### **4 Communication**

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

## **8 Advocacy**

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

## **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

### **Category 1 : Mental and Emotional Health**

#### **2 Analyzing Influences**

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

3-5.1.2.8 Describe the characteristics of positive role models.

#### **3 Accessing Information**

3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

## **Category 2: Safety Skills**

### **1 Health Promotion**

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

### **4 Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

### **6 Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

### **7 Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

## **Category 3: Human Body and Personal Health**

### **4 Communication**

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

## **Category 6: Alcohol, Tobacco, and Other Drugs**

### **2 Analyzing Influences**

3-5.6.2.5 Identify internal and external factors that protect a person from drug use or abuse.

### **4 Communication**

3-5.6.4.9 Develop and apply communication skills to refuse offers of alcohol, tobacco, and other drugs.

# **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

## **Category 2: Safety Skills**

### **1 Health Promotion**

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

### **7 Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

## **Category 3: Human Body and Personal Health**

### **1 Health Promotion**

3-5.3.1.1 Describe the basic structure, functions, and systems of the human body (e.g., digestive, circulatory, nervous, and cardiovascular systems).

## **Category 6: Alcohol, Tobacco, and Other Drugs**

### **1 Health Promotion**

3-5.6.1.1 Define, compare and contrast legal and illegal drugs, and give examples of each.

3-5.6.1.2 Analyze the relationship between drugs and behavior.

3-5.6.1.3 Define addiction (including its relationship to substance abuse); Explain that those who are addicted require assistance to stop addiction.

3-5.6.1.4 Describe the short and long term effects of alcohol, drugs, and tobacco on the body and its organ systems.

### **2 Analyzing Influences**

3-5.6.2.5 Identify internal and external factors that protect a person from drug use or abuse.

3-5.6.2.7 Describe how second-hand and third-hand smoke (including smoke from cigarettes, marijuana, or other drugs) impacts the environment and the health of smokers and nonsmokers.

### **3 Accessing Information**

3-5.6.3.8 Use product safety labels on health-related and household products to obtain basic information and explain the effects of misusing the labels.

### **4 Communication**

3-5.6.4.9 Develop and apply communication skills to refuse offers of alcohol, tobacco, and other drugs.

### **5 Decision Making**

3-5.6.5.11 Describe how using alcohol, tobacco, and other drugs can affect decision making abilities.

### **8 Advocacy**

3-5.6.8.13 Analyze laws designed to prevent drug use, misuse, and abuse.

## **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

### **Category 2: Safety Skills**

#### **1 Health Promotion**

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

#### **7 Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

### **Category 3: Human Body and Personal Health**

#### **1 Health Promotion**

3-5.3.1.1 Describe the basic structure, functions, and systems of the human body (e.g., digestive, circulatory, nervous, and cardiovascular systems).

#### **4 Communication**

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

### **Category 6: Alcohol, Tobacco, and Other Drugs**

#### **1 Health Promotion**

3-5.6.1.2 Analyze the relationship between drugs and behavior.

3-5.6.1.4 Describe the short and long term effects of alcohol, drugs, and tobacco on the body and its organ systems.

#### **2 Analyzing Influences**

3-5.6.2.5 Identify internal and external factors that protect a person from drug use or abuse.

#### **4 Communication**

3-5.6.4.9 Develop and apply communication skills to refuse offers of alcohol, tobacco, and other drugs.

3-5.6.4.10 Express information and opinions to encourage others to make positive health choices to be alcohol and tobacco free.

#### **5 Decision Making**

3-5.6.5.11 Describe how using alcohol, tobacco, and other drugs can affect decision making abilities.

## **7 Healthy Behaviors**

3-5.6.7.12 Identify alternatives to alcohol, tobacco, and other drugs (e.g., playing with friends, playing sports, and engaging in hobbies).

## **8 Advocacy**

3-5.6.8.13 Analyze laws designed to prevent drug use, misuse, and abuse.

# **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

## **Category 1 : Mental and Emotional Health**

### **1 Health Promotion**

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

3-5.1.1.2 Define stress (both good and bad); explain steps to manage stress; and ways to deal with stressful situations.

3-5.1.1.3 Identify the effects of stress/stressors on the body.

### **2 Analyzing Influences**

3-5.1.2.6 Examine and classify personal stressors (e.g., at home, in school, and with peers) and describe how each contributes to your mental, emotional, and physical health.

### **3 Accessing Information**

3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

### **4 Communication**

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

### **5 Decision Making**

3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

### **6 Goal Setting**

3-5.1.6.14 Develop a plan to implement positive stress management strategies.

## **Category 2: Safety Skills**

### **1 Health Promotion**

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

### **4 Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

### **7 Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

# 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

## Category 1 : Mental and Emotional Health

### 1 Health Promotion

- 3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).
- 3-5.1.1.2 Define stress (both good and bad); explain steps to manage stress; and ways to deal with stressful situations.
- 3-5.1.1.3 Identify the effects of stress/stressors on the body.
- 3-5.1.1.5 Identify feelings and emotions associated with loss and grief.

### 2 Analyzing Influences

- 3-5.1.2.6 Examine and classify personal stressors (e.g., at home, in school, and with peers) and describe how each contributes to your mental, emotional, and physical health.
- 3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.
- 3-5.1.2.8 Describe the characteristics of positive role models.

### 3 Accessing Information

- 3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

### 4 Communication

- 3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.
- 3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

### 5 Decision Making

- 3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

### 6 Goal Setting

- 3-5.1.6.14 Develop a plan to implement positive stress management strategies.

### 7 Healthy Behaviors

- 3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

## Category 2: Safety Skills

### 1 Health Promotion

- 3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).
- 3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

### 4 Communication

- 3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

### 6 Goal Setting

- 3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

### 7 Healthy Behaviors

- 3-5.2.7.13 Differentiate between safe and risky behaviors.
- 3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verb al abuse).

## Category 3: Human Body and Personal Health

### 1 Health Promotion



- 3-5.3.1.1 Describe the basic structure, functions, and systems of the human body (e.g., digestive, circulatory, nervous, and cardiovascular systems).

#### **4 Communication**

- 3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.
- 3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

### **Category 6: Alcohol, Tobacco, and Other Drugs**

#### **1 Health Promotion**

- 3-5.6.1.2 Analyze the relationship between drugs and behavior.
- 3-5.6.1.3 Define addiction (including its relationship to substance abuse); Explain that those who are addicted require assistance to stop addiction.
- 3-5.6.1.4 Describe the short and long term effects of alcohol, drugs, and tobacco on the body and its organ systems.

#### **2 Analyzing Influences**

- 3-5.6.2.5 Identify internal and external factors that protect a person from drug use or abuse.
- 3-5.6.2.7 Describe how second-hand and third-hand smoke (including smoke from cigarettes, marijuana, or other drugs) impacts the environment and the health of smokers and nonsmokers.

#### **3 Accessing Information**

- 3-5.6.3.8 Use product safety labels on health-related and household products to obtain basic information and explain the effects of misusing the labels.

#### **4 Communication**

- 3-5.6.4.9 Develop and apply communication skills to refuse offers of alcohol, tobacco, and other drugs.
- 3-5.6.4.10 Express information and opinions to encourage others to make positive health choices to be alcohol and tobacco free.

#### **5 Decision Making**

- 3-5.6.5.11 Describe how using alcohol, tobacco, and other drugs can affect decision making abilities.

#### **7 Healthy Behaviors**

- 3-5.6.7.12 Identify alternatives to alcohol, tobacco, and other drugs (e.g., playing with friends, playing sports, and engaging in hobbies).

#### **8 Advocacy**

- 3-5.6.8.13 Analyze laws designed to prevent drug use, misuse, and abuse.