

# Too Good for Drugs Curriculum Correlations

Correlated with Delaware Health Education Standards

## 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.

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

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

6.2 Identify resources to assist in achieving a personal health goal.

### 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 understand essential health concepts in order to transfer knowledge into healthy actions for life**

1.1 Describe the relationship between healthy behaviors and personal health.

1.2 Identify indicators of intellectual, emotional, social, and physical health.

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

7.1 Identify responsible personal health behaviors.

7.2 Consider a variety of healthy practices to maintain or improve personal health.

7.3 Explore a variety of practices to 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 understand essential health concepts in order to transfer knowledge into healthy actions for life.**

- 1.1 Describe the relationship between healthy behaviors and personal health.
- 1.2 Identify indicators of intellectual, emotional, social, and physical health.

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

- 5.1 Identify health-related situations that might require a thoughtful decision.
- 5.2 Analyze when assistance is needed when making a health-related decision.
- 5.3 List healthy options to health-related issues or problems.

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

- 7.2 Consider a variety of healthy practices to maintain or improve personal health.
- 7.3 Explore a variety of practices to 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 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

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

- 2.1 Describe how a person's family and culture influence personal health practices.
- 2.2 Express how peers can influence healthy and unhealthy behaviors.
- 2.3 Describe how the school and community support personal health practices.

## **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 understand essential health concepts in order to transfer knowledge into healthy actions for life.**

1.1 Describe the relationship between healthy behaviors and personal health.

1.2 Identify indicators of intellectual, emotional, social, and physical health.

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

4.1 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 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.**

1.1 Describe the relationship between healthy behaviors and personal health.

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

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

5.3 List healthy options to health-related issues or problems.

5.4 Predict outcomes of each option when making health-related decision.

5.5 Choose a health option when making decisions.

5.6 Describe the outcome(s) of a health-related decision.

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

7.1 Identify responsible personal health behaviors.

7.2 Consider a variety of healthy practices to maintain or improve personal health.

7.3 Explore a variety of practices to avoid or reduce health risks.

## **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 understand essential health concepts in order to transfer knowledge into healthy actions for life.**

1.1 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.**

2.1 Describe how a person's family and culture influence personal health practices.

2.2 Express how peers can influence healthy and unhealthy behaviors.

2.3 Describe how the school and community support personal health practices.

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

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

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

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

7.1 Identify responsible personal health behaviors.

7.2 Consider a variety of healthy practices to maintain or improve personal health.

7.3 Explore a variety of practices to 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 understand essential health concepts in order to transfer knowledge into healthy actions for life.**

1.1 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.**

2.1 Describe how a person's family and culture influence personal health practices.

2.2 Express how peers can influence healthy and unhealthy behaviors.

2.3 Describe how the school and community support personal health practices.

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

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

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

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

7.1 Identify responsible personal health behaviors.

7.2 Consider a variety of healthy practices to maintain or improve personal health.

7.3 Explore a variety of practices to 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 understand essential health concepts in order to transfer knowledge into healthy actions for life**

1.1 Describe the relationship between healthy behaviors and personal health.

1.2 Identify indicators of intellectual, emotional, social, and physical health.

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

2.1 Describe how a person's family and culture influence personal health practices.

2.2 Express 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.**

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

4.2 Demonstrate refusal skills to avoid or reduce health risks.

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

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

5.2 Analyze when assistance is needed when making a health-related decision.

5.4 Predict outcomes of each option when making health-related decision.

5.5 Choose a health option when making decisions.

5.6 Describe the outcome(s) of a health-related decision.

# 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 understand essential health concepts in order to transfer knowledge into healthy actions for life.**

- 1.1 Describe the relationship between healthy behaviors and personal health.
- 1.2 Identify indicators of intellectual, emotional, social, and physical health.
- 1.3 Describe ways in which a safe and healthy school and community environment can promote health.
- 1.4 Describe ways to prevent common childhood injuries and health problems.

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

- 2.2 Express 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.**

- 4.1 Demonstrate effective verbal and non-verbal communication skills to enhance health.
- 4.2 Demonstrate refusal skills to avoid or reduce health risks.

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

- 5.1 Identify health-related situations that might require a thoughtful decision.
- 5.4 Predict outcomes of each option when making health-related decision.

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

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