

Too Good for Drugs Curriculum Correlations

Correlated with Iowa Core Curriculum

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 progress toward the goal.

Essential Concept and/or Skill: Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.

Demonstrate decision making skills.

- Describe the effectiveness of health-related decisions.

Demonstrate goal-setting skills.

- Develop goals to enhance health status.

Essential Concept and/or Skill: Recognize that media and other influences affect personal, family and community health.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Demonstrate appropriate responses to negative and positive health influences.

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.

Essential Concept and/or Skill: Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Describe the impact of personal health behaviors on the functioning of body systems.
- Identify how personal choices impact health and disease prevention.

Essential Concept and/or Skill: Recognize that media and other influences affect personal, family and community health.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Demonstrate appropriate responses to negative and positive health influences.
- Explain how information from school and family influences health.
- Identify characteristics of valid health information sources.
- Recognize the techniques used by print and non-print media sources.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Assess risk factors that contribute to healthy choices.

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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Lesson Four: *Connect-a-Kid*

Objectives: The student will be able to:

- List ways s/he is connected to the family, school and community.
- Demonstrate ways to begin, continue and end a conversation.

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals.

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Lesson Five: *I-Messages*

Objectives: The student will be able to:

- Review feelings.
- Recite an effective communication formula: I feel I _____ when you _____ because . I want _____.
- Discuss reasons for using I-messages.

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- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

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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Know and use concepts related to health promotion and disease prevention.

- Describe the impact of personal health behaviors on the functioning of body systems.

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals.

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Essential Concept and/or Skill: Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.

Demonstrate decision making skills.

- Explain different approaches to making decisions.
- Describe the effectiveness of health-related decisions.
- Recognize that health related decisions have an impact on individual, family, community, and environment.

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.
- Discuss the actual prevalence of alcohol use compared to perceived prevalence.
- Demonstrate making good decisions about alcohol.

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Know and use concepts related to health promotion and disease prevention.

- Describe the impact of personal health behaviors on the functioning of body systems.
- Identify how personal choices impact health and disease prevention.

Essential Concept and/or Skill: Recognize that media and other influences affect personal, family and community health.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

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Practice preventive health behaviors.

- Assess risk factors that contribute to healthy choices.

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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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.

Essential Concept and/or Skill: Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.

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- Identify how personal choices impact health and disease prevention.

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals.

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- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Demonstrate how to influence and support others to make positive health choices.
- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

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Demonstrate decision making skills.

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- Demonstrate appropriate responses to negative and positive health influences.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Achieve and maintain health enhancing level of physical activity.

- Identify personal physical strengths and weaknesses.

Practice preventive health behaviors.

- Demonstrate appropriate and effective stress management.

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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