

Too Good for Drugs Curriculum Correlations

Correlated with Indiana Health Education
Content Standards and Benchmarks

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.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

3.1.1 Identify responsible health behaviors.

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

3.1.3 Identify examples of mental, emotional, social, and physical health during childhood.

3.1.4 Describe the relationship between physical health and emotional health.

Standard 3 Students will demonstrate the ability to apply self-management skills to enhance health.

3.3.4 Demonstrate the ability to identify personal health needs.

Standard 4 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.

3.4.1 Describe how the family and school influence personal health behaviors.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

3.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

3.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.

3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

3.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.

3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.

3.6.3 Predict outcomes of positive health decisions.

3.6.4 Demonstrate the ability to set a personal health goal and monitor progress toward its achievement.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

3.7.1 Describe a variety of ways to convey accurate health information and ideas.

3.7.2 Demonstrate the ability to express information and ideas about health issues.

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 comprehend concepts related to health promotion and disease prevention.

3.1.1 Identify responsible health behaviors.

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

3.1.3 Identify examples of mental, emotional, social, and physical health during childhood.

3.1.4 Describe the relationship between physical health and emotional health.

3.1.5 Describe the basic structure and functions of the human body systems.

3.1.6 Describe ways in which a healthful school and community environment influences personal health.

3.1.8 Explain how childhood injuries and illnesses can be prevented or treated.

3.1.9 Explain basic health terms and concepts.

Standard 2 Students will demonstrate the ability to access and evaluate health information, products, and services.

3.2.4 Demonstrate the ability to locate school and community health helpers.

Standard 3 Students will demonstrate the ability to apply self-management skills to enhance health.

3.3.4 Demonstrate the ability to identify personal health needs.

3.3.5 Demonstrate the ability to use strategies to improve or maintain personal health and hygiene.

3.3.6 Develop injury prevention and management (first aid) strategies for personal health.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

3.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.

3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.

3.6.3 Predict outcomes of positive health decisions.

3.6.4 Demonstrate the ability to set a personal health goal and monitor progress toward its achievement.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

3.7.3 Identify community agencies that advocate for healthy individuals, families, and communities.

3.7.4 Demonstrate the ability to influence and support others in making positive health 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.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

3.1.1 Identify responsible health behaviors.

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

3.1.4 Describe the relationship between physical health and emotional health.

3.1.5 Describe the basic structure and functions of the human body systems.

3.1.8 Explain how childhood injuries and illnesses can be prevented or treated.

3.1.9 Explain basic health terms and concepts.

Standard 3 Students will demonstrate the ability to apply self-management skills to enhance health.

3.3.1 Demonstrate how to apply skills to manage stress.

3.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, or out of control.

3.3.3 Demonstrate ways to avoid, reduce, and report threatening situations.

3.3.4 Demonstrate the ability to identify personal health needs.

3.3.5 Demonstrate the ability to use strategies to improve or maintain personal health and hygiene.

3.3.6 Develop injury prevention and management (first aid) strategies for personal health.

Standard 4 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.

3.4.1 Describe how the family and school influence personal health behaviors.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

3.5.2 Describe characteristics needed to be a responsible friend and family member.

3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

3.5.7 Differentiate between negative and positive behaviors used in conflict situations.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

- 3.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.
- 3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.
- 3.6.3 Predict outcomes of positive health decisions.
- 3.6.4 Demonstrate the ability to set a personal health goal and monitor progress toward its achievement.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

- 3.7.1 Describe a variety of ways to convey accurate health information and ideas.
- 3.7.2 Demonstrate the ability to express information and ideas about health issues.
- 3.7.4 Demonstrate the ability to influence and support others in making positive health choices.

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.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

- 3.1.1 Identify responsible health behaviors.
- 3.1.2 Describe relationships between personal health behaviors and individual well-being.
- 3.1.4 Describe the relationship between physical health and emotional health.
- 3.1.6 Describe ways in which a healthful school and community environment influences personal health.

Standard 2 Students will demonstrate the ability to access and evaluate health information, products, and services.

- 3.2.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information.
- 3.2.4 Demonstrate the ability to locate school and community health helpers.

Standard 4 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.

- 3.4.1 Describe how the family and school influence personal health behaviors.
- 3.4.2 Describe how culture influences personal health behavior.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

- 3.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

3.5.2 Describe characteristics needed to be a responsible friend and family member.

3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

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3.7.2 Demonstrate the ability to express information and ideas about health issues.

3.7.3 Identify community agencies that advocate for healthy individuals, families, and communities.

3.7.4 Demonstrate the ability to influence and support others in making positive health choices.

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.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

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

3.1.3 Identify examples of mental, emotional, social, and physical health during childhood.

3.1.4 Describe the relationship between physical health and emotional health..

3.1.9 Explain basic health terms and concepts.

Standard 3 Students will demonstrate the ability to apply self-management skills to enhance health.

3.3.1 Demonstrate how to apply skills to manage stress.

3.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, or out of control.

3.3.4 Demonstrate the ability to identify personal health needs.

Standard 4 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.

3.4.1 Describe how the family and school influence personal health behaviors.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

- 3.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 3.5.2 Describe characteristics needed to be a responsible friend and family member.
- 3.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.
- 3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 3.5.7 Differentiate between negative and positive behaviors used in conflict situations.
- 3.5.8 Demonstrate nonviolent strategies to resolve conflicts.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

- 3.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.
- 3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.
- 3.6.3 Predict outcomes of positive health decisions.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

- 3.7.1 Describe a variety of ways to convey accurate health information and ideas.
- 3.7.2 Demonstrate the ability to express information and ideas about health issues.
- 3.7.4 Demonstrate the ability to influence and support others in making positive health choices.

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 comprehend concepts related to health promotion and disease prevention.

- 3.1.1 Identify responsible health behaviors.
- 3.1.2 Describe relationships between personal health behaviors and individual well-being.
- 3.1.3 Identify examples of mental, emotional, social, and physical health during childhood.
- 3.1.4 Describe the relationship between physical health and emotional health.
- 3.1.6 Describe ways in which a healthful school and community environment influences personal health.
- 3.1.9 Explain basic health terms and concepts.

Standard 3 Students will demonstrate the ability to apply self-management skills to enhance health.

3.3.1 Demonstrate how to apply skills to manage stress.

3.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, or out of control.

3.3.3 Demonstrate ways to avoid, reduce, and report threatening situations.

3.3.4 Demonstrate the ability to identify personal health needs.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

3.5.7 Differentiate between negative and positive behaviors used in conflict situations.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

3.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.

3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.

3.6.3 Predict outcomes of positive health decisions.

3.6.4 Demonstrate the ability to set a personal health goal and monitor progress toward its achievement.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

3.7.1 Describe a variety of ways to convey accurate health information and ideas.

3.7.2 Demonstrate the ability to express information and ideas about health issues.

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.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

3.1.1 Identify responsible health behaviors.

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

3.1.5 Describe the basic structure and functions of the human body systems.

3.1.6 Describe ways in which a healthful school and community environment influences personal health.

3.1.9 Explain basic health terms and concepts.

Standard 2 Students will demonstrate the ability to access and evaluate health information, products, and services.

3.2.3 Explain how media influences the selection of health information, products, and services.

Standard 3 Students will demonstrate the ability to apply self-management skills to enhance health.

3.3.3 Demonstrate ways to avoid, reduce, and report threatening situations.

Standard 4 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.

3.4.1 Describe how the family and school influence personal health behaviors.

3.4.2 Describe how culture influences personal health behavior.

3.4.3 Explain how media influences thoughts, feelings, perceptions, and health behaviors.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

3.5.2 Describe characteristics needed to be a responsible friend and family member.

3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

3.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.

3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.

3.6.3 Predict outcomes of positive health decisions.

3.6.4 Demonstrate the ability to set a personal health goal and monitor progress toward its achievement.

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 comprehend concepts related to health promotion and disease prevention.

3.1.1 Identify responsible health behaviors.

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

3.1.4 Describe the relationship between physical health and emotional health.

3.1.5 Describe the basic structure and functions of the human body systems.

3.1.6 Describe ways in which a healthful school and community environment influences personal health.

3.1.9 Explain basic health terms and concepts.

Standard 2 Students will demonstrate the ability to access and evaluate health information, products, and services.

3.2.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information.

3.2.3 Explain how media influences the selection of health information, products, and services.

Standard 4 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.

3.4.1 Describe how the family and school influence personal health behaviors.

3.4.2 Describe how culture influences personal health behavior.

3.4.3 Explain how media influences thoughts, feelings, perceptions, and health behaviors.

3.4.4 Describe ways technology can influence personal health and health behaviors.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

3.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

3.5.2 Describe characteristics needed to be a responsible friend and family member.

3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.

3.6.3 Predict outcomes of positive health decisions.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

3.7.1 Describe a variety of ways to convey accurate health information and ideas.

3.7.2 Demonstrate the ability to express information and ideas about health issues.

3.7.3 Identify community agencies that advocate for healthy individuals, families, and communities.

3.7.4 Demonstrate the ability to influence and support others in making positive health choices.

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 comprehend concepts related to health promotion and disease prevention.

- 3.1.1 Identify responsible health behaviors.
- 3.1.2 Describe relationships between personal health behaviors and individual well-being.
- 3.1.3 Identify examples of mental, emotional, social, and physical health during childhood.
- 3.1.4 Describe the relationship between physical health and emotional health.
- 3.1.9 Explain basic health terms and concepts.

Standard 3 Students will demonstrate the ability to apply self-management skills to enhance health.

- 3.3.1 Demonstrate how to apply skills to manage stress.
- 3.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, or out of control.
- 3.3.3 Demonstrate ways to avoid, reduce, and report threatening situations.

Standard 4 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.

- 3.4.1 Describe how the family and school influence personal health behaviors.
- 3.4.2 Describe how culture influences personal health behavior.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

- 3.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 3.5.2 Describe characteristics needed to be a responsible friend and family member.
- 3.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.
- 3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 3.5.6 Demonstrate refusal and negotiation skills to enhance health.
- 3.5.7 Differentiate between negative and positive behaviors used in conflict situations.
- 3.5.8 Demonstrate nonviolent strategies to resolve conflicts.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

- 3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.
- 3.6.3 Predict outcomes of positive health decisions.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

- 3.7.1 Describe a variety of ways to convey accurate health information and ideas.
- 3.7.2 Demonstrate the ability to express information and ideas about health issues.
- 3.7.4 Demonstrate the ability to influence and support others in making positive health choices.

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 comprehend concepts related to health promotion and disease prevention.

3.1.1 Identify responsible health behaviors.

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

3.1.3 Identify examples of mental, emotional, social, and physical health during childhood.

Standard 3 Students will demonstrate the ability to apply self-management skills to enhance health.

3.3.1 Demonstrate how to apply skills to manage stress.

3.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, or out of control.

3.3.3 Demonstrate ways to avoid, reduce, and report threatening situations.

3.3.4 Demonstrate the ability to identify personal health needs.

3.3.5 Demonstrate the ability to use strategies to improve or maintain personal health and hygiene.

Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

3.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

3.5.2 Describe characteristics needed to be a responsible friend and family member.

3.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.

3.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

3.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships.

3.5.6 Demonstrate refusal and negotiation skills to enhance health.

3.5.7 Differentiate between negative and positive behaviors used in conflict situations.

3.5.8 Demonstrate nonviolent strategies to resolve conflicts.

Standard 6 Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.

3.6.1 Explain when to ask for assistance in making health related decisions and setting health goals.

3.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems.

3.6.3 Predict outcomes of positive health decisions.

3.6.4 Demonstrate the ability to set a personal health goal and monitor progress toward its achievement.

Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

- 3.7.1 Describe a variety of ways to convey accurate health information and ideas.
- 3.7.2 Demonstrate the ability to express information and ideas about health issues.
- 3.7.3 Identify community agencies that advocate for healthy individuals, families, and communities.
- 3.7.4 Demonstrate the ability to influence and support others in making positive health choices.