

Too Good for Drugs Curriculum Correlations

Correlated with Oregon 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 progress toward the goal.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

PREVENTION AND CONTROL OF DISEASE

Demonstrate strategies for proper personal health care.

PROMOTION OF HEALTHY EATING

Identify how healthful eating habits can lead to wellness.

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

Identify a source of stress and set a goal to help manage that stressor.

VIOLENCE AND SUICIDE PREVENTION

Set a goal to engage in positive, helpful behaviors.

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.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Advocate in the school community for a tobacco-free environment.

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Describe safe use of 'over the counter' and prescription drugs.

Explain who is an appropriate person to dispense medication to children.

PREVENTION AND CONTROL OF DISEASE

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

PROMOTION OF HEALTHY EATING

Identify how healthful eating habits can lead to wellness.

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify personal strengths.

VIOLENCE AND SUICIDE PREVENTION

Set a goal to engage in positive, helpful behaviors.

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.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

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Explain who is an appropriate person to dispense medication to children.

PREVENTION AND CONTROL OF DISEASE

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Use the decision making model to make healthy decisions for preventing disease.

PROMOTION OF HEALTHY EATING

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PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

Identify a source of stress and set a goal to help manage that stressor.

VIOLENCE AND SUICIDE PREVENTION

Demonstrate ways to prevent violence and unsafe situations.

Set a goal to engage in positive, helpful behaviors.

Identify safe people and places to go to if you feel unsafe or threatened.

Demonstrate the steps of problem solving, anger management and impulse control.

Manage interpersonal conflict in non-violent ways.

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.

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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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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.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

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PREVENTION AND CONTROL OF DISEASE

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Identify personal strengths.

Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

UNINTENTIONAL INJURY PREVENTION

Use a decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.

VIOLENCE AND SUICIDE PREVENTION

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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.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

PREVENTION AND CONTROL OF DISEASE

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

UNINTENTIONAL INJURY PREVENTION

Identify danger signs and symbols on consumer products.

VIOLENCE AND SUICIDE PREVENTION

Demonstrate ways to prevent violence and unsafe situations.

Set a goal to engage in positive, helpful behaviors.

Identify safe people and places to go to if you feel unsafe or threatened.

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.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Advocate in the school community for a tobacco-free environment.

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Demonstrate refusal skills around the use of tobacco and alcohol products.

Demonstrate ways to avoid secondhand smoke.

PREVENTION AND CONTROL OF DISEASE

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

UNINTENTIONAL INJURY PREVENTION

Identify danger signs and symbols on consumer products.

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.

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

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Demonstrate refusal skills around the use of tobacco and alcohol products.

PREVENTION AND CONTROL OF DISEASE

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

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Identify personal strengths.

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Identify internal and external influences on emotions and feelings.

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VIOLENCE AND SUICIDE PREVENTION

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Manage interpersonal conflict in non-violent ways.

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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Demonstrate refusal skills around the use of tobacco and alcohol products.

Demonstrate ways to avoid secondhand smoke.

Describe safe use of 'over the counter' and prescription drugs.

Explain who is an appropriate person to dispense medication to children.

PREVENTION AND CONTROL OF DISEASE

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

PROMOTION OF HEALTHY EATING

Identify how healthful eating habits can lead to wellness.

Choose a variety of foods to eat from different food groups.

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

Identify a source of stress and set a goal to help manage that stressor.

Advocate respect for diversity.

UNINTENTIONAL INJURY PREVENTION

Identify danger signs and symbols on consumer products.

Use a decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.

VIOLENCE AND SUICIDE PREVENTION

Demonstrate ways to prevent violence and unsafe situations.

Set a goal to engage in positive, helpful behaviors.

Identify safe people and places to go to if you feel unsafe or threatened.

Demonstrate the steps of problem solving, anger management and impulse control.

Manage interpersonal conflict in non-violent ways.