

Too Good for Drugs Curriculum Correlations

Correlated with Pennsylvania 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.

10.1.3 Concepts of Health

A. Identify and describe the stages of growth and development.

- childhood
- adolescence

D. Know age appropriate drug information.

- healthy/unhealthy risk-taking
- skills to avoid drugs

10.2.3 Healthful Living

D. Identify the steps in a decision-making process.

10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community.

- general

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.

10.1.3 Concepts of Health

A. Identify and describe the stages of growth and development.

- childhood
- adolescence

B. Identify and know the location and function of the major body organs and systems.

- circulatory
- respiratory
- muscular
- skeletal
- digestive

C. Explain the role of the food guide pyramid in helping people eat a healthy diet.

- nutrients

D. Know age appropriate drug information.

- effects of drugs
- proper use of medicine
- healthy/unhealthy risk-taking
- skills to avoid drugs

E. Identify types and causes of common health problems of children.

10.2.3 Healthful Living

A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

B. Identify health-related information.

- signs and symbols
- terminology
- products and services

D. Identify the steps in a decision-making process.

10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community.

- general

B. Recognize emergency situations and explain appropriate responses.

- importance of remaining calm
- how to call for help
- simple assistance procedures
- how to protect self

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.

10.1.3 Concepts of Health

A. Identify and describe the stages of growth and development.

- childhood
- adolescence

B. Identify and know the location and function of the major body organs and systems.

D. Know age appropriate drug information.

- proper use of medicine
- healthy/unhealthy risk-taking
- skills to avoid drugs

E. Identify types and causes of common health problems of children.

10.2.3 Healthful Living

D. Identify the steps in a decision-making process.

E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community.

- general
- safe around people

B. Recognize emergency situations and explain appropriate responses.

- importance of remaining calm
- how to call for help
- simple assistance procedures
- how to protect self

D. Identify and use safe practices in physical activity settings.

10.5.3 Concepts, Principles and Strategies of Movement

A. Recognize and use basic movement skills and concepts.

- locomotor movements
- non-locomotor movements
- manipulative movements
- relationships
- combination movements
- space awareness
- effort

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.

10.1.3 Concepts of Health

A. Identify and describe the stages of growth and development.

- childhood
- adolescence

D. Know age appropriate drug information.

- healthy/unhealthy risk-taking
- skills to avoid drugs

10.2.3 Healthful Living

A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

C. Identify media sources that influence health and safety.

D. Identify the steps in a decision-making process.

10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
 - general
 - safe around people
- B. Recognize emergency situations and explain appropriate responses.
 - importance of remaining calm
 - how to call for help
 - simple assistance procedures
 - how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.
 - walk away
 - I-statements
 - refusal skills
 - adult intervention
- D. Identify and use safe practices in physical activity settings.

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.

10. 1.3 Concepts of Health

- A. Identify and describe the stages of growth and development.
 - childhood
 - adolescence
- B. Identify and know the location and function of the major body organs and systems.
- D. Know age appropriate drug information.
 - healthy/unhealthy risk-taking
 - skills to avoid drugs

10.2.3 Healthful Living

- D. Identify the steps in a decision-making process.

10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
 - general
 - safe around people
- B. Recognize emergency situations and explain appropriate responses.
 - importance of remaining calm
 - how to call for help
 - simple assistance procedures
 - how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.
 - walk away
 - I-statements
 - refusal skills
 - adult intervention

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.

10.1.3 Concepts of Health

A. Identify and describe the stages of growth and development.

- childhood
- adolescence

D. Know age appropriate drug information.

- healthy/unhealthy risk-taking
- skills to avoid drugs

10.2.3 Healthful Living

D. Identify the steps in a decision-making process.

10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community.

- general

B. Recognize emergency situations and explain appropriate responses.

- how to protect self

C. Recognize conflict situations and identify strategies to avoid or resolve.

- walk away
- I-statements
- refusal skills
- adult intervention

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.

10.1.3 Concepts of Health

A. Identify and describe the stages of growth and development.

- childhood
- adolescence

B. Identify and know the location and function of the major body organs and systems.

D. Know age appropriate drug information.

- definition of drugs
- effects of drugs
- proper use of medicine

- healthy/unhealthy risk-taking
- skills to avoid drugs

E. Identify types and causes of common health problems of children.

- noninfectious diseases

10.2.3 Healthful Living

B. Identify health-related information.

- products and services

C. Identify media sources that influence health and safety.

D. Identify the steps in a decision-making process.

E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community.

- general
- safe around people

B. Recognize emergency situations and explain appropriate responses.

- how to protect self

C. Recognize conflict situations and identify strategies to avoid or resolve.

- walk away
- refusal skills
- adult intervention

D. Identify and use safe practices in physical activity settings.

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.

10.1.3 Concepts of Health

A. Identify and describe the stages of growth and development.

- childhood
- adolescence

B. Identify and know the location and function of the major body organs and systems.

D. Know age appropriate drug information.

- definition of drugs
- effects of drugs
- proper use of medicine
- healthy/unhealthy risk-taking
- skills to avoid drugs

E. Identify types and causes of common health problems of children.

- noninfectious diseases
- pathogens

10.2.3 Healthful Living

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- B. Identify health-related information.
 - signs and symbols
 - terminology
 - products and services
- C. Identify media sources that influence health and safety.
- D. Identify the steps in a decision-making process.
- E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
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 - safe around people
- B. Recognize emergency situations and explain appropriate responses.
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 - walk away
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 - adult intervention
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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.

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 - adolescence
- B. Identify and know the location and function of the major body organs and systems.
- D. Know age appropriate drug information.
 - definition of drugs
 - effects of drugs
 - proper use of medicine
 - healthy/unhealthy risk-taking
 - skills to avoid drugs
- E. Identify types and causes of common health problems of children.
 - noninfectious diseases

10.2.3 Healthful Living

D. Identify the steps in a decision-making process.

E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community.

- general
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B. Recognize emergency situations and explain appropriate responses.

- importance of remaining calm
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- simple assistance procedures
- how to protect self

C. Recognize conflict situations and identify strategies to avoid or resolve.

- walk away
- I-statements
- refusal skills
- adult intervention

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.

10.1.3 Concepts of Health

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- childhood
- adolescence

B. Identify and know the location and function of the major body organs and systems.

- circulatory
- respiratory
- muscular
- skeletal
- digestive

D. Know age appropriate drug information.

- definition of drugs
- effects of drugs
- proper use of medicine
- healthy/unhealthy risk-taking
- skills to avoid drugs

E. Identify types and causes of common health problems of children.

- noninfectious diseases

10.2.3 Healthful Living

A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

- B. Identify health-related information.
 - signs and symbols
 - terminology
 - products and services
- C. Identify media sources that influence health and safety.
- D. Identify the steps in a decision-making process.
- E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
 - general
 - safe around people
- B. Recognize emergency situations and explain appropriate responses.
 - importance of remaining calm
 - how to call for help
 - simple assistance procedures
 - how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.
 - walk away
 - I-statements
 - refusal skills
 - adult intervention
- D. Identify and use safe practices in physical activity settings.