

# Too Good for Drugs Grade 3

## 2018 Edition

*Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education*

### **Lesson 1 Program Designer – Setting Reachable Goals**

#### **Objectives**

Following this lesson, the student will be able to:

- Define a goal
- Identify steps to setting and reaching goals
- Name a personal goal
- Describe personal progress toward a goal

#### **115.15. Health Education, Grade 3, Adopted 2020**

##### **(b) Knowledge and skills**

*(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:*

(B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals.

### **Lesson 2 Consider the Consequences – Making Responsible Decisions**

#### **Objectives**

Following this lesson, the student will be able to:

- Identify the steps of the decision-making model
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations
- Determine when decisions should be made alone or with the help of a trusted adult
- Discuss decisions and consequences

#### **115.15. Health Education, Grade 3, Adopted 2020**

##### **(b) Knowledge and skills**

*(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:*

(A) define self-esteem and ways it is formed, including identifying areas for one's personal growth; and

## Lesson 3 Getting to Know Me - *Identifying and Managing Emotions*

### Objectives

Following this lesson, the student will be able to:

- Name a variety of emotions
- Demonstrate an awareness of one's own physical signals associated with specific emotions
- Describe a range of emotions and the situations that cause them
- Recognizing the emotions of others by observing facial expressions and body language
- Demonstrate using an I-message and other healthy ways to express emotions

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(A) communicate needs, wants, and emotions in healthy ways;

## Lesson 4 Listening Program Active - *Effective Communication*

### Objectives

Following this lesson, the student will be able to:

- Differentiate effective and ineffective listening skills
- Demonstrate active listening: look, lean in, ask
- Discuss active listening as a way to show caring and respect
- Use listening skills to identify the feelings and perspectives of others
- Demonstrate effective speaking skills

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(A) communicate needs, wants, and emotions in healthy ways;

(F) describe the value of respectful communication;

## Lesson 5 Human Interface – *Bonding & Relationships*

### Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behaviors
- Describe approaches for making and keeping friends
- Demonstrate ways to begin, continue, and end a conversation

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(D) distinguish between healthy and harmful influences of friends and others;

(E) describe the characteristics of healthy and unhealthy friendships;

(F) describe the value of respectful communication;

## Lesson 6 Step Right Up! – Peer Pressure

### Objectives

Following this lesson, the student will be able to:

- Define peer pressure
- Differentiate positive and negative peer pressure
- Describe the effects of peer pressure on decision-making
- Identify and apply four effective peer-pressure refusal strategies

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(18) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.*

## Lesson 7 Meology – Understanding the Safe Use of Prescription & OTC Medicines

### Objectives

Following this lesson, the student will be able to:

- Differentiate safe and unsafe use of prescription and over-the-counter medicines
- Explain the benefits of medicine when used correctly

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:*

*(A) identify misuse and proper use of over-the-counter and prescription drugs; and*

*(16) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.*

## Lesson 8 Healthier Choices – Effects of Alcohol Use

### Objectives

Following this lesson, the student will be able to:

- Discuss the risks associated with underage alcohol use
- Identify the benefits of making healthy choices related to food, rest, and exercise.
- Demonstrate the effective use of peer-pressure refusal strategies in a variety of situations

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:*

*(B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health.*

*(15) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.*

*(16) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.*

## **Lesson 9 Making My Day – Stress Management**

### **Objectives**

Following this lesson, the student will be able to:

- Define stress
- Describe symptoms of stress
- Identify at least three sources of stress
- Identify at least five healthy ways to reduce stress

### **115.15. Health Education, Grade 3, Adopted 2020**

#### **(b) Knowledge and skills**

*5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:*

- (B) describe strategies to support others in managing different learning needs;
- (C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose;
- (D) describe and practice healthy behaviors that reduce stress; and

## **Lesson 10 It Still Stinks! – Effects of Nicotine and Course Review**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss the risks associated with the use of tobacco products
- Discuss substances that damage the body: nicotine, alcohol, and other drugs
- Identify the benefits of being tobacco free
- Recall and practice the skills taught in lessons 1-10

### **115.15. Health Education, Grade 3, Adopted 2020**

#### **(b) Knowledge and skills**

*(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:*

- (B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health.

*(15) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other*

*substances. The student is expected to describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.*

*(16) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.*