

# Too Good for Drugs Curriculum Correlations

Correlated with Virginia 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 process toward the goal.

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- a) Food and beverage choices based on nutritional content.
- b) The benefits of physical activity and personal fitness.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.

3.5 The student will explain that customs and traditions may impact community health decisions.

Key concepts/skills include:

- b) Recreational activities.
- c) Celebrations and traditions.

### 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.

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- a) Food and beverage choices based on nutritional content.
- b) The benefits of physical activity and personal fitness.
- c) Safe and harmful behaviors.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- c) Strategies for solving problems related to health.

3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health.

Key concepts/skills include:

- c) The effects of nicotine, alcohol, and other drugs on body systems.
- e) The effects of mind-altering drugs on behavior.

3.5 The student will explain that customs and traditions may impact community health decisions.

Key concepts/skills include:

- a) Dietary customs and practices.

## 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.

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- b) The benefits of physical activity and personal fitness.
- c) Safe and harmful behaviors.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- b) The process of resolving conflicts peacefully.
- c) Strategies for solving problems related to health.

3.5 The student will explain that customs and traditions may impact community health decisions.

Key concepts/skills include:

- b) Recreational activities.
- c) Celebrations and traditions.

## Lesson Four: *Connect-a-Kid*

**Objectives:** The student will be able to:

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

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- b) The benefits of physical activity and personal fitness.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- b) The process of resolving conflicts peacefully.

3.5 The student will explain that customs and traditions may impact community health decisions.

Key concepts/skills include:

- b) Recreational activities.
- c) Celebrations and traditions.

## Lesson Five: *I-Messages*

**Objectives:** The student will be able to:

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

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- c) Safe and harmful behaviors.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- b) The process of resolving conflicts peacefully.
- c) Strategies for solving problems related to health.

## 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.

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- a) Food and beverage choices based on nutritional content.
- b) The benefits of physical activity and personal fitness.
- c) Safe and harmful behaviors.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- b) The process of resolving conflicts peacefully.
- c) Strategies for solving problems related to health.

3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health.

Key concepts/skills include:

- a) Improper use of medicines.
- b) The use of refusal skills to counter negative influences.

3.5 The student will explain that customs and traditions may impact community health decisions.

Key concepts/skills include:

- a) Dietary customs and practices.
- b) Recreational activities.
- c) Celebrations and traditions.

## 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.
- Demonstrate making good decisions about alcohol.

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- a) Food and beverage choices based on nutritional content.
- c) Safe and harmful behaviors.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- c) Strategies for solving problems related to health.

3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health.

Key concepts/skills include:

- b) The use of refusal skills to counter negative influences.
- c) The effects of nicotine, alcohol, and other drugs on body systems.
- e) The effects of mind-altering drugs on behavior.

3.4 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health.

Key concepts/skills include:

- a) The use of health services and agencies to gain information.
- c) The effects of nicotine, alcohol, and other drugs on body systems.

3.5 The student will explain that customs and traditions may impact community health decisions.

Key concepts/skills include:

- a) Dietary customs and practices.
- c) Celebrations and traditions.

## **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.

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- c) Safe and harmful behaviors.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- b) The process of resolving conflicts peacefully.
- c) Strategies for solving problems related to health.

3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health.

Key concepts/skills include:

- b) The use of refusal skills to counter negative influences.
- c) The effects of nicotine, alcohol, and other drugs on body systems.

3.4 The student will demonstrate the ability to use health information to improve personal health.

Key concepts/skills include:

- a) The use of health services and agencies to gain information.
- c) The effects of nicotine, alcohol, and other drugs on body systems.

## 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.

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- a) Food and beverage choices based on nutritional content.
- b) The benefits of physical activity and personal fitness.
- c) Safe and harmful behaviors.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- b) The process of resolving conflicts peacefully.
- c) Strategies for solving problems related to health.

3.5 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health.

Key concepts/skills include:

- a) Improper use of medicines.
- b) The use of refusal skills to counter negative influences.

## 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.

3.1 The student will explain that health habits impact personal growth and development.

Key concepts/skills include:

- a) Food and beverage choices based on nutritional content.
- b) The benefits of physical activity and personal fitness.
- c) Safe and harmful behaviors.
- d) Positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness

Key concepts/skills include:

- a) Goal setting for personal health.
- b) The process of resolving conflicts peacefully.
- c) Strategies for solving problems related to health.

3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health.

Key concepts/skills include:

- a) Improper use of medicines.
- b) The use of refusal skills to counter negative influences.
- c) The effects of nicotine, alcohol, and other drugs on body systems.
- d) The use of common household items as inhalants.
- e) The effects of mind-altering drugs on behavior.

3.4 The student will demonstrate the ability to use health information to improve personal health.

Key concepts/skills include:

- a) The use of health services and agencies to gain information.
- b) The ways in which health care has improved as a result of technology.
- c) The effects of nicotine, alcohol, and other drugs on body systems

3.5 The student will explain that customs and traditions may impact community health decisions.

Key concepts/skills include:

- a) Dietary customs and practices.
- b) Recreational activities.