



Too Good for Drugs Lesson Sample



What is Too Good?

Too Good is a comprehensive family of prevention curricula designed to build protection to mitigate the risk factors associated with risky behavior.

Too Good develops a framework of self-efficacy and interpersonal skills to establish and promote self-awareness, social awareness, peer pressure refusal, problem solving, conflict resolution, and media literacy.

Too Good builds the basis for a safe, supportive, and respectful learning environment.



TGFD Too Good for Drugs

TGFD is a universal K-12 Substance Use Prevention Education program designed to mitigate the risk factors and promote the protective factors related to alcohol, tobacco, and other drug (ATOD) use. The lessons introduce and develop self-efficacy and interpersonal skills for making healthy choices, bonding with pro-social peers, communicating effectively, and resisting peer pressure and influence.

Evidence-based → Research-based → Grades K-12



Skills development and application:

-  Setting Reachable Goals
-  Making Responsible Decisions
-  Identifying and Managing Emotions
-  Communicating Effectively
-  Bonding with Pro-Social Others

Substance use prevention education:

TGFD presents the negative health effects of the use of the following substances at developmentally appropriate intervals:

- Opioids and Stimulants
- Tobacco, Nicotine, and Vaping
- Marijuana and THC
- Underage Drinking
- Understanding Addiction

Additional substance use specific skills covered include:

- Peer Pressure and Influence
- Media Literacy
- Managing Stress
- Understanding Addiction

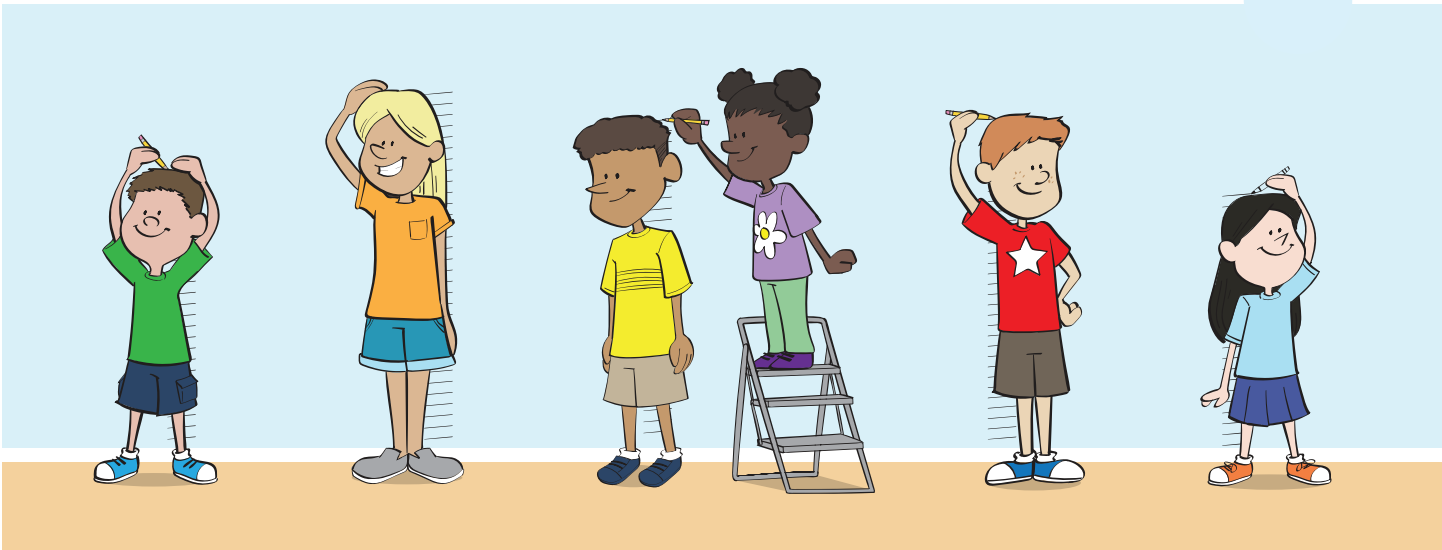
How does Too Good for Drugs work?

Too Good for Drugs is designed to prevent complex problems with many contributing factors. Multifaceted and based on several theoretical constructs, *Too Good for Drugs* works to mitigate the risk factors related to substance use.

Give kids the confidence and skills they need to grow into happy, healthy adults.

Too Good's theoretical foundation includes elements of:

- Social Learning Theory (Bandura)
- Problem Behavior Theory (Jessor)
- Health Behavior Theory
- Social Development Model (Hawkins and Catalano)
- 40 Developmental Assets (Search Institute)



More is Better

Prevention research is clear in demonstrating the effectiveness of developing and reinforcing the protective factors related to problem behaviors from a young age in order to establish lasting positive health and behavior norms. *Too Good for Drugs* offers curriculum volumes from Kindergarten through High School to address the protective factors appropriate for building a positive, pro-social capacity to resist problem behaviors.



A Framework for Prevention

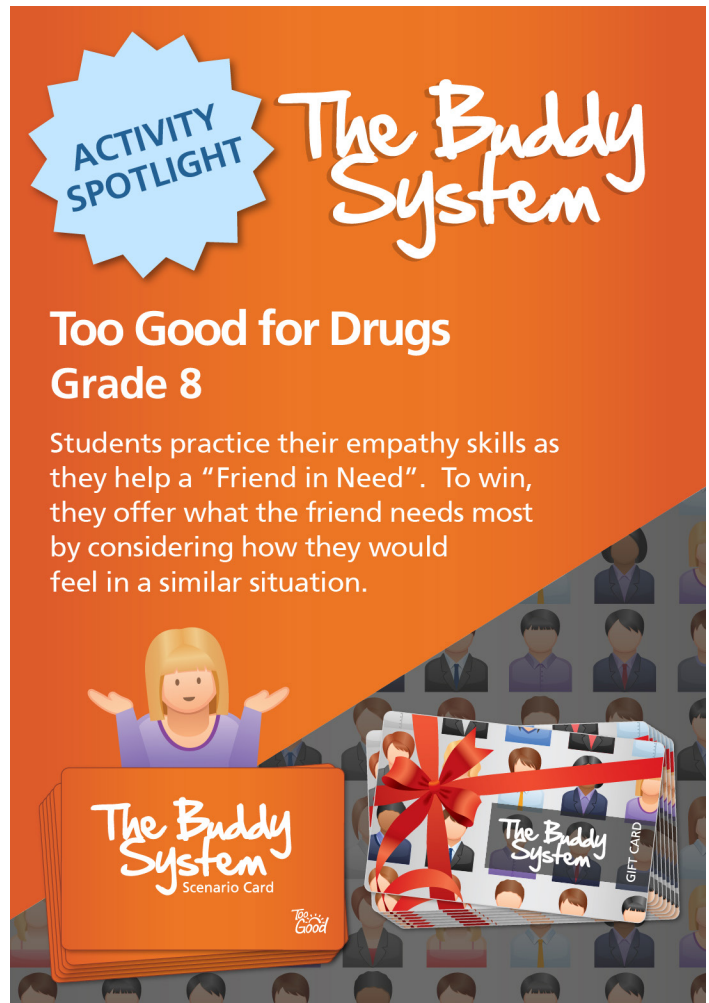
Effective prevention programs like *Too Good for Drugs* promote skills development and educate youth about the effects and consequences of risky behaviors like engaging in substance use. TGF D uses a strengths-based approach to increase protective factors and decrease the risk factors for engaging in ATOD use.

Protective factors targeted for increase:

- + Pro-social Bonding
- + Positive Norms
- + Skills Development
- + Resiliency
- + Meaningful Participation
- + Caring and Support
- + High Expectations

Risk factors targeted for decrease:

- Lack of self-control
- Aggressive behavior
- Early initiation of problem behavior
- A favorable attitude toward problem behavior
- Peer rejection
- Peer attitudes towards problem behavior
- Peers who engage in problem Behavior



Effective Substance Use Prevention

Expected Outcomes

In random control trials *Too Good for Drugs* has been shown to reduce substance use and antisocial behavior.

Short-Term Outcomes:

- Students show improved social emotional competency and resistance skills.
- More students perceive substance use as wrong, risky, or harmful; fewer see it as acceptable or cool.
- More students report that substance use is not the norm and not a positive behavior.
- More students report a greater sense of self-efficacy.
- More students report feeling connected with the school/instructor.

Long-Term Outcomes:

Following program implementation, students report that as a result of exposure to TGFD:

Intentions to abstain from use as well as reduced use of various substances including:

- Alcohol
- Tobacco (nicotine)
- Marijuana (THC)

Schools that have the ability to measure these behaviors have observed that TGFD leads to fewer incidents of ATOD use.



Testimonials

“*Across the board, Too Good for Drugs is the preferred program in prevention circles because the program is kept up to date and Mendez Foundation staff is always so accessible. We consistently see a knowledge increase in our students.*”

Andrea K. Piatt,
County Mental Health Center

“*Our students love TGFD. Since we launched your curriculum in 2017, the kids increasingly felt safe at school. I really do believe that TGFD improves school culture.*”

Glen Lineberry,
Principal of Miami High School,
Miami, Arizona

Too Good for Drugs Learning Objectives



TGFD Course Content:

Unit 1 – Skill Development

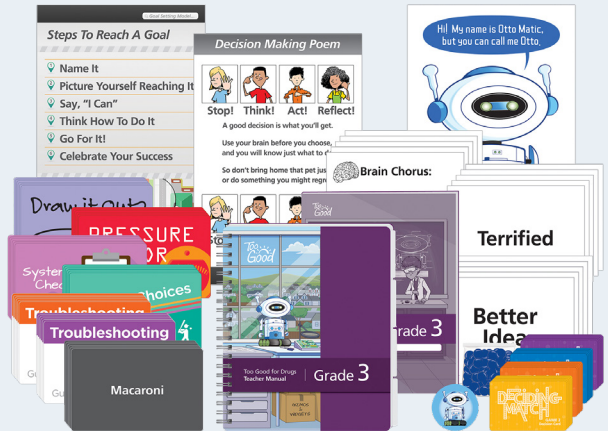
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Grades K-12	<ul style="list-style-type: none"> Setting Reachable Goals 	<ul style="list-style-type: none"> Making Responsible Decisions 	<ul style="list-style-type: none"> Identifying and Managing Emotions 	<ul style="list-style-type: none"> Effective Communication 	<ul style="list-style-type: none"> Bonding and Relationships

Unit 2 – Skill Application

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Kindergarten	<ul style="list-style-type: none"> Making Friends 	<ul style="list-style-type: none"> Managing Peer Pressure 	<ul style="list-style-type: none"> Safe Use of Prescription and OTC Medicines 	<ul style="list-style-type: none"> Identifying and Avoiding Harmful Substances 	<ul style="list-style-type: none"> Making Healthy Choices
Grade 1	<ul style="list-style-type: none"> Managing Peer Pressure 	<ul style="list-style-type: none"> Managing Disappointment 	<ul style="list-style-type: none"> Safe Use of Prescription and OTC Medicines 	<ul style="list-style-type: none"> Identifying and Avoiding Harmful Substances 	<ul style="list-style-type: none"> Making Healthy Choices
Grade 2	<ul style="list-style-type: none"> Managing Peer Pressure 	<ul style="list-style-type: none"> Managing Mistakes 	<ul style="list-style-type: none"> Safe Use of Prescription and OTC Medicines 	<ul style="list-style-type: none"> Identifying and Avoiding Harmful Substances 	<ul style="list-style-type: none"> Making Healthy Choices
Grade 3	<ul style="list-style-type: none"> Managing Peer Pressure 	<ul style="list-style-type: none"> Safe Use of Prescription and OTC Medicines 	<ul style="list-style-type: none"> Effects of Alcohol Use 	<ul style="list-style-type: none"> Stress Management 	<ul style="list-style-type: none"> Effects of Nicotine Use Course Review
Grade 4	<ul style="list-style-type: none"> Managing Peer Pressure 	<ul style="list-style-type: none"> Effects of Alcohol Use 	<ul style="list-style-type: none"> Effects of Nicotine Use 	<ul style="list-style-type: none"> Safe Use of Prescription and OTC Drugs 	<ul style="list-style-type: none"> Making Healthy Choices Course Review
Grade 5	<ul style="list-style-type: none"> Safe Use of Prescription and OTC Medicines 	<ul style="list-style-type: none"> Peer-Pressure Refusal 	<ul style="list-style-type: none"> Effects of Alcohol Use 	<ul style="list-style-type: none"> Effects of Nicotine Use 	<ul style="list-style-type: none"> Effects of Marijuana Use Course Review
Grade 6	<ul style="list-style-type: none"> Effects of Alcohol Use 	<ul style="list-style-type: none"> Effects of Nicotine Use 	<ul style="list-style-type: none"> Effects of THC and Marijuana Use 	<ul style="list-style-type: none"> Safe Use of Prescription and OTC Drugs 	<ul style="list-style-type: none"> Street Drugs Course Review
Grade 7	<ul style="list-style-type: none"> Understanding Addiction 	<ul style="list-style-type: none"> Effects of Nicotine Use 	<ul style="list-style-type: none"> Effects of Alcohol Use 	<ul style="list-style-type: none"> Effects of THC and Marijuana Use 	<ul style="list-style-type: none"> Street, Prescription, and OTC Drugs Course Review
Grade 8	<ul style="list-style-type: none"> Effects of Alcohol Use 	<ul style="list-style-type: none"> Effects of Nicotine Use 	<ul style="list-style-type: none"> Effects of THC and Marijuana Use 	<ul style="list-style-type: none"> Street, Prescription, and OTC Drugs 	<ul style="list-style-type: none"> Understanding Risk Course Review
Grades 9-12	<ul style="list-style-type: none"> Effects of Alcohol Use on the Brain and Body 	<ul style="list-style-type: none"> Effects of Nicotine Use on the Brain and Body 	<ul style="list-style-type: none"> Effects of THC and Marijuana Use on the Brain and Body 	<ul style="list-style-type: none"> Prescription, OTC, and Street Drugs 	<ul style="list-style-type: none"> Alternatives to Substance Use Course Review

Curriculum Features

- 10 Fully Scripted Lessons for ease of implementation with minimal preparation and efficient use of class time.
- Interactive Learning Activities to reinforce lesson concepts for multiple intelligence learning styles.
- Age-Appropriate Approach to address complex topics at the students' developmental level.
- Workbooks and Activities to build student engagement and interactivity in class and at home.
- Enhanced Cooperative Learning designed for full student engagement and participation.
- Built-in Classroom Management to facilitate lesson pacing and promote student participation.
- Home Workouts – A parent component to bring the learning home for practice and reinforcement.



Teacher Manual Sample Page

The character education traits addressed in the lesson, both in content and teaching methodology.

A listing of the Activity Sections in the lesson and suggested time allotment for each.

For grades K-3, a series of Daily Workouts follow each lesson for additional practice and review of the subject matter taught in the lesson.

Lesson 1 | Program Designer

Setting Reachable Goals

Rationale

The ability to set reachable goals builds self-efficacy and a stronger sense of hope for the future. Early experience with the fundamentals of setting and reaching goals enhances the development and application of these skills through childhood and into adolescence. Children who can and do set reachable goals have a stronger sense of self and make better decisions.

Character Education

This lesson promotes these character traits:

Perseverance Self-discipline Responsibility

Objectives

Following this lesson, the student will be able to:

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

Activities

1. Hello Friend	5 minutes
2. Together We Can	10 minutes
3. It's Your Turn	15 minutes

Daily Workouts

Day 2: Goal Setting Steps Come to Life	15 minutes
Day 3: I'm Thinking of a Goal	10 minutes
Day 4: A Little Encouragement	10 minutes
Day 5: Progress Check	10 minutes

Before You Start

- Read and review the Pre-Delivery Training Chapters 1-5 of this manual.
- For more information on how to access the Lesson Resources see pages 29-30 of this manual.
- Distribute the Student Workbooks at the beginning of the lesson.
- Display the Otto Matic Poster at the front of the classroom.
- In Section 2: Together We Can, you will set a class goal. If you are the classroom teacher, name a short-term goal your class can accomplish in one week. If you are not the classroom teacher, ask the teacher to name a short-term goal for you. Then write the goal on the top of a piece of flipchart paper.
- Prepare the Dab of Vocab and Lesson Extenders from the Looking for More? section. For more information about the Looking for More? section see pages 35-36 of this manual.
- Prepare the Daily Workout activities. For more information about the Daily Workouts see page 35 of this manual.
- Prepare Home Workout 1 to distribute to families. For more information see page 35 of this manual.

Materials

To deliver this lesson, you will need:

From Your Kit:

- Student Workbook pages 2-3
- Otto Matic Poster
- Goal-Setting Poster

From Your Lesson Resources:

- Home Workout 1

Additional Materials:

- Flipchart Paper
- Marker

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The Rationale illustrates the purpose and effects of the topic and the subject matter's role in the course's overall objectives.

The objectives of each lesson are outlined to prescribe what the student will learn.

A list of the materials necessary for delivering the lesson with fidelity.

Before You Start outlines pre-delivery notes and preparation steps.

Easy to Use Lesson Delivery Design

Lessons are scripted for ease of use to facilitate easy delivery, pacing, and classroom management to keep you on time and on target. Structured activity formatting promotes fidelity of implementation and minimizes program drift.

Teacher Manual Sample Page

The instructor's script is always in bold.

The pencil/ruler icon indicates instructor direction or guidance.

Lesson 1 Program Designer - *Setting Reachable Goals*

We'll keep this paper up in the room so we can check out our progress each day. 🗨️ Display the flipchart paper with the goal written on it in the classroom. When we reach our goal, we will celebrate our success. What could we do to celebrate? 🗨️ Have a party, play a game, congratulate each other, etc.

3. It's Your Turn

Before you name your own goal, let's see if you can think of goals you could reach within one week.

Look at the next section in your workbook titled "I've Got This!" Read each goal and place a checkmark in the box next to the goals that can be reached within one week. If a goal would take longer than one week to achieve, leave the box empty.

Let's do the first one together. "I will turn my homework in on time this week." Can you reach this goal within a week? 🗨️ Yes. That's right; with focus and a little help managing your time, you can reach this goal. Place a checkmark in the box.

Complete the next four goals on your own. 🗨️ Allow time for the students to complete the activity.



Workbook page 2
I've Got This!



54

Suggested time displayed at the beginning of each activity.

The chat icon indicates the anticipated student responses to scripted questions.

Let's review your answers. Who would like to read the second goal? 🗨️ I will graduate from high school. Can you graduate from high school in one week? 🗨️ No. Exactly; it will take many years to

Who would like to share their goal? 🗨️ Call on several students to name their goal.

What's the next step you should take to reach your goal? 🗨️ Picture Yourself Reaching It. Very good; what should you do next? 🗨️ Say, "I Can!" Right, then you have to Think How to Do It.

It can be challenging to think of the things you'll need to do to reach your goal. Turn to page 3 in your workbook to the section titled "Thinking It Through."

Read each goal and the actions the person needs to take to reach the goal. The actions are out of order. Number each action to show the correct order.

The first one has been done for you. Stacey's goal is to read for 30 minutes when she gets home from school. What is the first thing she needs to do to reach her goal? 🗨️ Go to the school library and choose a book to read. Exactly; first she has to find a book to read.

What's the next thing she will do? 🗨️ When I get home from school, I will find a quiet spot to read and set a timer for 30 minutes. Very good; she will need a quiet spot to read, and it will help to set a timer so she knows how long she has been reading.

What's the last action she will take? 🗨️ Begin reading. Now she's ready to begin reading and working toward her goal of reading for 30 minutes when she gets home from school each day.

Lesson 1 Program Designer - *Setting Reachable Goals*

confidence and a smile on your face, you can introduce yourself to the new student before the week is over.

Now that you can name goals that can be accomplished in one week, it's time for you to name your own goal. Don't make your goal so easy that you won't have to work at it, but don't make it so hard that you cannot achieve it.

Look at the next section in your workbook titled "My Goal." Name your goal by completing the sentence "Within one week, I will..."

🗨️ Allow time for the students to complete the activity.

Who would like to share their goal? 🗨️ Call on several students to name their goal.

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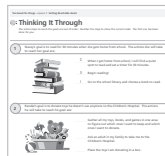
What's the last action she will take? 🗨️ Begin reading. Now she's ready to begin reading and working toward her goal of reading for 30 minutes when she gets home from school each day.

Teaching Tip

Help students modify goals that would take longer than a week to complete. For example, if a student sets a goal to complete a book series in a week, perhaps it would be better to choose one book from the series to read for the week.



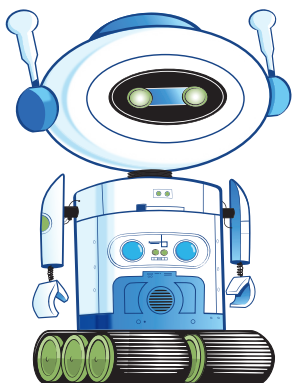
Workbook page 2
My Goal



Workbook page 3
Thinking It Through

Teaching Tips provide alternative approaches to activity presentation, guided responses to possible student inquiries, and relevant information about the lesson topic.

Margin displays thumbnail of materials in the lesson.



Grade 1

Lesson 8 – Understanding the Safe Use of Prescription & OTC Medicines
Activity 3: A Clean Bill of Health

Lesson 8 | All the Right Moves

Understanding the Safe Use of Prescription & OTC Medicines

Rationale

Children equipped with basic decision-making skills understand how personal choices affect their health and well-being and are more likely to make decisions that lead to positive, productive, and drug-free lives. Establishing a clear perception of the harm of the misuse of medicine builds protection within the child to mitigate the risk of accidental misuse.

Character Education

This lesson promotes these character traits:

Responsibility Self-discipline Integrity

Objectives

Following this lesson, the student will be able to:

- Define medicine
- Differentiate the safe and unsafe use of prescription and over-the-counter medicines

Activities

1. Sharing Isn't Always Caring..... 5 minutes
2. I Feel Sick..... 5 minutes
3. A Clean Bill of Health 5 minutes
4. Get Well Soon 15 minutes

Daily Workouts

- Day 2: Categories..... 10 minutes
 Day 3: Trusted Adults 10 minutes
 Day 4: Web of Germs 10 minutes
 Day 5: Doctor's Orders..... 10 minutes

Before You Start

- Access "The Calm Song" at toogoodprograms.org. For more information on accessing the song, see page 29 of this manual.
- Review the **Get Well Soon** game materials and lesson script on pages 184-185.
- Shuffle the **Get Well Soon** game cards.
- Put Carmen in her seat.
- Prepare the supplemental activities from the **Looking for More?** Section. For more information about the Looking for More? Section see page 33 of this manual.
- Prepare the **Daily Workout** activities. For more information about the Daily Workouts see page 33 of this manual.
- Make a copy of **Home Workout 8** for each student. Distribute at the end of the lesson.

Materials

To deliver this lesson, you will need:

- Student Workbook pages 14-15
- Carmen Puppet
- "The Calm Song"
- Get Well Soon Game Poster (in your kit)
- Get Well Soon Game Cards (in your kit)
- Glue Dots (in your kit)
- Home Workout 8, Teacher's Manual page 193

Continued on next page.

Sample activity only. Not for duplication.

Grade 1

Lesson 8 – *Understanding the Safe Use of Prescription & OTC Medicines*
Activity 3: A Clean Bill of Health**3. A Clean Bill of Health**

Sometimes when we don't feel well, we just need to take a nap or rest or eat something healthy. We don't always need medicine. When we do need medicine, we must always take it with the help of a trusted adult.

Distribute the Student Workbooks.

Continued on next page.

Sample activity only. Not for duplication.

Grade 1

Lesson 8 – Understanding the Safe Use of Prescription & OTC Medicines Activity 3: A Clean Bill of Health

Lesson 8 All the Right Moves

Understanding the Safe Use of Prescription and OTC Medicines

Open your workbook to pages 14 and 15. We're going to put the pictures in order of what happens when someone gets sick.

Find the first picture of our story. Put your finger on it. ✕ Walk around and quickly check that the students have identified the correct picture.

What is happening in this picture? 🗨️ The boy is waking up in bed and doesn't feel well. Write the number one in the box next to this picture. ✕ Allow time for the students to complete the activity.

Find the picture that shows what you should do as soon as you aren't feeling well. Put your finger on the picture ✕ Walk around and quickly check that the students have identified the correct picture.

The first thing you should do when you don't feel well is tell an adult. Write the number two in the box next to the picture of the boy telling his dad, "I don't feel well." ✕ Allow time for the students to complete the activity.

Find the picture that shows what happens next. Put your finger on it. ✕ Walk around and quickly check that the students have identified the correct picture.

What is happening in this picture? 🗨️ The boy's father is taking his temperature. Write the number three in the box next to this picture. ✕ Allow time for the students to complete the activity.

Find the fourth picture. What is happening in this picture? 🗨️ The boy is getting a checkup from the doctor.

Write the number four in the box next to this picture. ✕ Allow time for the students to complete the activity.

Find the picture that shows what happens after the boy has his checkup. Put your finger on it. ✕ Walk around and quickly check that the students have identified the correct picture.

Write the number five in the box next to the picture of the doctor writing a prescription for the boy. ✕ Allow time for the students to complete the activity.



Workbook page 14
Clean Bill of Health



Workbook page 15
Clean Bill of Health

Continued on next page.

Sample activity only. Not for duplication.

Grade 1

Lesson 8 – Understanding the Safe Use of Prescription & OTC Medicines

Activity 3: A Clean Bill of Health

Lesson 8 All the Right Moves

Understanding the Safe Use of Prescription and OTC Medicines

Put your finger on the picture that shows what happens after the doctor writes the prescription. ✂ *Walk around and quickly check that the students have identified the correct picture.*

Write the number six in the box next to the picture of the boy's dad picking up the medicine from the pharmacy. ✂ *Allow time for the students to complete the activity.*

Find the picture that shows what happens after the boy's dad picks up the prescription. Put your finger on it. ✂ *Walk around and quickly check that the students have identified the correct picture.*

Write the number seven in the box next to the picture of the boy's dad giving him the medicine. ✂ *Allow time for the students to complete the activity.*

What is happening in the last picture? 🗨 *The boy feels better.*

Write the number eight in the box next to the last picture.

When we take medicine the way the doctor tells us to, it will help us to feel better.

Teaching Tip

If the students are distracted by their workbooks, collect them.

Sample activity only. Not for duplication.

Grade 5

Lesson 6 – Safe Use of Prescription and OTC Medicines
Activity 3: Cosmic Cleanup

Lesson 6 | Prescription for Life
Safe Use of Prescription and OTC Medicines

Rationale

Awareness of the dangerous effects of the misuse and abuse of prescription and over-the-counter drugs serves as a critical protective factor. Establishing a clear perception of harm about the effects of these drugs builds protection within the child to mitigate the risk of abuse or accidental misuse. Proactive safe storage and administration practices in the home serve to reinforce safe use of prescription medicines and prevent accidental misuse.

Objectives

Following this lesson, the student will be able to:

- Recognize and anticipate negative reactions to personal mistakes and disappointments
- Differentiate positive and negative self-talk
- Discuss the effect of positive and negative self-talk on feelings and actions
- Use positive self-talk to manage and overcome mistakes
- Differentiate safe and unsafe use of prescription and over-the-counter medicines
- Explain the benefits of medicine when used correctly
- Identify safe practices to use and store prescription and over-the-counter medicines at home

Activities

1. Positive Play 10 minutes
2. Use as Directed 15 minutes
3. Cosmic Cleanup..... 20 Minutes

Before You Start

- Distribute the Student Workbooks at the beginning of the lesson.
- Before you begin the lesson, copy and display the Medicine Sign Display Cards in four areas of the room. These will be used in Section 2: Use as Directed.
- Review the Cosmic Cleanup Game Materials and lesson script on Teacher’s Manual pages 100-103.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week.
- Make a copy of **Home Workout 6** for each student. Distribute at the end of the lesson.

Materials

To deliver this lesson, you will need:

- Student Workbook pages 17-20
- Game Pawns and Die (in your kit)
- Cosmic Cleanup Exam Review Cards (in your kit)
- Home Workout 6, Teacher’s Manual page 106
- Medicine Sign Display Cards, Teacher’s Manual pages 107-110

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Sample activity only. Not for duplication.

Grade 5

Lesson 6 – Safe Use of Prescription and OTC Medicines Activity 3: Cosmic Cleanup

Lesson 6 Prescription for Life - Safe Use of Prescription and OTC Medicines

3. Cosmic Cleanup



To apply and review the information we learned in today’s lesson, we’re going to play a game called “Cosmic Cleanup.”

Your crew on the “Space Station Resilience” is working to earn the fleet’s Health and Safety Squad award. At any minute, the Health and Safety Inspector will arrive at the space station to conduct your final safety inspection and give your team the written exam which covers safe use of medicines.

For the past week, you have been so busy studying for the exam that you haven’t done a single chore around the space station. You will fail the safety inspection if the station is a mess. Your mission is to complete all of the chores and review the medicine safety protocols before the inspector arrives.

This is a cooperative game. Everyone on your team must work together to study and to complete the chores before the Inspector knocks on the Flight Deck door. Each team will receive 5 game pawns, one die, and a deck of Cosmic Cleanup Exam Review Cards. You will use the game board on pages 18 and 19 from one player’s workbook to play the game. ✕ Display the game board from a student’s workbook.

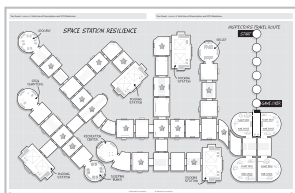
There are four Docking Stations on the space station. ✕ Point to the Docking Stations. You must visit the five Modules on the space station to complete chores. ✕ Point to each location on the game board. Here is the Sickbay. Then you have the Crew Quarters, the Sleeping Bunks, and the Recreation Center. Across the space station is the Galley or Kitchen. ✕ Point to the Flight Deck Home Spaces at the bottom right of the game board. Finally, there are four Flight Deck Home Spaces. ✕ Point to the Travel Inspector’s Travel Route. Above the Flight Deck, is the Inspector’s Travel Route.

Use the Inspector’s Travel Route to keep track of the Inspector’s Travel progress.

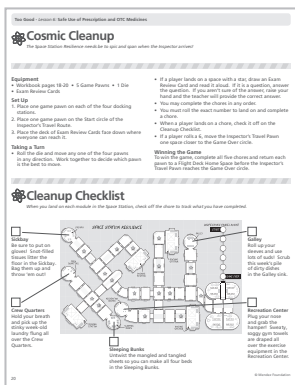
In addition to the game board, use page 20 from another player’s workbook for game instructions and to check off the completed chores. ✕ Use a student’s workbook to display workbook page 20.



Cosmic Cleanup Exam Review Game Cards



Workbook page 18-19 Game board



Workbook page 20

Continued on next page.


Sample activity only. Not for duplication.


Grade 5

Lesson 6 – Safe Use of Prescription and OTC Medicines Activity 3: Cosmic Cleanup

Lesson 6 Prescription for Life - Safe Use of Prescription and OTC Medicines

In the Crew Quarters, pick up the dirty space suits flung all over, and in the Sleeping Bunks, you will make four beds. Get ready to scrub the stack of dirty dishes in the Galley. You will need gloves to pick up the snot-filled tissues on the floor in the Sickbay, and the Recreation Center has sweaty gym towels hanging on the exercise equipment. Those are some nasty chores for you to complete.

 Put the class into teams of 3-6 students. Distribute the game pawns and the die.

To start the game, select one player’s workbook to be the game board. Place one game pawn on each of the four Docking Stations. Place a game pawn on the Start circle of the Inspector’s Travel Route. Place the extra game pawn off to the side. You will not need it to play.  Allow time for students to prepare their game boards.

On your turn, you can move any of the four pawns on the space station in any direction. Work together to decide which pawn is the best to move so you can complete the five chores before the Inspector knocks on the Flight Deck door. You must roll the exact number to land on and complete a chore. If you land on a chore on your turn, one player checks the chore off on the Cleanup Checklist on workbook page 20 and your turn is over. It is the next person’s turn to roll the die.

To win the game, you must complete all five chores and get each pawn to the four Flight Deck Home Spaces before the Inspector’s Travel pawn reaches the Game Over circle. You must roll the exact number to move the pawn onto a Flight Deck Home Space.

Now, there’s only one problem... if a player rolls a six, you must move the Inspector’s Travel pawn one space closer to the Game Over circle. That is the only pawn you move for your turn. It is now the next player’s turn. If the Inspector’s Travel pawn reaches the Game Over circle before you complete your chores and get all the pawns to the Flight Deck Home Spaces, you lose the game.

If you land on a space with a star, draw an Exam Review Card and read it aloud. Answer the questions and follow the instructions. If you can’t agree on the correct answer, raise your hand and

Notes

Continued on next page.

Sample activity only. Not for duplication.

Grade 5

Lesson 6 – Safe Use of Prescription and OTC Medicines Activity 3: Cosmic Cleanup

Lesson 6 Prescription for Life - Safe Use of Prescription and OTC Medicines










Notes

I will check the answer. Some review cards instruct you to move the inspector’s travel pawn back one space. If you use all the Exam Review Cards before completing the game, shuffle the deck and use it again.

Use the instructions on page 20 of your workbook to help you as you play.

 Allow time for students to play the game.

 The answers to the Exam Review Cards are provided here:

1. Where can you learn the possible side effects of a medication?
 On the label; on the packaging; from the doctor, nurse, or pharmacist
2. Congratulations! You told your friend not to take his sister’s medicine.
3. Who should give you your medicine when you are at school?
 The school nurse, a trusted adult, etc.
4. True or False? You should never take someone else’s prescription medicine.  True
5. True or False? It is safe to take twice as much medicine as recommended.  False
6. Congratulations! You reminded your mom to read the label on your medicine.
7. True or False? Over-the-counter medications can cause serious health problems if used incorrectly.  True
8. True or False? You can stop taking prescription medicine if you feel better.  False
9. True or False? Prescription medicines can be harmful if used incorrectly.  True
10. True or False? It is safe to drink liquid medicine from the bottle. You don’t have to measure it.  False
11. True or False? You should read the labels on over-the-counter medicines before using them.  True












Continued on next page.

Sample activity only. Not for duplication.

Grade 5

Lesson 6 – Safe Use of Prescription and OTC Medicines Activity 3: Cosmic Cleanup

Lesson 6 Prescription for Life - Safe Use of Prescription and OTC Medicines

12. Where is the safest place to store medicine?
 In a locked medicine cabinet; up high out of the reach of children; in a high cabinet; etc.
13. Congratulations! You reminded your mom to give you your medicine at the scheduled time.
14. What should you do if you find a bottle of medicine on the counter?
 Tell an adult; don't touch it; ask an adult to take care of it; etc.
15. What would you tell a friend who asks you to share your prescription medicine?
 No way; it's illegal to share prescription medicine; it is dangerous to use someone else's prescription medicine; etc.
16. True or False? It is safe to share prescription medicine with family members.
 False
17. True or False? When you are sick, you should rest and eat healthy foods.
 True
18. True or False? Felix's friend has a sore throat. Felix should give his friend one of the pills the doctor gave him when he had a sore throat.
 False
19. What is the first thing you should do if you don't feel well?
 Tell a trusted adult
20. Congratulations! You posted the poison control telephone number on the refrigerator.
21. True or False? It's okay to use your friend's prescription medicine so you don't have to tell your mom you don't feel well.
 False
22. True or False? You don't have to read the labels on over-the-counter medications. They are always safe to use.
 False
23. True or False? A person could get sick from taking too much cough medicine.
 True
24. Congratulations! You suggest to your dad to put a child lock on the medicine cabinet.
25. True or False? It is safe to take over-the-counter medicine by yourself without the help of a trusted adult.
 False

Notes

Continued on next page.

Sample activity only. Not for duplication.

Grade 5




Lesson 6 – *Safe Use of Prescription and OTC Medicines* Activity 3: Cosmic Cleanup

Lesson 6 Prescription for Life - *Safe Use of Prescription and OTC Medicines*

Notes

You did an excellent job playing the game!

Now that you know how to handle prescription and over-the-counter medicines safely you can help prevent mistakes and keep yourself, your friends, and family safe. In our next lesson, we will learn peer pressure refusal skills which can also help to keep us safe.

-  *Collect Game Materials.*
-  *Collect the Student Workbooks.*
-  *Distribute the Home Workouts.*

Sample activity only. Not for duplication.

Grade 7

Lesson 10 – Street, Prescription, and OTC Drugs & Course Review Activity 2: You Be the Doc

Lesson 10 | A Drug is a Drug *Street, Prescription, and OTC Drugs & Course Review*

Rationale

Adolescents often underestimate the addictive nature of prescription and over-the-counter drugs and the dangerous effects of their misuse and abuse. Establishing a clear perception of harm about these drugs builds protection within the adolescent to mitigate the risk of abuse. Adolescents who can differentiate fact from myth about the safety and use of any drug are more likely to resist drug use and remain on track to reach their goals.

Objectives

Following this lesson, the student will be able to:

- Identify the harmful effects of over-the-counter and prescription drug abuse on the human brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs
- Demonstrate a knowledge of the facts regarding nicotine, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

Activities

1. Perception of Harm 10 minutes
2. You Be the Doc 20 minutes
3. Show What You Know 20 minutes

Before You Start

- Distribute the Student Workbooks at the beginning of the lesson. Students may take them home at the end of the lesson.
- Review the instructions and questions for the Show What You Know trivia game on Teacher's Manual pages 158-163. Draw the Point Value and Category Chart, Teacher's Manual page 158, on the board or make a copy to use with a projector.
- Make a copy of the Completion Certificate for each student. Distribute at the end of the lesson.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week.
- Make a copy of **Home Workout 10** for each student. Distribute at the end of the lesson.

Materials

To deliver this lesson, you will need:

- **Student Workbook**
pages 22-23
- **Home Workout 10,**
Teacher's Manual
page 165
- **Completion Certificate,**
Teacher's Manual
page 169

Continued on next page.

Sample activity only. Not for duplication.

Grade 7

Lesson 10 – Street, Prescription, and OTC Drugs & Course Review Activity 2: You Be the Doc

2. You Be the Doc



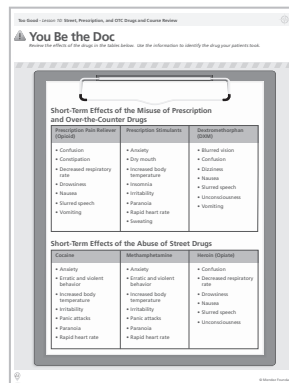
Today, you are going to be the doctor in a hospital emergency room. You will see three patients with symptoms of prescription or over-the-counter drug abuse.

You must determine the best treatment for your patients. To do that, you need to find out which drug they took. Open your workbooks to page 22. Review the short-term effects of prescription, over-the-counter, and street drug abuse. Pay attention to which street drugs have similar effects to those of prescription and OTC drugs. Use this information to complete each patient's hospital chart.

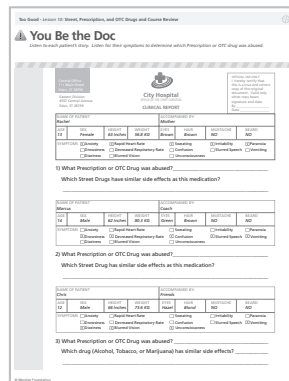
✕ Allow time for the students to review workbook page 22.

Now turn to page 23 to the section titled "You Be the Doc." For each patient, I will read a brief summary of why the patient was brought to the ER and the patient's symptoms. Then, you will answer the questions in your workbook to complete their chart.

Patient 1 is Rachel. According to Rachel's mother, she was having trouble studying for a test in school. A friend of hers offered her pills prescribed to him for his Attention Deficit Disorder, a type of hyper-activity disorder. He told her the pills would help her concentrate.



Workbook page 22
You Be the Doc



Workbook page 23
You Be the Doc

Continued on next page.

Sample activity only. Not for duplication.

Grade 7

Lesson 10 – Street, Prescription, and OTC Drugs & Course Review Activity 2: You Be the Doc


Lesson 10 A Drug is a Drug - Street, Prescription, and OTC Drugs & Course Review

Rachel’s mother brought her to the ER because she could not focus, complained of a racing heart, and couldn’t sleep. Rachel’s chart indicates the following symptoms: anxiety, sweating, irritability, and paranoia.

Use the information from Rachel’s chart and the effects on page 22 to answer the questions to number one on workbook page 23.


 Allow time for the students to answer the questions to number 1.

Which type of prescription or OTC drug did Rachel take?


 A prescription stimulant. That’s right; she took a prescription stimulant. Prescription stimulants are prescribed to treat patients with hyper-activity disorders. These drugs are designed to correct a chemical imbalance in the brain.

Correcting this imbalance helps those with hyper-activity disorders focus. Prescription stimulants do not increase learning or concentration for someone not diagnosed with an attention deficit disorder. In other words, it will not help Rachel study for or do better on her test.

Notes

When misused, this prescription drug produces effects similar to which street drugs?  Cocaine and Methamphetamine. That’s right; both of these street drugs are stimulants. Rachel was surprised to learn that prescription drugs can have similar chemical structures to those of street drugs and produce similar short-term effects.

Patient 2 is Marcus. According to Marcus’ coach, he had a headache at football practice. His teammate Anthony offered him pills his doctor prescribed for pain from his knee surgery. Anthony said the pills really worked. Marcus took a couple of Anthony’s pills.

His coach brought Marcus to the ER because he was drowsy, confused, had slurred speech, slow breathing, and was vomiting. Use Marcus’ information and the effects on page 22 to answer the questions to number two.  Allow time for the students to answer the questions to number 2.

Which type of prescription or OTC drug did Marcus take?

 A prescription pain reliever. Excellent! Prescription pain

Continued on next page.


Sample activity only. Not for duplication.

Grade 7


Lesson 10 – Street, Prescription, and OTC Drugs & Course Review Activity 2: You Be the Doc


Lesson 10 A Drug is a Drug - Street, Prescription, and OTC Drugs & Course Review


relievers are powerful opioids and are addictive. Remember that the appropriate dosage of medication is based on many factors, including a patient’s age, weight, and reason for taking the medication.

The misuse of prescription pain relievers produces similar effects to which street drug?  Heroin. That’s right; heroin is an illegal opiate. Like Rachel, Marcus was surprised to learn that misusing prescription pain relievers can produce side effects similar to those of street drugs.

Patient 3 is Chris. Chris was hanging out with friends. It was a rainy day without much to do. His friends started experimenting with drugs and dared Chris to try. Chris gave into the peer pressure.

Shortly afterward his friends called 911. His friends said Chris complained of blurred vision and became dizzy, confused, and began throwing up. Then he passed out. They thought he was just sleeping but they couldn’t wake him up. Use the information from Chris’ chart and the effects on page 22 to answer the questions to number three.  Allow time for the students to answer the questions to number 3.

What type of prescription or OTC drug did Chris abuse?  Dextromethorphan. That’s right; Dextromethorphan, or DXM, is a cough suppressant. Chris consumed a lot more than the recommended dosage of the medicine.

Think back to our earlier lessons on alcohol, tobacco, and marijuana. The misuse or abuse of DXM produces effects similar to which of these three drugs?  Alcohol. That’s right; Chris didn’t realize that abusing over-the-counter medicine can produce effects similar to drinking alcohol.

Prescription and over-the-counter drugs are safe and effective when taken as directed, but remember medication that is safe and effective for one person is not necessarily safe and effective for someone else. Any prescription or OTC drug can be as harmful and deadly as street drugs when not used as directed.

Notes

High School | Lesson 9 – Prescription, OTC, and Street Drugs
Activity 3: Crime Scene Investigators

Lesson 9 | The Evidence Speaks for Itself

Prescription, OTC, and Street Drugs

Rationale

As adolescents transition from childhood to adulthood, desires to experiment, take risks, and try on new behaviors become risk factors for misuse and abuse of prescription and over-the-counter (OTC) drugs. Adolescents often underestimate the power of prescription drugs and the effects of their misuse. Establishing a clear perception of harm of prescription drug abuse builds protection within the adolescent to mitigate the risk of abuse or accidental misuse.

Leadership and Character Development

This lesson promotes these character traits:

Responsibility Cooperation Courage Integrity

Objectives


Following this lesson, the student will be able to:

- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Compare the harmful effects of abusing prescription and OTC drugs to those of street drugs
- Discuss the addictive and harmful effects of over-the-counter, prescription, street drug abuse
- Discuss the physical, psychological, social, and emotional consequences of prescription and OTC drug abuse
- Differentiate appropriate use and abuse of prescription, over-the-counter, and street drugs

Activities

1. Running the Risk..... 20 minutes
2. Prescription, OTC, and Street Drugs..... 5 minutes
3. Crime Scene Investigators 25 minutes

Before You Start

- Distribute the **Student Workbooks** at the beginning of the lesson.
 - Prepare the **Forensic Files** case files to be used in Section 3: Crime Scene Investigators. Each Forensic File folder contains an Incident Report, a Witness Statement Form, Crime Scene Photos, and a Drug Chemistry Report. To prepare for the activity, remove the Witness Statement Form, Crime Scene Photos, and the Drug Chemistry Report from each file and keep aside to distribute to the groups as the students process their cases. The Forensic File folder with the Incident Report within will be distributed at the beginning of the activity. Return all of the case file materials to the corresponding Forensic File folders.
 - Review the Forensic Files Solutions Table on Teacher’s Manual pages 190-191. Use this table to assist students as they narrow down the possible substances of abuse in the activity. The “Additional Information” column offers more information for you to share with students if they ask.
-  Prepare the **Bring It Home Newsletter Issue 9** to distribute to families.

Materials

To deliver this lesson, you will need:

From Your Kit:

- Student Workbook pages 20-23
- Forensic Files

From Your Teacher’s Manual:

- Forensic Files Solutions Table, pages 190-191

From Your Lesson Resources:

- **Bring It Home Newsletter Issue 9**

Continued on next page.

Sample activity only. Not for duplication.

High School

Lesson 9 – Prescription, OTC, and Street Drugs
Activity 3: Crime Scene Investigators**3. Crime Scene Investigators**

We are going to do an activity to test your forensic abilities. You are a detective working on a special operations team called the Drug Identification Unit. You have been trained to recognize impairment in people under the influence of drugs and to identify the specific drug causing the impairment.

Your task today is to identify the drug of abuse in an investigation using its case file and the evidence the file contains.

Turn in your workbooks to page 22. Here you will find two reference charts. The first chart outlines a selection of street drugs and the effects of their abuse. The second chart outlines prescription and over-the-counter drugs and the effects of their abuse. Use these charts to help you identify the drug in question.



Forensic Files

Continued on next page.

Sample activity only. Not for duplication.

High School

Lesson 9 – Prescription, OTC, and Street Drugs
Activity 3: Crime Scene Investigators

Lesson 9 The Evidence Speaks for Itself - Prescription, OTC, and Street Drugs

That's right; Methylene-dioxy-methamphetamine (MDMA) is a hallucinogen commonly referred to as Ecstasy or Molly. What were the other possible drugs in your case? 🗨️ *Cocaine, prescription stimulants, and methamphetamine.* **How did you determine the abused drug was MDMA?** 🗨️ *The incident report stated there was a large crowd and loud music. One witness said people were drinking from the water hose in his backyard. The people were hot and thirsty. The crime scene images included photos of brightly colored pills and a pacifier. One of the effects of MDMA is teeth grinding.*

MDMA users can experience sweating, involuntary teeth clenching, hallucinations, and seizures. MDMA use increases body temperature and heart rate. Long-term MDMA users suffer from depression, sleep disturbances, and paranoia.

Group number two, which drug did your suspect use? 🗨️ *Cocaine.*

Cocaine is a powerful and addictive central nervous system stimulant. What other substances did you consider in your case? 🗨️ *MDMA, prescription stimulants, and methamphetamine.* **How did you narrow it down to cocaine?** 🗨️ *The incident report said the woman had lots of energy and was sweating. The first witness said the woman was irritable and talkative. The second witness said the woman became erratic and violent. A glass container with white residue is visible in the crime scene photograph.*

Cocaine users experience an increased heart rate and high blood pressure, which can lead to heart attacks and stroke.

Group number three, which drug did your suspect use?

🗨️ *Methamphetamine.*

Like cocaine, methamphetamine is a highly addictive central nervous system stimulant. What other drugs did you consider in your case? 🗨️ *Cocaine, MDMA, and prescription stimulants.* **Explain how you determined the drug of abuse was methamphetamine.** 🗨️ *The incident report indicated the individuals had high energy levels. The witnesses said the individuals were talkative and erratic and looked gaunt. The crime scene photos included images of a person with numerous skin sores and images of a pipe found in the park.*

Continued on next page.

Sample activity only. Not for duplication.

High School

Lesson 9 – Prescription, OTC, and Street Drugs Activity 3: Crime Scene Investigators

Lesson 9 The Evidence Speaks for Itself - Prescription, OTC, and Street Drugs



Notes

Meth users experience many of the same effects as cocaine users. Meth users may experience other effects including skin abscesses and severe tooth decay referred to as “meth mouth.”

Chronic use of methamphetamine is associated with numerous behavior effects including mood disturbances, violent behavior, paranoia, and visual and auditory hallucinations.

Group number four, which drug did your suspect abuse?



 Prescription pain relievers.

What other drugs did you consider in your case?  Heroin, prescription depressants, and DXM. **What evidence did you have that lead you to prescription pain relievers?**  The incident report said the girl was on the floor in her own vomit. The paramedic said she had a decreased respiratory rate. The witness said her daughter had slurred speech and itchy skin. The crime scene photos included an image of a bottle of pills found on the bathroom floor.

Prescription pain relievers are powerful opioids that, when taken correctly, work to relieve pain. Misusing prescription pain relievers can produce dangerous effects similar to those of heroin. Common effects of misuse include shallow breathing, slow heart rate, fainting, coma, and death.

Group number five, which drug did your suspect abuse?

 Prescription depressants.

What other drugs did you consider in your case?  Heroin, prescription pain relievers, and DXM. **Explain how you determined the drug of abuse was a prescription depressant.**  The incident report said the man had slurred speech. The witnesses said the man had a decreased respiratory rate, nausea and confusion, drowsiness, and a loss of coordination. The crime scene photos showed a prescription bottle containing white pills found on the floor of the car.

Prescription depressants slow brain activity making them useful for treating anxiety and sleep disorders. These drugs are designed to regulate the chemicals in the brain that control mood. Otherwise healthy people who misuse these drugs will disrupt the production

Continued on next page.

Sample activity only. Not for duplication.

High School

Lesson 9 – Prescription, OTC, and Street Drugs
Activity 3: Crime Scene Investigators


Lesson 9 The Evidence Speaks for Itself - Prescription, OTC, and Street Drugs


of the mood regulating chemicals in their brains and cause a chemical imbalance.

Effects of misusing prescription depressants include slurred speech, confusion, slowed breathing, and decreased heart rate.

Group number six, which drug did your suspect abuse?


 Prescription stimulants


What other drugs did you consider in your case?  Methamphetamine, cocaine, and MDMA. How did you determine the abused drug was

prescription stimulants?  The incident report said the suspect was sweating and had high energy levels. The first witness stated the man was irritable and talking to himself. The second witness said the suspect was mumbling about his mouth being dry. The crime scene photo showed a broken prescription bottle with white residue found near the coolers.

Doctors commonly prescribe stimulants to treat attention-deficit hyperactivity disorder (ADHD). These drugs are designed to correct a chemical imbalance in the brain. When used as prescribed, these drugs are an effective treatment for ADHD. Abuse of prescription stimulants will produce effects similar to those of cocaine and methamphetamine including irregular heartbeat, loss of appetite, intense anger, and paranoia.

Group number seven, which drug did your suspect use?  Heroin

What other drugs did you consider in your case?  Prescription depressants, prescription pain relievers, and DXM. What information led

you to determine the abused drug was heroin?  The incident report said the people were confused and had slurred speech. The first witness said they were drowsy and had a decreased respiratory rate. The second witness said the people seemed nauseated and that he thought they were drunk because they were stumbling around and holding on to the bridge to keep from falling down. The crime scene photo showed a light tan powder substance in a small baggy found at the scene.

Heroin is a powerful and addictive opiate. Users quickly develop a tolerance to the drug. Heroin use will produce effects similar to those of the abuse of prescription pain relievers including decreased respiratory rate, nausea, vomiting, and drowsiness.

Continued on next page.

Sample activity only. Not for duplication.

High School | Lesson 9 – Prescription, OTC, and Street Drugs

Activity 3: Crime Scene Investigators



Lesson 9 The Evidence Speaks for Itself - Prescription, OTC, and Street Drugs

Notes

As with other street drugs, heroin users are at a high risk of overdose or death because there is no way to determine the strength or true content of the drug. Intravenous drug users also risk serious health problems including skin abscesses, collapsed veins, and risk of contracting HIV and hepatitis.

Group number eight, which drug did your suspect abuse?

 *Dextromethorphan.*

What other drugs did you consider in your case?  *Heroin, prescription pain relievers, and prescription depressants.* **What evidence led you to determine the abused drug was DXM?**  *The incident report says the boy appeared confused. The paramedic said the boy had slurred speech and urinary retention. The neighbor reported the boy was vomiting and sweating. The crime scene photo shows gel capsules found in the trash.*

Dextromethorphan, or DXM, is an active ingredient in both prescription and over-the-counter cough medicines. DXM has a legitimate medical use as a cough suppressant. DXM misuse causes drowsiness, confusion, and hallucination and also produces psychotic episodes that can lead to irrational and dangerous behavior.

These drugs are powerful chemicals, and misusing them has serious negative consequences. The individuals in the cases you examined did not stop to evaluate the risks they were taking before using. The short-term and long-term effects of the abuse of street drugs or the misuse of prescription and over-the-counter drugs are harmful and can be fatal.

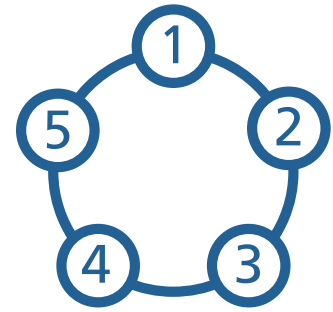
The desire to take risks is strong during the teenage years. Keep this in mind and evaluate risks as you encounter them. Take the healthy risks that will push you to achieve the things you want in life and don't fear failure. Just be ready to keep trying until you succeed.

 *Collect the Case Files.*

 *Collect the Student Workbooks.*

Implementation Center

Implementing an evidence-based program requires organization, planning, and commitment from all stakeholders within the community, implementation sites, and families. The *Too Good* Implementation Center outlines the five phases of a successful implementation, including Planning, Installation, Initial Implementation, Full Implementation, and Sustainability phases.



Web-Based Lesson Resources

Select editions of *Too Good for Drugs*, *Too Good for Violence*, and *Seeds of Nutrition* include a Web-Based Resources Pack as part of the curriculum kit. Instructors can access and print family letters, Home Workouts, lesson handouts, visual displays, and other lesson content for simplified lesson preparation and classroom dissemination.



Family Letters



Lesson Visuals



Completion Certificate



Game Instructions



Home Workouts



Evaluation Instruments

Curriculum Training

To implement the *Too Good* programs with confidence, results, and fidelity to the implementation model, participation in a *Too Good* Curriculum Training is your first step.

Who should attend this training?

- Implementation Coordinators
- Implementation Team Members
- Teachers / Instructors
- Principals / Supervisors

We offer Curriculum Training sessions for each of the *Too Good* programs. We can train as few or as many of the programs as your implementation requires.

In these training sessions, you will:

- explore the extensive research and rationale behind *Too Good*.
- apply evidence-based best practices and discuss their effectiveness.
- learn strategies for building resiliency.
- learn how to teach essential life skills and prevention strategies.
- gain valuable hands-on experience delivering the *Too Good* program activities.
- explore the sequential development of skills and concepts through each grade level.



Mendez Foundation

For more than forty years, the Mendez Foundation has been developing and implementing unparalleled prevention education and character development curricula K-12 that equip children and adolescents to make healthy choices as they make the journey to reaching their goals and avoiding substance use and aggressive behavior so they can be a positive force in their schools and communities. Our evidence-based and research-based, skill-building programs make a positive impact on the lives of students, teachers, parents, and community leaders nationwide.

Prevention Education – A small investment with a big return: healthy, happy kids for generations to come.

To learn more about *Too Good* and the C.E. Mendez Foundation, visit us on the web at toogoodprograms.org.



800.750.0986
toogoodprograms.org