

Too Good for Drugs and Violence Grade 3

2022 Edition

Correlated to New York State Social Emotional Learning Benchmarks

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

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

B. Recognize personal qualities and external supports.

1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.

C. Demonstrate skills related to achieving personal and academic goals.

1C.1a. Describe why learning is important in helping students achieve personal goals.

1C.1b. Identify goals for personal behavior progress, achievement, or success.

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

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.

3B.1a. Identify a range of decisions that students make at school and at home.

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

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

A. Identify and manage one's emotions and behavior.

1A.1a. Recognize and describe emotions and how they are linked to behavior.

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

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

A. Recognize the feelings and perspectives of others.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

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

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

A. Recognize the feelings and perspectives of others.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

B. Recognize individual and group similarities and differences.

2B.1b. Describe positive qualities in others

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.

2C.1b. Demonstrate adaptability and appropriate social behavior at school.

Lesson 6 Step Right Up! – *Peer Pressure*

Objectives

Following this lesson, the students 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

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1a. Identify problems and conflicts commonly experienced by peers.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why acts that hurt others are wrong.

B: Apply decision- making skills to deal responsibly with daily academic and social situations.

3B.1a. Identify a range of decisions that students make at school and at home.

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

None apply at this time.

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

None apply at this time.

Lesson 9 Making My Day – *Stress Management*

Objectives

Following this lesson, the students 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

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

A. Identify and manage one's emotions and behavior.

1A.1a. Recognize and describe emotions and how they are linked to behavior.

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 Too Good for Drugs lessons 1-9

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

A. Identify and manage one's emotions and behavior.

1A.1a. Recognize and describe emotions and how they are linked to behavior.

B. Recognize personal qualities and external supports.

1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.

C. Demonstrate skills related to achieving personal and academic goals.

1C.1a. Describe why learning is important in helping students achieve personal goals.

1C.1b. Identify goals for personal behavior progress, achievement, or success.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

A. Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

B. Recognize individual and group similarities and differences.

2B.1a. Describe the ways that people are similar and different.

2B.1b. Describe positive qualities in others

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.

2C.1b. Demonstrate adaptability and appropriate social behavior at school.

D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1b. Identify approaches to resolving conflicts constructively.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why acts that hurt others are wrong.

B: Apply decision- making skills to deal responsibly with daily academic and social situations.

3B.1a. Identify a range of decisions that students make at school and at home.

Lesson 11 Respect Matters – *Respect for Self and Others*

Objectives

Following this lesson, the students will be able to:

- Define respect
- Identify examples of respect for self, others, and property
- Demonstrate the ability to be respectful in different situations
- Discuss the role of respecting differences and communication on connecting with others

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

A. Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

B. Recognize individual and group similarities and differences.

2B.1a. Describe the ways that people are similar and different.

2B.1b. Describe positive qualities in others

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.

2C.1b. Demonstrate adaptability and appropriate social behavior at school.

Lesson 12 Tuning Frequencies – *Conflict Resolution*

Objectives

Following this lesson, the student will be able to:

- Define peace and conflict
- Discuss conflict as a normal and natural part of being human
- Discuss the role of understanding other points of view in resolving a conflict
- Recognize his or her capacity to learn and use skills for managing conflict
- Demonstrate nonviolent strategies to manage conflict

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.

2C.1b. Demonstrate adaptability and appropriate social behavior at school.

D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1a. Identify problems and conflicts commonly experienced by peers.

2D.1b. Identify approaches to resolving conflicts constructively.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

B: Apply decision- making skills to deal responsibly with daily academic and social situations.

3B.1a. Identify a range of decisions that students make at school and at home.

Lesson 13 Reset Function- *Anger Management*

Objectives

Following this lesson, the student will be able to:

- Describe the physical sensations of anger as warning signs of conflict
- Identify thoughts and events that can trigger angry responses
- Identify physical signals that indicate the presence and degree of angry feelings
- Differentiate angry feelings and aggressive actions
- Demonstrate ways to use self-control to manage angry feelings

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

A. Identify and manage one's emotions and behavior.

1A.1a. Recognize and describe emotions and how they are linked to behavior.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why acts that hurt others are wrong.

Lesson 14 Short Circuit - *Identifying and Managing Bullying Situations*

Objectives

Following this lesson, the students will be able to:

- Differentiate bullying behavior and conflict
- Define bully, target, and witness
- Identify ways the target or the witness can respond to a bullying situation

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

A. Recognize the feelings and perspectives of others.

2A.1a. Recognize that others may experience situations differently from oneself.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

B. Recognize individual and group similarities and differences.

2B.1a. Describe the ways that people are similar and different.

C: Use communication and social skills to interact effectively with others.

2C.1b. Demonstrate adaptability and appropriate social behavior at school.

D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1a. Identify problems and conflicts commonly experienced by peers.

2D.1b. Identify approaches to resolving conflicts constructively.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why acts that hurt others are wrong.

B: Apply decision- making skills to deal responsibly with daily academic and social situations.

3B.1a. Identify a range of decisions that students make at school and at home.

Lesson 15 Advanced Programming – *Problem Solving*

Objectives

Following this lesson, the student will be able to:

- Define and demonstrate brainstorming in a cooperative group
- Recognize his or her capacity to learn and use skills for problem solving
- Identify a variety of solutions when working to solve a problem
- Demonstrate working together to stimulate creative problem solving
- Recall and practice the skills taught in Too Good for Violence-Social Perspectives lessons 1-10

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.

2C.1b. Demonstrate adaptability and appropriate social behavior at school.

D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1b. Identify approaches to resolving conflicts constructively.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

B: Apply decision- making skills to deal responsibly with daily academic and social situations.

3B.1a. Identify a range of decisions that students make at school and at home.