

Too Good for Drugs Curriculum Correlations

Correlated with New York State Health Standards and Performance Indicators

Grade 3

Lesson One: *Go For Your Goal*

Objectives: The student will be able to:

- Define goal.
- Recite 5 steps to use when going for a goal.
- Set a personal goal.
- Describe personal progress toward the goal.

Standard 1: Personal Health and Fitness

NYSHE 1B Possess basic knowledge and skills which support positive health choices and behaviors

NYSHE 1C Understand how behaviors such as food selection, exercise, and rest affect growth and development

NYSHE 1D Recognize influences which affect health choices and behaviors

NYSHE 1F Practice and support others in making healthy choices

Standard 2: A Safe and Healthy Environment

NYSHE 2C Know some personal and social skills which contribute to individual safety

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.

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NYSHE 1E Know about some diseases and disorders and how they are prevented and treated

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NYSHE 2B Recognize potentially dangerous situations and know how to avoid or reduce their risk

NYSHE 2C Know some personal and social skills which contribute to individual safety

NYSHE 2D Recognize characteristics of the environment that contribute to health

Standard 3: Resource Management

NYSHE 3A Identify characteristics of valid health information and health-promoting products and services and know where to locate them

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.

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Lesson Four: *Connect-a-Kid*

Objectives: The student will be able to:

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

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Lesson Five: *I-Messages*

Objectives: The student will be able to:

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

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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.

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Lesson Seven: *Too Good for Alcohol*

Objectives: The student will be able to:

- Describe the negative effects of drinking alcohol on balance, vision, coordination, speech and thinking.
- Discuss the risks associated with underage drinking of alcohol.
- Discuss the actual prevalence of alcohol use compared to perceived prevalence.
- Demonstrate making good decisions about alcohol.

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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.

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Lesson Nine: *Peer Pressure*

Objectives: The student will be able to:

- Define peer pressure.
- Describe the effects of peer pressure on decision-making.
- Demonstrate ways to handle peer pressure: Say No, Ignore, Walk Away, A Better Idea.
- Describe the physical, social and mental effects of marijuana.

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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

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