

3-5 LESSON OVERVIEW

	3 rd	4 th	5 th
Lesson 1	<p>Healthy Choices are Best for Me!</p> <p>Students will compare and contrast the positive and negative consequences of making healthy choices about medicines. The lesson will reinforce following school and family rules for medicine and always asking for help from a trusted adult to take medicine.</p>	<p>Your Health is not a Game of Chance</p> <p>The purpose of the lesson is to reinforce making healthy choices and the consequences of unhealthy choices. We will use a “Game of Chance” activity to show the risks and consequences of making healthy or unhealthy decisions.</p>	<p>Healthy Decisions: Over-The-Counter and Prescription Medicines.</p> <p>Students will compare and contrast OTC and prescription medicines. The lesson will reinforce home and school rules for taking, storing and disposing medicines (including always taking under the direction of an adult) in the context of learning about prescription medicines.</p>
Lesson 1 Objectives	1. Identify positive and negative outcomes for healthy decisions about medicine on physical, social and emotional health.	1. Describe possible risks and consequences of making unhealthy decisions about medicines and drugs.	1. Compare and contrast the characteristics of OTC and prescription medicines.
	2. Make a healthy choice about medicines in a scenario.	2. Summarize the potential effects of a decision on a person’s physical, social, and emotional health.	2. Identify rules for taking medicine at home and school.
	3. Describe home and school rules about medicine safety.	3. Explain the guidelines or rules for taking medicines at home or school and how they can help us make healthy decisions.	3. Explain that OTC and prescription medicine are only to be taken as directed and under the supervision of a trusted adult. 4. Explain how medicines should be stored and how they should be disposed after use. 5. Discuss the risks and impact of unhealthy decisions about OTC, prescriptions and drugs on physical, emotional and social health.
Lesson 2	<p>Healthy Decision Detective</p> <p>Students will apply the steps to making a healthy decision in the role of Detective H.S. (Healthy, Safe) Decision. Detective H.S. Decision will use the steps of making a healthy decision, identify consequences of the decision, and determine if the decision healthy, safe and respectful.</p>	<p>Your Mission? Making Healthy Decisions</p> <p>Students will pose as a secret agent and solve a series of case files that require a healthy decision to complete the mission. The missions will require students to “think ahead,” and determine if places, people or things could lead to unhealthy decisions.</p>	<p>STOP, THINK, CHOOSE to Make Healthy Decisions</p> <p>The STOP, THINK, CHOOSE model will be used to help student think about the alternatives and possible consequences before making a choice. Students will play a board game where they will review key concepts, identify positive/negative consequences to decisions and apply the STOP, THINK, CHOOSE model.</p>
Lesson 2 Objectives	1. Apply STOP, THINK, CHOOSE to make a healthy decision in a scenario.	1. Explain ways a person can think ahead to avoid situations, people, places and things that could lead to possible unhealthy behaviors.	1. Describe the components of the STOP, THINK, CHOOSE model.
	2. Determine if a possible consequence of a decision is positive or negative.	2. Analyze a situation and determine possible positive and negative on self and others	2. Apply the STOP, THINK, CHOOSE model to make a healthy decision about drugs or medicines.
	3. Analyze a situation or choices to determine if it is healthy, safe, demonstrates respect and aligns with family or school rules and laws.	3. Analyze the decision to determine if the will be safe, healthy, follow rules, and respect self and others.	3. Describe the components of a healthy, safe, respectful decision. 4. Determine positive and negative consequences of a potential decision.

3-5 LESSON OVERVIEW (CONTINUED)

	3 rd	4 th	5 th
Lesson 3	<p>Refuse to Use</p> <p>The focus is on standing up for yourself and the healthy decisions you make. Students will learn practice the four aspects of assertive communication including: looking at the person, stating the decision firmly but politely, walking away if pressured continuously and telling a trusted adult about an unhealthy/unsafe situation.</p>	<p>Being Confident & Assertive to Make Healthy Choices</p> <p>The lesson will develop assertive communication skills and strategies to be confident and stand up for themselves and their healthy decisions. Students will think about what they will say in a situation, and then practice being assertive in delivering the message with a peer.</p>	<p>Don't Give in to Peer Pressure: Make Healthy Choices</p> <p>Students will practice the “Three No’s and a Walk” refusal technique. Students will apply the refusal techniques in two different scenarios. The teacher will debrief the scenarios to reinforce positive influences on healthy choices, and being assertive to make healthy choices.</p>
Lesson 3 Objectives	1. Apply the steps of “Standing Up for Yourself” to make healthy decisions about medicines.	1. Practice using assertive communication skills when making a healthy decision with medicines or drugs in a scenario.	1. Explain why it is important to resist peer pressure.
	2. Recall what to do if faced with an unhealthy situation or being pressured to make an unhealthy decision about medicines or drugs.	2. Describe healthy alternatives to using medicines or drugs.	2. Write statements to demonstrate “Three No’s and a Walk,” for a given situation.
	3. Identify trusted adults and resources to support healthy choices.	3. Analyze assertive communication of a peer to determine strengths and areas to improve.	3. Demonstrate assertiveness communication while demonstrating the refusal technique of “Three No’s and a Walk.”
		4. Describe how friends and peers influence making healthy choices about medicine or poisons.	4. Analyze a peer’s refusal technique to determine if the communication was assertive.
Lesson 4	<p>Advocating to be Drug-Free</p> <p>Students are asked to share what they have learned about healthy choices and express that in a creative manner using a RAFT (Role, Audience, Format, Topic).</p>	<p>Why I Make Healthy Choices</p> <p>Students are asked to share what they have learned about healthy choices and express that in a creative manner using a RAFT (Role, Audience, Format, Topic).</p>	<p>I Make Healthy Choices about Medicines and You Should Too.</p> <p>Students are asked to share what they have learned about healthy choices and express that in a creative manner using a RAFT (Role, Audience, Format, Topic).</p>
Lesson 4 Objectives	1. Write on a specific topic, choosing an appropriate role, audience, and format.	1. Write on a specific topic (making healthy choices about medicines and drugs, choosing an appropriate role, audience, and format.	1. Write on a specific topic (making healthy choices about medicines and drugs, choosing an appropriate role, audience, and format.
	2. Describe three details about how to make healthy choices about medicines or drugs.	2. Describe three details about how to make healthy choices about medicines or drugs.	2. Describe three details about how to make healthy choices about medicines or drugs.