

# Too Good for Drugs Kindergarten

## 2020 Edition

*Correlated to Components of Social, Emotional, and Intellectual Habits*

### **Lesson 1 Dreaming Big – *Setting Reachable Goals***

#### **Objectives**

Following this lesson, the student will be able to:

- Identify personal capabilities and strengths
- Identify new things to learn to do
- Identify how adults and peers can help with reaching a goal

#### **Develop a Positive Self-Concept**

##### **Self-awareness**

Respond to the classroom environment with a positive sense of self, showing pride in own work and making positive statements about self

Recognize one's own positive characteristics

##### **Sense of self as competent and capable**

Attempt new activities and experiences with confidence and optimism

#### **Develop Executive Functioning Skills**

##### **Working memory and metacognition**

Remember and follow directions that involve a sequence of 2-3 steps

##### **Managing attention and behavior**

Take responsibility, including planning and/or setting simple goals for own learning, while respecting the learning of others with adult support

Engage in basic planning and goal setting, including planning topics for investigations, defining problems and considering sources of evidence with adult support

### **Lesson 2 I Know What to Do – *Making Responsible Decisions***

#### **Objectives**

Following this lesson, the student will be able to:

- Recall the following steps in the decision-making process: 1 Stop, 2 Think
- Demonstrate anticipating consequences of choices
- Discuss personal responsibility for making positive choices

#### **Develop Positive Interpersonal Relationships**

##### **Responsible decision-making and social problem solving**

Demonstrate beginning understanding of connections between choices and outcomes in familiar situations

Define decisions (e.g., choices) and identify in daily life in school and home

#### **Develop Executive Functioning Skills**

##### **Working memory and metacognition**

Remember and follow directions that involve a sequence of 2-3 steps

#### **Develop Logic and Reasoning**

##### **Critical and analytical thinking**

Begin to use evidence and critical thinking to support claims; explain own thinking and listen to others with adult support

### **Applying known information to new experiences**

Connect current and past relationships, experiences, and knowledge to new situations, relationships, and problem solving

## **Lesson 3 Mad Sad Glad – *Identify and Managing Emotions***

### **Objectives**

Following this lesson, the student will be able to:

- Name a variety of feelings
- Discuss three ways people show their feelings: with faces, bodies, words
- Express feelings verbally and non-verbally

### **Identify and Understand Emotions of Self and Others**

#### **Identifying and understanding emotions**

Identify and appropriately label basic feelings in self and others (e.g., happy, sad, mad, scared)

Discuss how some basic emotions impact behavior in self and others with adult support

#### **Empathy**

Describe basic feelings or thoughts/perspectives of others with adult support

### **Develop Executive Functioning Skills**

#### **Self-regulation of impulses and emotional reaction**

Use basic strategies to manage intense or difficult feelings (e.g., deep breathing, take a break, draw a picture) with adult support

## **Lesson 4 Listen Up! – *Effective Communication***

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate using one's eyes, ears, and body to listen
- Identify the body language of an active listener
- Demonstrate the ability to ask questions without interrupting

### **Identify and Understand Emotions of Self and Others**

#### **Identifying and understanding emotions**

Identify and appropriately label basic feelings in self and others (e.g., happy, sad, mad, scared)

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Use basic social skills to ask to play with others, to share and take turns and to begin to work together with one or more peer on a game or activity with adult support

### **Develop Executive Functioning Skills**

#### **Working memory and metacognition**

Remember and follow directions that involve a sequence of 2-3 steps

### **Develop Logic and Reasoning**

#### **Critical and analytical thinking**

Begin to use evidence and critical thinking to support claims; explain own thinking and listen to others with adult support

## **Lesson 5 My Buddy and Me – *Bonding and Relationships***

### **Objectives**

Following this lesson, the student will be able to:

- Describe the characteristics of a healthy friendship
- Demonstrate assertive communication using an I-message

### **Identify and Understand Emotions of Self and Others**

#### **Identifying and understanding emotions**

Identify and appropriately label basic feelings in self and others (e.g., happy, sad, mad, scared)

Discuss how some basic emotions impact behavior in self and others with adult support

#### **Empathy**

Describe basic feelings or thoughts/perspectives of others with adult support

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Use basic social skills to ask to play with others, to share and take turns and to begin to work together with one or more peer on a game or activity with adult support

### **Develop Logic and Reasoning**

#### **Critical and analytical thinking**

Begin to use evidence and critical thinking to support claims; explain own thinking and listen to others with adult support

#### **Applying known information to new experiences**

Connect current and past relationships, experiences, and knowledge to new situations, relationships, and problem solving

## **Lesson 6 How Do You Do? – *Making Friends***

### **Objectives**

Following this lesson, the students will be able to:

- Demonstrate the social skill of introducing oneself
- Identify ways to initiate conversations
- Demonstrate sharing and listening

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Use basic social skills to ask to play with others, to share and take turns and to begin to work together with one or more peer on a game or activity with adult support

### **Develop Logic and Reasoning**

#### **Critical and analytical thinking**

Begin to use evidence and critical thinking to support claims; explain own thinking and listen to others with adult support

#### **Applying known information to new experiences**

Connect current and past relationships, experiences, and knowledge to new situations, relationships, and problem solving

## **Lesson 7 A Better Idea – *Managing Peer Pressure***

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate passive and assertive communication
- Recite at least three ways to resist pressure from friends to do things that are unhealthy or unsafe
- Recite at least three safe and healthy things to do with friends

### **Identify and Understand Emotions of Self and Others**

#### **Identifying and understanding emotions**

Identify and appropriately label basic feelings in self and others (e.g., happy, sad, mad, scared)

Discuss how some basic emotions impact behavior in self and others with adult support

#### **Empathy**

Describe basic feelings or thoughts/perspectives of others with adult support

### **Develop Positive Interpersonal Relationships**

#### **Responsible decision-making and social problem solving**

Demonstrate beginning understanding of connections between choices and outcomes in familiar situations

#### **Conflict resolution**

Resolve conflicts with peers with adult modeling and support using simple strategies (e.g., sharing, taking turns, apologizing)

### **Develop Executive Functioning Skills**

#### **Working memory and metacognition**

Remember and follow directions that involve a sequence of 2-3 steps

### **Develop Logic and Reasoning**

#### **Critical and analytical thinking**

Begin to use evidence and critical thinking to support claims; explain own thinking and listen to others with adult support

#### **Applying known information to new experiences**

Connect current and past relationships, experiences, and knowledge to new situations, relationships, and problem solving

## **Lesson 8 Be Well – *Understanding the Safe Use of Prescription and OTC Medicine***

### **Objectives**

Following this lesson, the student will be able to:

- Comprehend health and a healthy body
- Define medicine
- Differentiate the safe and unsafe use of prescription and over-the-counter medicines

### **Develop Positive Interpersonal Relationships**

#### **Responsible decision-making and social problem solving**

Demonstrate beginning understanding of connections between choices and outcomes in familiar situations

Define decisions (e.g., choices) and identify in daily life in school and home

### **Develop Logic and Reasoning**

#### **Applying known information to new experiences**

Connect current and past relationships, experiences, and knowledge to new situations, relationships, and problem solving

**Reasoning and problem solving**

Describe a simple problem and propose one or more possible solutions

## **Lesson 9 Keep Out! – *Identifying and Avoiding Harmful Substances***

**Objectives**

Following this lesson, the students will be able to:

- Identify harmful substances in and around the home including nicotine and alcohol
- Differentiate safe and unsafe ways for children to respond when encountering harmful household substances

**Develop Positive Interpersonal Relationships**

**Responsible decision-making and social problem solving**

Demonstrate beginning understanding of connections between choices and outcomes in familiar situations

Define decisions (e.g., choices) and identify in daily life in school and home

**Develop Logic and Reasoning**

**Applying known information to new experiences**

Connect current and past relationships, experiences, and knowledge to new situations, relationships, and problem solving

**Reasoning and problem solving**

Describe a simple problem and propose one or more possible solutions

## **Lesson 10 An Apple a Day – *Healthy Choices***

**Objectives**

Following this lesson, the student will be able to:

- Identify the benefits of making healthy choices related to food, rest, and exercise
- Differentiate safe, healthy decisions and unsafe, unhealthy decisions

**Develop a Positive Self-Concept**

**Self-awareness**

Respond to the classroom environment with a positive sense of self, showing pride in own work and making positive statements about self

Recognize one's own positive characteristics

**Sense of self as competent and capable**

Attempt new activities and experiences with confidence and optimism

**Develop Positive Interpersonal Relationships**

**Responsible decision-making and social problem solving**

Demonstrate beginning understanding of connections between choices and outcomes in familiar situations

Define decisions (e.g., choices) and identify in daily life in school and home

**Develop Logic and Reasoning**

**Applying known information to new experiences**

Connect current and past relationships, experiences, and knowledge to new situations, relationships, and problem solving

**Reasoning and problem solving**

Describe a simple problem and propose one or more possible solutions