

Too Good for Drugs

Grade 1

Correlated with Delaware Health Education Standards 2014

Lesson 1.1 *A Great Day* – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify action steps needed to reach a goal
- Set a personal goal

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
6. Students will demonstrate the ability to use *goal-setting skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 1.2 *Thinking Cap On* – Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Demonstrate the skill of anticipating consequences of choices
- Discuss personal responsibility for making positive choices

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)

Lesson 1.3 *Cattitude* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Name a variety of feelings
- Comprehend feelings as natural responses that are neither right nor wrong
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)

8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 1.4 *Hear Me Out* – Effective Communication

Objectives

Following this lesson, the student will be able to:

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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 1.5 *The Cat's Meow* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behavior

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 1.6 *Copy Cat* – Managing Peer Pressure

Objectives

Following this lesson, the students will be able to:

- Identify and apply three ways to handle peer pressure
- Describe safe and healthy activities to do with friends
- Demonstrate assertive communication to refuse peer pressure

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.

4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 1.7 *Stuck in a Tree* – Managing Disappointment

Objectives

Following this lesson, the student will be able to:

- Differentiate positive and negative reactions to disappointment
 - Demonstrate positive responses to disappointment
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)

Lesson 1.8 *All the Right Moves* – Understanding the Safe Use of Prescription and OTC Medicines

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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
 8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 1.9 *Curious Carmen* – Identify 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
- Describe the harmful effects these substances can have on the brain and body
- Differentiate safe and unsafe ways for children to respond when encountering harmful household substances

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 1.10 *Fit as a Riddle* – Making Healthy Choices

Objectives

Following this lesson, the student will be able to:

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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.