

# Too Good for Drugs

## Grade 1

*Correlated with Idaho Health Education Content Standards 2016*

### 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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.1.1.1 Identify that healthy behaviors affect personal health.

K-2.H.1.1.2 Recognize that there are multiple dimensions of health.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**By the end of Second Grade, the student will be able to:**

K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 6: Demonstrate the ability to use goal-setting skills to enhance health. By the end of Second Grade, the student will be able to:**

K-2.H.6.1.1 Identify a short -term personal health goal and take action toward achieving the goal.

K-2.H.6.1.2 Identify who can help when assistance is needed to achieve a personal health goal.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.8.1.1 Make requests to promote personal health.

K-2.H.8.1.2 Encourage peers to make positive health choices.

### 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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health.**

**By the end of Second Grade, the student will be able to:**

- K-2.H.1.1.1 Identify that healthy behaviors affect personal health.
- K-2.H.1.1.2 Recognize that there are multiple dimensions of health.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**  
**By the end of Second Grade, the student will be able to:**

- K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

- K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

- K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**  
**By the end of Second Grade, the student will be able to:**

- K-2.H.8.1.1 Make requests to promote personal health.
- K-2.H.8.1.2 Encourage peers to make positive health choices.

### **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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health.**  
**By the end of Second Grade, the student will be able to:**

- K-2.H.1.1.1 Identify that healthy behaviors affect personal health.
- K-2.H.1.1.2 Recognize that there are multiple dimensions of health.
- K-2.H.1.1.1 Describe the impact of health behaviors on body systems.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

- K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

- K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**  
**By the end of Second Grade, the student will be able to:**

- K-2.H.8.1.1 Make requests to promote personal 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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.1.1.1 Identify that healthy behaviors affect personal health.

K-2.H.1.1.2 Recognize that there are multiple dimensions of health.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.8.1.1 Make requests to promote personal 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

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**By the end of Second Grade, the student will be able to:**

K-2.H.1.1.1 Identify that healthy behaviors affect personal health.

K-2.H.1.1.2 Recognize that there are multiple dimensions of health.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.8.1.2 Encourage peers to make positive health choices.

## **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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.1.1.1 Identify that healthy behaviors affect personal health.

K-2.H.1.1.2 Recognize that there are multiple dimensions of health.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

**Standard 5: Demonstrate the ability to use decision-making skills to enhance health. By the end of Second Grade, the student will be able to:**

K-2.H.5.1.1 Identify situations when a health -related decision is needed.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

## **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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.1.1.1 Identify that healthy behaviors affect personal health.

K-2.H.1.1.2 Recognize that there are multiple dimensions of health.

**Standard 3: Demonstrate the ability to access valid health information, products, and services to enhance health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 5: Demonstrate the ability to use decision-making skills to enhance health. By the end of Second Grade, the student will be able to:**

K-2.H.5.1.1 Identify situations when a health -related decision is needed.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health. By the end of Second Grade, the student will be able to:**

K-2.H.8.1.1 Make requests to promote personal health.

## **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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health. By the end of Second Grade, the student will be able to:**

- K-2.H.1.1.1 Identify that healthy behaviors affect personal health.
- K-2.H.1.1.2 Recognize that there are multiple dimensions of health.
- K-2.H.1.1.3 Describe ways to prevent communicable diseases.
- K-2.H.1.1.4 List ways to prevent common childhood injuries.
- K-2.H.1.1.5 Describe why it is important to seek health care.
- K-2.H.1.1.1 Describe the impact of health behaviors on body systems.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. By the end of Second Grade, the student will be able to:**

- K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.

**Standard 3: Demonstrate the ability to access valid health information, products, and services to enhance health. By the end of Second Grade, the student will be able to:**

- K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health.
- K-2.H.3.1.2 Identify ways to locate school and community health helpers.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

- K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

**Standard 5: Demonstrate the ability to use decision-making skills to enhance health. By the end of Second Grade, the student will be able to:**

- K-2.H.5.1.1 Identify situations when a health -related decision is needed.
- K-2.H.5.1.2 Differentiate between situations when a health -related decision can be made individually or when assistance is needed.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

- K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health. By the end of Second Grade, the student will be able to:**

- K-2.H.8.1.1 Make requests to promote personal 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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health. By the end of Second Grade, the student will be able to:**

- K-2.H.1.1.1 Identify that healthy behaviors affect personal health.
- K-2.H.1.1.2 Recognize that there are multiple dimensions of health.
- K-2.H.1.1.4 List ways to prevent common childhood injuries.
- K-2.H.1.1.1 Describe the impact of health behaviors on body systems.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. By the end of Second Grade, the student will be able to:**

- K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.

**Standard 3: Demonstrate the ability to access valid health information, products, and services to enhance health. By the end of Second Grade, the student will be able to:**

- K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

- K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

**Standard 5: Demonstrate the ability to use decision-making skills to enhance health. By the end of Second Grade, the student will be able to:**

- K-2.H.5.1.1 Identify situations when a health -related decision is needed.
- K-2.H.5.1.2 Differentiate between situations when a health -related decision can be made individually or when assistance is needed.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

- K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.8.1.1 Make requests to promote personal 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

**Standard 1: Comprehend Core Concepts related to health promotion and disease prevention to enhance health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.1.1.1 Identify that healthy behaviors affect personal health.

K-2.H.1.1.2 Recognize that there are multiple dimensions of health.

K-2.H.1.1.1 Describe the impact of health behaviors on body systems.

**Standard 4: Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. By the end of Second Grade, the student will be able to:**

K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 5: Demonstrate the ability to use decision-making skills to enhance health. By the end of Second Grade, the student will be able to:**

K-2.H.5.1.1 Identify situations when a health -related decision is needed.

**Standard 7: Demonstrate the ability to practice advocacy, health enhancing behaviors, and avoidance or reduction of health risks to oneself. By the end of Second Grade, the student will be able to:**

K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

**By the end of Second Grade, the student will be able to:**

K-2.H.8.1.2 Encourage peers to make positive health choices.