

Too Good for Drugs

Grade 2 2019 Edition

Correlated with Delaware Health Education Standards 2014

Lesson 2.1 *Chasing Squirrels* – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Discuss his or her own personal strengths
- Identify the importance of setting goals
- Describe the steps to setting and reaching goals
- 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 2.2 *The Important Link*– Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Define consequence
- Demonstrate predicting possible consequences
- Demonstrate how to make good 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)

Lesson 2.3 *How I Feel* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Name a variety of feelings
- Demonstrate verbal and non-verbal expressions of feelings
- 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 2.4 How Do You Do? – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Demonstrate the social skill of making introductions
 - Demonstrate polite, assertive communication using I-messages
 - Demonstrate active listening skills
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 2.5 Friends Fur-Ever – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Discuss how people are alike and how they are different
 - Discuss his or her own personal strengths
 - Demonstrate giving and receiving compliments
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 2.6 Wagging the Dog – Peer Pressure

Objectives

Following this lesson, the student will be able to:

- Define peer pressure
 - Describe the effect of peer pressure on decision making
 - Identify and apply four ways to handle 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 2.7 *Still in the Game* – Managing Mistakes

Objectives

Following this lesson, the students will be able to:

- Differentiate positive and negative self-talk
 - Use positive self-talk to manage and overcome mistakes
 - Identify how to handle a mistake in a positive way
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 2.8 *A Prescription for Health* – Understanding the Safe Use of Prescription and Over-the-Counter Medicines

Objectives

Following this lesson, the student will be able to:

- Identify and describe physical symptoms of not feeling well
 - Define over-the-counter medicine
 - Define prescription 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 2.9 *Chasing Your Tail* – Identifying and Avoiding Harmful Substances

Objectives

Following this lesson, the students will be able to:

- Identify harmful substances in and around the home including tobacco and alcohol
 - Describe the harmful effects these substances can have on the brain and body
 - Distinguish 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 2.10 *Healthy Choices, Healthy Body* – Healthy Choices

Objectives

Following this lesson, the student will be able to:

- Define health
 - Identify the benefits of making healthy choices related to food, rest, and exercise
 - Explain the need for good food, exercise, and rest to build a strong, healthy body
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.