

Too Good for Drugs

Grade 2

Correlated with North Dakota Health Education Content Standards 2018

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 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.

2.2.1 Identify how family influences personal health behaviors.

2.2.2 Identify what the school can do to support personal health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

6.2.1 Identify a short-term personal health goal and the action toward achieving the goal.

6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.1 Demonstrate health behaviors to maintain or improve personal health.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health choices.

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

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1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 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.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.2.1 Identify situations when a health-related decision is needed.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.1 Demonstrate health behaviors to maintain or improve personal health.

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8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health choices.

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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 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.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

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

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1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 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.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

4.2.2 Demonstrate listening skills to enhance health.

4.2.3 Demonstrate ways to respond when an unwanted, threatening, or dangerous situation.

Lesson 2.5 *Friends Fur-Ever* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Describe how friends help each other
- Describe approaches to making and keeping friends
- Identify examples of pro-social behavior

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 Recognize that there are multiple dimensions of health.

1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.

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

2.2.2 Identify what the school can do to support personal health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

4.2.2 Demonstrate listening skills to enhance health.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health choices.

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

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1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.

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4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

4.2.2 Demonstrate listening skills to enhance health.

4.2.3 Demonstrate ways to respond when an unwanted, threatening, or dangerous situation.

4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

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8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health choices.

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

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1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 Recognize that there are multiple dimensions of health.

1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.

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

3.2.1 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.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 Recognize that there are multiple dimensions of health.

1.2.3 Describe ways to prevent contagious diseases.

1.2.5 Describe why it is important to seek health care.

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

2.2.1 Identify how family influences personal health behaviors.

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3.2.1 Identify trusted adults and professionals who can help promote health.

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4.2.3 Demonstrate ways to respond when an unwanted, threatening, or dangerous situation.

4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

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8.2.2 Encourage peers to make positive health choices.

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

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8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health choices.

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

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