

# Too Good for Drugs

## Grade 2

Correlated with Oregon Health Education Standards and Performance Indicators 2016

### 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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

#### **Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.2.1 Demonstrate how family influences personal health practices and behaviors.

HE.2.2.2 Demonstrate how school resources support health practices and behaviors.

#### **Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

#### **Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.**

HE.6.2.1 Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal.

HE.6.2.2 Demonstrate how to access resources to achieve health-related goals.

#### **Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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

#### **Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

**Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.**

HE.5.2.1 Demonstrate decision-making skills for health-related situations.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal 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

**Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

## **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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.9 Describe how they can be a good friend.

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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

### **Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.9 Describe how they can be a good friend.

### **Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.

### **Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.

HE.4.2.4 Demonstrate ways to tell sources of support if threatened or harmed.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

### **Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.

HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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

### **Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

### **Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

## **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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.2 Describe safe behaviors and ways to reduce risk of common childhood injuries.

HE.1.2.3 Identify when it is important to seek healthcare.

HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.2.1 Demonstrate how family influences personal health practices and behaviors.

HE.2.2.2 Demonstrate how school resources support health practices and behaviors.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.2.1 Demonstrate ways to locate school and community health helpers.

HE.3.2.5 Describe who to report to at home, school and in the community if they see unsafe objects.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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

**Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.2 Describe safe behaviors and ways to reduce risk of common childhood injuries.

HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.2.1 Demonstrate how family influences personal health practices and behaviors.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.2.1 Demonstrate ways to locate school and community health helpers.

HE.3.2.5 Describe who to report to at home, school and in the community if they see unsafe objects.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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

**Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.2.2 Demonstrate how school resources support health practices and behaviors.

HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

**Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.**

HE.5.2.1 Demonstrate decision-making skills for health-related situations.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify positive health choices.