

# Too Good for Drugs

## Grade 1

*Correlated to American School Counselors Association Mindset and Behaviors for Student Success Standards*

### Lesson 1.1 *Go for a Healthy Goal* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define healthy
- Recite at least 5 healthy foods
- Recite at least 5 healthy leisure activities
- Recite at least 5 healthy practices

#### Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 6. Positive attitude toward work and learning

#### Category 2: Behavior Standards

##### Learning Strategies

B-LS 10. Participate in enrichment and extracurricular activities

### Lesson 1.2 *My Special Feelings* – Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Name at least six of the following emotions: happy, sad, angry, afraid, proud, excited, embarrassed
- Describe how a person might feel in a variety of situations
- Demonstrate stating feelings clearly and directly: I feel \_\_\_\_\_

#### Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 3. Sense of belonging in the school environment

M 6. Positive attitude toward work and learning

#### Category 2: Behavior Standards

##### Learning Strategies

B-LS 10. Participate in enrichment and extracurricular activities

#### Social Skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision-making and social responsibility

B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

## **Lesson 1.3 *Listening* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate the skill of listening

### **Category 2: Behavior Standards**

#### **Social Skills**

B-SS 1. Use effective oral and written communication skills and listening skills

## **Lesson 1.4 *Friendship* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss how friends are alike but different
- Describe how differences can enrich a friendship
- List behaviors of a friend: sharing, taking turns, helping, listening

### **Category 1: Mindset Standards**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. Self-confidence in ability to succeed

M 3. Sense of belonging in the school environment

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 10. Participate in enrichment and extracurricular activities

#### **Social Skills**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

## **Lesson 1.5 *Carmen's Choice* – Decision Making**

### **Objectives**

Following this lesson, the student will be able to:

- Recite the steps of a decision-making model: Stop and Think
- Demonstrate effective ways to make decisions through role-plays

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 2. Demonstrate creativity

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

## **Lesson 1.6 *Curious Carmen* – Decision Making**

### **Objectives**

Following this lesson, the students will be able to:

- Describe the harmful effects of using inhalants
- List the following ways to avoid strong chemical smells: open a window, leave the room, tell an adult

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

### **Self-Management Skills**

B-SMS 9. Demonstrate personal safety

## **Lesson 1.7 *Safe and Unsafe* – Healthy Choices**

### **Objectives**

Following this lesson, the student will be able to:

- Distinguish between safe and unsafe things for children to do
- Define the harmful effects of smoking tobacco products
- Define the harmful effects of drinking alcohol

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

### **Self-Management Skills**

B-SMS 9. Demonstrate personal safety

## **Lesson 1.8 *Telling the Difference* – Healthy Choices**

### **Objectives**

Following this lesson, the student will be able to:

- Define drug
- Define medicine
- Differentiate between medicine, alcohol, and food
- List three types of alcoholic beverages: beer, wine, liquor

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

### **Self-Management Skills**

B-SMS 9. Demonstrate personal safety

## **Lesson 1.9 *Getting Sick, Getting Well* – Understanding the Safe Use of Prescription and Over-the-Counter Medicines**

### **Objectives**

Following this lesson, the students will be able to:

- Describe safe and appropriate ways for children to take medicine
- Demonstrate the skill of predicting what comes next in a sequence of events

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

### **Self-Management Skills**

B-SMS 9. Demonstrate personal safety

## **Lesson 1.10 *Cool Cats Say No* – Decision Making**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate between safe, healthy decisions and unsafe, unhealthy decisions
- Discuss how peers influence decisions
- Discuss personal responsibility for making positive choices

### **Category 1: Mindset Standards**

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  
M 2. Self-confidence in ability to succeed  
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

### **Category 2: Behavior Standards**

#### **Learning Strategies**

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions  
B-LS 6. Set high standards of quality  
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

#### **Self-Management Skills**

- B-SMS 7. Demonstrate effective coping skills when faced with a problem  
B-SMS 9. Demonstrate personal safety

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills  
B-SS 2. Create positive and supportive relationships with other students  
B-SS 3. Create relationships with adults that support success