

# Too Good for Drugs

## Kindergarten

*Correlated with New Mexico Health Education Standards*

### **Lesson K.1 *Making My Day* – Goal Setting**

#### **Objectives**

Following this lesson, the student will be able to:

- List at least five ways to build a healthy self

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**Students will:**

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. list what personal health goals are appropriate for your age (e.g., wash hands, wear seat belts).

### **Lesson K.2 *Be Good to Your Body* – Healthy Choices**

#### **Objectives**

Following this lesson, the student will be able to:

- List at least three internal parts of the body and describe what they do
- Recite at least three ways to help the body stay healthy

**Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services. Students will:**

**K-4 Benchmark 1: identify characteristics of valid health information and health-promoting products and services:**

1. recognize safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles);
2. identify appropriate adults to talk to regarding health and safety issues; and
3. recognize health-promoting products and services (e.g., food choices, community services, physical activity).

**Content standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:**

**K-4 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:**

1. list positive health choices.

### **Lesson K.3 *The Healthy Thing to Do* – Decision Making**

#### **Objectives**

Following this lesson, the student will be able to:

- Differentiate between safe, healthy decisions and unsafe, unhealthy decisions.

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**Students will:**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. list steps in the decision-making process.

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:**

1. list examples of when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied);

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. list consequences of actions (e.g., wearing a seat belt will help avoid injuries if in a car accident).

## **Lesson K.4 *I'm Too Good for Drugs* – Understanding the Safe Use of Prescription and Over-the-Counter Medicines**

### **Objectives**

Following this lesson, the student will be able to:

- Define drugs
- Differentiate between medicine and other drugs
- Discuss the harmful effects of non-medical drugs on the body

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

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. describe how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety);
2. describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

3. identify the benefits of following the directions of health care providers;
5. describe the importance of taking personal responsibility for actions.

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Students will:**

**K-4 Benchmark 2: identify personal health needs:**

1. identify where to go when you don't feel good (e.g., parent, teacher, school nurse);

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:**

1. list safety rules; and
2. list safe and unsafe situations.

**K-4 Benchmark 5: develop injury prevention and management strategies for personal health:**

1. identify substances that are unsafe to touch (e.g., blood, bleach, needles); and
2. practice safety rules at home, in school and in the community.

**K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. list situations that may be dangerous; and
2. list trusted adults to go to when faced with a dangerous situation.

## **Lesson K.5 *Mr. Big Mouth* – Decision Making**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate between substances that are harmful to eat and drink from those that are safe to eat and drink
- List at least five substances that are safe to eat and drink
- List at least three harmful substances: tobacco, alcohol, poison

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Students will:**

**K-4 Benchmark 1: identify responsible health behaviors:**

1. list responsible health behaviors (e.g., washing hands, brushing teeth, exercise);

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:**

1. list safety rules; and
2. list safe and unsafe situations.

**K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:**

1. identify ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke).

**K-4 Benchmark 5: develop injury prevention and management strategies for personal health:**

1. identify substances that are unsafe to touch (e.g., blood, bleach, needles); and
2. practice safety rules at home, in school and in the community.

**K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. list situations that may be dangerous; and
2. list trusted adults to go to when faced with a dangerous situation.

## **Lesson K.6 *Goin' Fishin'* – Identifying and Managing Emotions**

### **Objectives**

Following this lesson, the students will be able to:

- Recite at least six feelings: happy, sad, angry, afraid, surprised, excited
- Discuss three ways that people show their feelings: with faces, bodies, words.
- Demonstrate feelings non-verbally and express them verbally

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**Students will:**

**K-4 Benchmark 7: apply skills to manage stress:**

1. practice stress management skills (e.g., daily physical activity, singing, being read to).

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

1. describe the differences between verbal and non-verbal communication;
2. understand that people communicate in different ways; and
3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. list characteristics of behaviors that are healthy; and
2. identify actions to help friends make healthy decisions.

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. identify how to express feelings in a positive way.

**K-4 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. demonstrate the ability to use "I" statements.

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. understand the importance of letting people speak without interruption;
2. understand when it is appropriate to interrupt for health needs; and
3. recognize when someone is telling you to do something that is wrong.

**K-4 Benchmark 6: demonstrate refusal skills and explain why they are important to enhance health:**

1. identify refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:**

1. list the differences between negative and positive behaviors; and
2. list situations that cause conflict.

**K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:**

1. list non-violent strategies to resolve conflict;
2. list situations that cause conflict;

**Content standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:**

**K-4 Benchmark 2: express information and opinions about health issues:**

1. be able to express feelings to others (e.g., when they are sick, feel unsafe).

## **Lesson K.7 *Finding a Friend* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Describe three to five ways to initiate conversations
- Practice verbal and non-verbal communication
- Describe characteristics of a friend

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

1. describe the differences between verbal and non-verbal communication;
2. understand that people communicate in different ways; and
3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. list characteristics of behaviors that are healthy; and
2. identify actions to help friends make healthy decisions.

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. identify how to express feelings in a positive way.

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. understand the importance of letting people speak without interruption;
2. understand when it is appropriate to interrupt for health needs; and
3. recognize when someone is telling you to do something that is wrong.

## **Lesson K.8 *Stop & Think* – Decision Making**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss personal responsibility for making positive choices
- Recite the following steps in the decision-making process: stop and think
- Perform role plays for decision-making practice

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. list steps in the decision-making process.

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:**

1. list examples of when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied);

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. list consequences of actions (e.g., wearing a seat belt will help avoid injuries if in a car accident).

**Content standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:**

**K-4 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:**

1. list positive health choices.

## **Lesson K.9 *All Together Now* – Peer Pressure**

### **Objectives**

Following this lesson, the students will be able to:

- Recite at least four ways to resist pressure from friends to do things that are unhealthy or unsafe
- Recite at least three safe and healthy things to do with friends

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

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. describe how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety);
2. describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

1. recognize different emotions;
2. identify compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs);
3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

4. recognize the influences of media and peer pressure on health.

**K-4 Benchmark 5: identify common health issues of children:**

1. name common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);
2. name common social health issues of children in same age group (e.g., peer pressure, relationships);
3. name common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and
4. name common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

5. describe the importance of taking personal responsibility for actions.

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

3. recognize when someone is telling you to do something that is wrong.

**K-4 Benchmark 6: demonstrate refusal skills and explain why they are important to enhance health:**

1. identify refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:**

1. list the differences between negative and positive behaviors; and
2. list situations that cause conflict.

## **Lesson K.10 *Tuggles the Teddy Bear* – Healthy Choices**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate between safe and harmful substances
- Discuss personal responsibility for making positive choices
- Perform role plays for decision-making practice

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

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. describe how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety);
2. describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

3. identify the benefits of following the directions of health care providers;
5. describe the importance of taking personal responsibility for actions.

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:**

**K-4 Benchmark 1: identify responsible health behaviors:**

1. list responsible health behaviors (e.g., washing hands, brushing teeth, exercise);

**K-4 Benchmark 2: identify personal health needs:**

1. identify where to go when you don't feel good (e.g., parent, teacher, school nurse);
3. identify personal safety rules (e.g., don't push others, playground safety, don't go with strangers).

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:**

1. list safety rules; and
2. list safe and unsafe situations.