

# Too Good for Drugs

## Grade 1

Correlated with Nevada Health Education Content 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

**Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify health behaviors that impact personal health.

**Content Standard 7.0: (SELF MANAGEMENT) Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.**

7.2.1 Identify responsible personal health behaviors.

7.2.2 Choose healthy foods that help you grow.

7.2.3 Explore various movements that enhance an active, healthy lifestyle (Sedentary vs. active).

7.2.5 Identify basic safety measures (i.e. sun safety, helmet use, pedestrian safety, seatbelts, gun safety, 911 procedures, fire safety, universal safety precautions).

### 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 \_\_\_\_\_

**Content Standard 4.0: (INTERPERSONAL COMMUNICATION) Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.**

4.2.1 List healthy ways of communication/listening to express needs, wants, and feelings.

### Lesson 1.3 *Listening* – Effective Communication

#### Objectives

Following this lesson, the student will be able to:

- Demonstrate the skill of listening

**Content Standard 4.0: (INTERPERSONAL COMMUNICATION) Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.**

4.2.1 List healthy ways of communication/listening to express needs, wants, and feelings.

## **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

**Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.3 Identify and respect various physical, emotional, and intellectual differences.

**Content Standard 4.0: (INTERPERSONAL COMMUNICATION) Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.**

4.2.1 List healthy ways of communication/listening to express needs, wants, and feelings.

## **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

**Content Standard 5.0: (DECISION MAKING) Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Discuss healthy options vs. unhealthy options.

5.2.2 Identify resources/individuals that would aid in healthy decision-making.

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

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

5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver.

## **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

**Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify health behaviors that impact personal health.

**Content Standard 2.0: (ANALYZE INFLUENCES) Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.3.1 Identify various sources that influence personal health behaviors.

2.3.4 Discuss various sources that influence the use of helpful and harmful substances.

**Content Standard 5.0: (DECISION MAKING) Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Discuss healthy options vs. unhealthy options.

5.2.2 Identify resources/individuals that would aid in healthy decision-making.

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

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

5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver.

## **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

**Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify health behaviors that impact personal health.

**Content Standard 2.0: (ANALYZE INFLUENCES) Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.3.1 Identify various sources that influence personal health behaviors.

2.3.4 Discuss various sources that influence the use of helpful and harmful substances.

**Content Standard 5.0: (DECISION MAKING) Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Discuss healthy options vs. unhealthy options.

5.2.2 Identify resources/individuals that would aid in healthy decision-making.

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

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

5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver.

## **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

**Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify health behaviors that impact personal health.

**Content Standard 2.0: (ANALYZE INFLUENCES) Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.3.1 Identify various sources that influence personal health behaviors.

2.3.4 Discuss various sources that influence the use of helpful and harmful substances.

**Content Standard 5.0: (DECISION MAKING) Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Discuss healthy options vs. unhealthy options.

5.2.2 Identify resources/individuals that would aid in healthy decision-making.

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

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

5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver.

## **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

**Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify health behaviors that impact personal health.

**Content Standard 2.0: (ANALYZE INFLUENCES) Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.3.1 Identify various sources that influence personal health behaviors.

2.3.4 Discuss various sources that influence the use of helpful and harmful substances.

**Content Standard 5.0: (DECISION MAKING) Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Discuss healthy options vs. unhealthy options.

5.2.2 Identify resources/individuals that would aid in healthy decision-making.

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

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

5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver.

## **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

**Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify health behaviors that impact personal health.

**Content Standard 2.0: (ANALYZE INFLUENCES) Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.3.1 Identify various sources that influence personal health behaviors.

2.3.4 Discuss various sources that influence the use of helpful and harmful substances.

**Content Standard 4.0: (INTERPERSONAL COMMUNICATION) Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.**

4.2.1 List healthy ways of communication/listening to express needs, wants, and feelings.

4.2.5 Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.

**Content Standard 5.0: (DECISION MAKING) Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Discuss healthy options vs. unhealthy options.

5.2.2 Identify resources/individuals that would aid in healthy decision-making.

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

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

5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver.