

# Too Good for Drugs Grade 1

## 2020 Edition

*Correlated with Arkansas Health & Safety and Physical Education Standards 2019*

### **Lesson 1 A Great Day – Setting Reachable Goals**

#### **Objectives**

Following this lesson, the student will be able to:

- Define a goal
- Identify action steps needed to reach a goal
- Set a personal goal

#### **Knowledge and Understanding Standard**

*Students will demonstrate physical literacy needed to achieve and maintain a health-enhancing level of physical activity.*

- I can identify active play opportunities outside of physical education.

#### **Motivation and Confidence Standard**

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.

### **Lesson 2 Thinking Cap On – Making Responsible Decisions**

#### **Objectives**

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Demonstrate the skill of anticipating consequences of choices
- Discuss personal responsibility for making positive choices

#### **Healthy Skills and Relationships Standard**

*Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.*

- I can demonstrate a respect of personal space for myself and others.

#### **Personal Health and Safety Standard**

*Students will promote physical, social, and emotional health for self and others.*

- I can identify safety hazards and demonstrate ways to prevent harm to self and others.

#### **Motivation and Confidence Standard**

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.

## Lesson 3 Cattitude – Identifying and Managing Emotions

### Objectives

Following this lesson, the student will be able to:

- Name a variety of feelings
- Comprehend feelings as natural responses that are neither right nor wrong
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

### Healthy Skills and Relationships Standard

*Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.*

- I can demonstrate a respect of personal space for myself and others.
- I can recognize different emotions and respond to others as needed.

### Personal Health and Safety Standard

*Students will promote physical, social, and emotional health for self and others.*

- I can identify various emotions and how they impact me.

### Motivation and Confidence Standard

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.

## Lesson 4 Hear Me Out – Effective Communication

### Objectives

Following this lesson, the student will be able to:

- Demonstrate using one's eyes, ears, and brain to listen
- Identify the body language of an active listener
- Demonstrate the ability to ask questions without interrupting
- Practice verbal and non-verbal communication

### Healthy Skills and Relationships Standard

*Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.*

- I can demonstrate a respect of personal space for myself and others.
- I can recognize different emotions and respond to others as needed.

### Personal Health and Safety Standard

*Students will promote physical, social, and emotional health for self and others.*

- I can identify various emotions and how they impact me.

### Motivation and Confidence Standard

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.

## Lesson 5 The Cat's Meow – *Bonding and Relationships*

### Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behavior

### Healthy Skills and Relationships Standard

*Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.*

- I can demonstrate a respect of personal space for myself and others.
- I can recognize different emotions and respond to others as needed.

### Personal Health and Safety Standard

*Students will promote physical, social, and emotional health for self and others.*

- I can identify various emotions and how they impact me.

### Motivation and Confidence Standard

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.

## Lesson 6 Copy Cat – *Managing Peer Pressure*

### Objectives

Following this lesson, the students will be able to:

- Identify and apply three ways to handle peer pressure
- Describe safe and healthy activities to do with friends
- Demonstrate assertive communication to refuse peer pressure

### Healthy Skills and Relationships Standard

*Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.*

- I can demonstrate a respect of personal space for myself and others.
- I can recognize different emotions and respond to others as needed.

### Personal Health and Safety Standard

*Students will promote physical, social, and emotional health for self and others.*

- I can identify safety hazards and demonstrate ways to prevent harm to self and others.
- I can identify various emotions and how they impact me.

### Motivation and Confidence Standard

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.

## **Lesson 7 Stuck in a Tree – *Managing Disappointment***

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate positive and negative reactions to disappointment
- Demonstrate positive responses to disappointment

### **Healthy Skills and Relationships Standard**

*Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.*

- I can demonstrate a respect of personal space for myself and others.
- I can recognize different emotions and respond to others as needed.

### **Personal Health and Safety Standard**

*Students will promote physical, social, and emotional health for self and others.*

- I can identify various emotions and how they impact me.

## **Lesson 8 All the Right Moves – *Understanding the Safe Use of Prescription and OTC Medicines***

### **Objectives**

Following this lesson, the student will be able to:

- Define medicine
- Differentiate the safe and unsafe use of prescription and over-the-counter medicines

### **Human Growth and Development Standard**

*Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.*

- I can name different parts of the body and describe physical characteristics that make us unique.

### **Alcohol, Tobacco, and Other Drugs Standard**

*Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.*

- I can discuss appropriate use of medications, including taking medicine from reliable adults and following directions.

### **Personal Health and Safety Standard**

*Students will promote physical, social, and emotional health for self and others.*

- I can identify the role of germs in causing disease and demonstrate ways to prevent spreading them.
- I can identify safety hazards and demonstrate ways to prevent harm to self and others.

### **Motivation and Confidence Standard**

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.

## Lesson 9 Curious Carmen – *Identify and Avoiding Harmful Substances*

### Objectives

Following this lesson, the students will be able to:

- Identify harmful substances in and around the home including nicotine and alcohol
- Describe the harmful effects these substances can have on the brain and body
- Differentiate safe and unsafe ways for children to respond when encountering harmful household substances

### Human Growth and Development Standard

*Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.*

- I can name different parts of the body and describe physical characteristics that make us unique.

### Alcohol, Tobacco, and Other Drugs Standard

*Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.*

### Personal Health and Safety Standard

*Students will promote physical, social, and emotional health for self and others.*

- I can identify safety hazards and demonstrate ways to prevent harm to self and others.

### Motivation and Confidence Standard

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.

## Lesson 10 Fit as a Riddle – *Making Healthy Choices*

### Objectives

Following this lesson, the student will be able to:

- Comprehend health and a healthy body
- Identify the benefits of making healthy choices related to food, rest, and exercise
- Differentiate safe, healthy decisions and unsafe, unhealthy decisions

### Human Growth and Development Standard

*Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.*

- I can name different parts of the body and describe physical characteristics that make us unique.

### Healthy Skills and Relationships Standard

*Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.*

- I can demonstrate a respect of personal space for myself and others.

### Nutrition Standard

*Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.*

- I can identify and choose healthy snacks.

**Personal Health and Safety Standard**

*Students will promote physical, social, and emotional health for self and others.*

- I can identify safety hazards and demonstrate ways to prevent harm to self and others.

**Knowledge and Understanding Standard**

*Students will demonstrate physical literacy needed to achieve and maintain a health-enhancing level of physical activity.*

- I can identify active play opportunities outside of physical education.
- I can recognize that physical activities can be enjoyed individually or with others.

**Motivation and Confidence Standard**

*Students will exhibit responsible personal and social behavior that respects self and others.*

- I can follow instruction and directions for myself and/or my group when prompted.