

Too Good for Drugs Curriculum Correlations

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework

Grade 1

Lesson One: *Go for a Healthy Goal*

Objectives: 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: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

- E.1.1. Describe relationships between personal health behaviors and individual well-being and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.
- E.1.5. Examine how physical, social and emotional environments influence personal health.
- E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Content Standard 3: Self-management of Healthy Behaviors

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

- E.3.1. Identify responsible health behaviors.

Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

- E.7.1. Demonstrate the ability to apply the goal-setting process to enhance health.

Lesson Two: *My Special Feelings*

Objectives: The student will be able to:

- Name at least 6 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_____.

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E.1.5. Examine how physical, social and emotional environments influence personal health.

Content Standard 5: Communication Skills

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

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.3. Describe emotions and how they can affect an individual's behavior.

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings.

Lesson Three: *Listening*

Objectives: The student will be able to:

- Demonstrate the skill of listening.

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Lesson Four: *Friendship*

Objectives: 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 8: Advocacy

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

E.8.4. Describe ways to encourage and support others in making positive health choices.

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other.

Lesson Five: *Carmen's Choices*

Objectives: 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.

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Content Standard 3: Self-management of Healthy Behaviors

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

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences that affect decisions.

Content Standard 4: Analyzing Internal and External Influences

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

E.4.3. Explain how family, school and peers influence personal health.

Content Standard 5: Communication Skills

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

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.2. Demonstrate characteristics needed to be a responsible individual within group, school, family and community.

Content Standard 6: Decision-Making Skills

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

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.3. Predict outcomes of positive health decisions.

Lesson Six: *Curious Carmen*

Objectives: The student will be able to:

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

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Content Standard 6: Decision-Making Skills

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

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.2. Explain when to ask for assistance in making health decisions.

E.6.3. Predict outcomes of positive health decisions.

Lesson Seven: *Safe and Unsafe*

Objectives: 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.

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E.1.6. Identify health problems and illnesses that can be prevented or treated early.

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Lesson Eight: *Telling the Difference*

Objectives: 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.

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Lesson Nine: *Getting Sick, Getting Well*

Objectives: The student 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.

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E.6.3. Predict outcomes of positive health decisions.

Lesson Ten: *Cool Cats Say No*

Objectives: 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.

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