

Too Good for Drugs Grade 1

2020 Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework 2020 Draft

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 6 Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.1.2 Identify a realistic personal short-term health goal.

6.2.2 Take steps to achieve the personal health goal.

6.3.2 Identify people who can help achieve a personal health goal.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.2 Demonstrate healthy practices.

Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.

8.1.2 Demonstrate how to encourage self and others to make healthy choices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.2.2 Identify relevant influences of media and technology on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.1.2 Identify situations which need a health-related decision.

5.2.2 Identify how family, peers or media influence a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.2 Demonstrate healthy practices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.2.2 Identify how family, peers or media influence a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.2 Demonstrate healthy practices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.2 Demonstrate healthy practices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.3.2 Demonstrate effective refusal skills including firmly saying “no” and getting away.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.2.2 Identify how family, peers or media influence a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.

8.1.2 Demonstrate how to encourage self and others to make healthy choices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g. parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.)

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

1.2.1 Recognize that there are multiple dimensions of health.

1.3.1 Describe ways to prevent communicable diseases.

1.4.1 List ways to prevent common childhood injuries.

1.5. 1Describe why it is important to seek health care

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g. parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.)

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.1.2 Identify situations which need a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

1.4.1 List ways to prevent common childhood injuries.

Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g. parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.)

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.1.2 Identify situations which need a health-related decision.

5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.

8.1.2 Demonstrate how to encourage self and others to make healthy choices.