

Too Good for Drugs Curriculum Correlations

Correlated with Iowa Core Curriculum

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.
- List preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate goal-setting skills.

- Set personal goals.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify stress and stress relievers.
- Identify risk behaviors and practice healthy choices.
- Identify healthy foods.

Lesson Two: *My Special Feelings*

Objectives: 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 _____.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.
- Choose effective conflict management strategies.
- Show how to ask for help.
- Identify ways to communicate care, consideration, empathy and respect for self and others.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify stress and stress relievers.
- Identify risk behaviors and practice healthy choices.

Lesson Three: *Listening*

Objectives: The student will be able to:

- Demonstrate the skill of listening.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Identify ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Articulate ways to influence and support others to make positive health choices.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify behaviors that contribute to total wellness for individuals, families and communities.

Lesson Four: *Friendship*

Objectives: The student will be able to:

- Discuss how friends are alike but different.
- Discuss how differences can enrich a friendship.
- List behaviors of a friend: sharing, taking turns, helping, listening.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Identify ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Articulate ways to influence and support others to make positive health choices.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify behaviors that contribute to total wellness for individuals, families and communities.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.
- Recognize the effectiveness of health-related decisions.
- Recognize the need to ask for assistance when making health-related decisions.
- Identify that health related decisions have an impact on individual, family, community, and environment.

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 the room, tell an adult.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.
- Identify trusted adults/professionals who can help.

Access valid information, products and services.

- Selects appropriate products for minor injuries or illnesses.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.
- Identify trusted adults/professionals who can help.

Access valid information, products and services.

- Selects appropriate products for minor injuries or illnesses.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

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- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
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Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.
- Identify trusted adults/professionals who can help.

Access valid information, products and services.

- Selects appropriate products for minor injuries or illnesses.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.
- Identify trusted adults/professionals who can help.

Access valid information, products and services.

- Selects appropriate products for minor injuries or illnesses.

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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Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
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- Show how to ask for help.
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