

Too Good for Drugs Curriculum Correlations

Correlated with Missouri's Framework for Curriculum Development in Health Education

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.

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

- 1a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)

D. Life Management Skills

By the end of grade 4, all students should be able to:

- 1a. Develop and record short-term goals regarding personal health and/or fitness, e.g., brush teeth twice a day for the next 2 weeks, walk for 1 minute three times a week after school, monitor progress and evaluate (4.5)

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_____.

I. Functions and Interrelationships of Systems

B. Social Systems

By the end of grade 4, all students should be able to:

- 5b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations (2.1)
- c. Demonstrate ways to communicate care, consideration and respect of self and others (4.7)

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

D. Life Management Skills

By the end of grade 4, all students should be able to:

1b. Identify personal stressors in daily living and appropriate strategies to cope or adapt (3.1)

Lesson Three: *Listening*

Objectives: The student will be able to:

- Demonstrate the skill of listening.

I. Functions and Interrelationships of Systems

B. Social Systems

By the end of grade 4, all students should be able to:

5b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations (2.1)

c. Demonstrate ways to communicate care, consideration and respect of self and others (4.7)

6a. Use effective communication skills in the classroom and in simulated social situations (2.3)

b. Discuss and respond thoughtfully to others by exhibiting attentive listening skills (2.3)

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.

I. Functions and Interrelationships of Systems

B. Social Systems

By the end of grade 4, all students should be able to:

2a. Describe characteristics needed to be a responsible friend and family member (4.3)

5b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations (2.1)

c. Demonstrate ways to communicate care, consideration and respect of self and others (4.7)

6a. Use effective communication skills in the classroom and in simulated social situations (2.3)

b. Discuss and respond thoughtfully to others by exhibiting attentive listening skills (2.3)

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.

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

- 1a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)

III. Risk Assessment and Reduction

B. Injury Prevention and Control

By the end of grade 4, all students should be able to:

- 1a. Identify actions that are risky or harmful because of their effect upon self and others (4.3; 4.7)
- 2a. Identify potential risks in daily living and apply basic health and safety measures (4.7)

C. Tobacco, Alcohol and Other Drugs (TAOD)

By the end of grade 4, all students should be able to:

- 1a. Identify substances that are safe and unsafe to be taken orally (1.10; 4.7)

V. Physical Activity and Lifetime Wellness

A. Personal Fitness/Wellness

By the end of grade 4, all students should be able to:

- 6c. Recognize that substance use and abuse is detrimental to a healthy lifestyle (3.1)

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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A. Personal Fitness/Wellness

By the end of grade 4, all students should be able to:

- 6c. Recognize that substance use and abuse is detrimental to a healthy lifestyle (3.1)

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.

I. Functions and Interrelationships of Systems

A. Body Systems

By the end of grade 4, all students should be able to:

- 2a. Evaluate how certain behaviors (both positive and negative) influence body system functions in order to determine a cause and effect relationship (1.6)

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

- 1a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)

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.

I. Functions and Interrelationships of Systems

A. Body Systems

By the end of grade 4, all students should be able to:

- 2a. Evaluate how certain behaviors (both positive and negative) influence body system functions in order to determine a cause and effect relationship (1.6)

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.

I. Functions and Interrelationships of Systems

A. Body Systems

By the end of grade 4, all students should be able to:

- 2a. Evaluate how certain behaviors (both positive and negative) influence body system functions in order to determine a cause and effect relationship (1.6)

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.

II. Health Maintenance and Enhancement

A. Personal and Family Health

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- 1a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in

D. Life Management Skills

By the end of grade 4, all students should be able to:

- 1d. Demonstrate assertive/refusal skills and identify situations in which they should be used (1.10; 4.1)