

# Too Good for Drugs Curriculum Correlations

Correlated with Pennsylvania Health Education  
Content Standards and Benchmarks

## 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.

#### 10.1.1 Concepts of Health

- A. Identify and describe the stages of growth and development.
- childhood
  - adolescence
- C. Explain the role of the food guide pyramid in helping people eat a healthy diet.
- food groups
  - variety of food
  - nutrients
- D. Know age appropriate drug information.
- definition of drugs
  - effects of drugs
  - proper use of medicine
  - healthy/unhealthy risk-taking
  - skills to avoid drugs
- E. Identify types and causes of common health problems of children.
- infectious diseases
  - noninfectious diseases
  - germs
  - pathogens
  - heredity

#### 10.2.1 Healthful Living

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- E. Identify environmental factors that affect health.

#### 10.3.1 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
- general
  - safe around people
- D. Identify and use safe practices in physical activity settings.

### 10.4.1 Physical Activity

- A. Identify and engage in physical activities that promote physical fitness and health.
- B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

## 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 \_\_\_\_\_.

### 10.1.1 Concepts of Health

- A. Identify and describe the stages of growth and development.
  - childhood
  - adolescence
- D. Know age appropriate drug information.
  - healthy/unhealthy risk-taking
  - skills to avoid drugs

### 10.2.1 Healthful Living

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

### 10.3.1 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
  - general
  - safe around people
- B. Recognize emergency situations and explain appropriate responses.
  - importance of remaining calm
  - how to call for help
  - simple assistance procedures
  - how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.

## Lesson Three: *Listening*

**Objectives:** The student will be able to:

- Demonstrate the skill of listening.

### 10.1.1 Concepts of Health

- A. Identify and describe the stages of growth and development.
  - childhood
  - adolescence
- D. Know age appropriate drug information.
  - healthy/unhealthy risk-taking
  - skills to avoid drugs

### 10.3.1 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
  - general
  - safe around people
- B. Recognize emergency situations and explain appropriate responses.
  - how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.

## 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.

### 10.1.1 Concepts of Health

- A. Identify and describe the stages of growth and development.
  - childhood
  - adolescence
- D. Know age appropriate drug information.
  - healthy/unhealthy risk-taking
  - skills to avoid drugs

### 10.2.1 Healthful Living

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

### 10.3.1 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
  - general
  - safe around people
- B. Recognize emergency situations and explain appropriate responses.
  - importance of remaining calm
  - how to call for help
  - simple assistance procedures
  - how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.
  - walk away
  - I-statements
  - refusal skills
  - adult intervention

## 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.

### 10.1.1 Concepts of Health

- A. Identify and describe the stages of growth and development.
  - childhood
  - adolescence
- D. Know age appropriate drug information.
  - healthy/unhealthy risk-taking
  - skills to avoid drugs

### 10.2.1 Healthful Living

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- D. Identify the steps in a decision-making process.

### 10.3.1 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community.
  - general
  - safe around people
- B. Recognize emergency situations and explain appropriate responses.
  - importance of remaining calm
  - how to call for help
  - simple assistance procedures
  - how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.
  - walk away
  - I-statements
  - refusal skills
  - adult intervention

## 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.

### 10.1.1 Concepts of Health

- A. Identify and describe the stages of growth and development.
  - childhood
  - adolescence
- B. Identify and know the location and function of the major body organs and systems.
  - circulatory
  - respiratory
  - muscular
  - skeletal
  - digestive

- D. Know age appropriate drug information.
- definition of drugs
  - effects of drugs
  - proper use of medicine
  - healthy/unhealthy risk-taking
  - skills to avoid drugs
- E. Identify types and causes of common health problems of children.
- noninfectious diseases

### **10.2.1 Healthful Living**

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- B. Identify health-related information.
- signs and symbols
  - terminology
  - products and services
- D. Identify the steps in a decision-making process.
- E. Identify environmental factors that affect health.

### **10.3.1 Safety and Injury Prevention**

- A. Recognize safe/unsafe practices in the home, school and community.
- general
  - safe around people
- B. Recognize emergency situations and explain appropriate responses.
- importance of remaining calm
  - how to call for help
  - simple assistance procedures
  - how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve.
- walk away
  - I-statements
  - refusal skills
  - adult intervention

## **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.

### **10.1.1 Concepts of Health**

- A. Identify and describe the stages of growth and development.
- childhood
  - adolescence
- B. Identify and know the location and function of the major body organs and systems.
- circulatory
  - respiratory
  - muscular

- skeletal
- digestive

D. Know age appropriate drug information.

- definition of drugs
- effects of drugs
- proper use of medicine
- healthy/unhealthy risk-taking
- skills to avoid drugs

E. Identify types and causes of common health problems of children.

- noninfectious diseases

### **10.2.1 Healthful Living**

A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

C. Recognize conflict situations and identify strategies to avoid or resolve.

- adult intervention

## **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.

### **10. 1.1 Concepts of Health**

A. Identify and describe the stages of growth and development.

- childhood
- adolescence

D. Know age appropriate drug information.

- definition of drugs
- effects of drugs
- proper use of medicine
- healthy/unhealthy risk-taking
- skills to avoid drugs

### **10.2.1 Healthful Living**

A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

D. Identify the steps in a decision-making process.

E. Identify environmental factors that affect health.

### **10.3.1 Safety and Injury Prevention**

A. Recognize safe/unsafe practices in the home, school and community.

- general
- safe around people

B. Recognize emergency situations and explain appropriate responses.

- importance of remaining calm
- how to call for help
- simple assistance procedures
- how to protect self

C. Recognize conflict situations and identify strategies to avoid or resolve.

- walk away
- I-statements
- refusal skills
- adult intervention