

Too Good for Drugs Grade 1

2020 Edition

Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) discuss ways to be kind to self and how to identify areas for growth; and
- (B) explain the importance of goal setting and task completion.

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) discuss ways to be kind to self and how to identify areas for growth; and

Lesson 3 Catitude – 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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;
- (G) identify feelings and emotions expressed by others; and

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(3) *Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(F) identify ways to respectfully communicate verbally and nonverbally;

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(3) *Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(D) describe ways in which peers and families can work together to build healthy relationships;

(E) describe ways to build and maintain friendships;

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(3) *Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(A) identify their own feelings and emotions;

(B) discuss and explain how emotions can interrupt thinking and the self-management process;

(C) describe and practice calming and self-management strategies;

(D) describe ways in which peers and families can work together to build healthy relationships;

(E) describe ways to build and maintain friendships;

(F) identify ways to respectfully communicate verbally and nonverbally;

(G) identify feelings and emotions expressed by others; and

(H) identify and practice ways to solve conflicts with friends and peers.

(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

(A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect;

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;*
- (B) discuss and explain how emotions can interrupt thinking and the self-management process;*
- (C) describe and practice calming and self-management strategies;*
- (D) describe ways in which peers and families can work together to build healthy relationships;*

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

- (A) identify the difference between over-the-counter and prescription drugs; and*

(15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.

(16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.

(17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

(B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.

(15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.

(16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.

(17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.

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

115.13. Health Education, Grade 1, Adopted 2020

(b) Knowledge and skills.

(7) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.