

Too Good for Drugs Grade 2

2019 Edition

Correlated with Alaska Skills for a Healthy Life

Lesson 1 Chasing Squirrels – *Setting Reachable Goals*

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Discuss his or her own personal strengths
- Identify the importance of setting goals
- Describe the steps to setting and reaching goals
- Set a personal goal

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 5) understand how attitude and behavior affect the well-being of self and others; and

Lesson 2 The Important Link – *Making Responsible Decisions*

Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Define consequence
- Demonstrate predicting possible consequences
- Demonstrate how to make good decisions

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student’s well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 3 How I Feel – *Identifying and Managing Emotions*

Objectives

Following this lesson, the student will be able to:

- Name a variety of feelings
- Demonstrate verbal and non-verbal expressions of feelings
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 4 How Do You Do? – *Effective Communication*

Objectives

Following this lesson, the student will be able to:

- Demonstrate the social skill of making introductions
- Demonstrate polite, assertive communication using I-messages
- Demonstrate active listening skills

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 5 Friends Fur-Ever – *Bonding and Relationships*

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Describe how friends help each other
- Describe approaches to making and keeping friends
- Identify examples of pro-social behavior

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student’s well-being.

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 6 Wagging the Dog – *Peer Pressure*

Objectives

Following this lesson, the student will be able to:

- Define peer pressure
- Describe the effect of peer pressure on decision making
- Identify and apply four ways to handle peer pressure

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;
- 4) recognize patterns of abuse directed at self or others and understand how to break these patterns;

B. A student should be able to demonstrate responsibility for the student’s well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 7 Still in the Game – *Managing Mistakes*

Objectives

Following this lesson, the students will be able to:

- Differentiate positive and negative self-talk
- Use positive self-talk to manage and overcome mistakes
- Identify how to handle a mistake in a positive way

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student’s well-being.

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 8 A Prescription for Health – *Understanding the Safe Use of Prescription and Over-the-Counter Medicines*

Objectives

Following this lesson, the student will be able to:

- Identify and describe physical symptoms of not feeling well
- Define over-the-counter medicine
- Define prescription medicine
- Differentiate the safe and unsafe use of prescription and over-the-counter medicines

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
- 3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 9 Chasing Your Tail – *Identifying and Avoiding Harmful Substances*

Objectives

Following this lesson, the students will be able to:

- Identify harmful substances in and around the home including tobacco and alcohol
- Describe the harmful effects these substances can have on the brain and body
- Distinguish safe and unsafe ways for children to respond when encountering harmful household substances

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
- 3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 10 Healthy Choices, Healthy Body – *Healthy Choices*

Objectives

Following this lesson, the student will be able to:

- Define health
- Identify the benefits of making healthy choices related to food, rest, and exercise
- Explain the need for good food, exercise, and rest to build a strong, healthy body

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
- 3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
- 6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;