

Too Good for Drugs Curriculum Correlations

Correlated with California Health Education
Content Standards and Benchmarks

Grade 2

Lesson One: *Dreams Can Come True*

Objectives: The student will be able to:

- Identify importance of setting goals.
- Describe ways to set and achieve goals.
- Set a personal goal.

Nutrition and Physical Activity

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.N.8 Identify and explore opportunities outside of school to participate regularly in physical activity.

Standard 6: Goal Setting

The student will demonstrate the ability to:

- 2.6.N.16 Set a short-term goal to choose healthy foods for snacks and meals.
2.6.N.17 Set a short-term goal to participate daily in vigorous physical activity.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.M.7 Discuss how to show respect for similarities and differences between and among individuals and groups.

Standard 7: Practicing Health-Enhancing Behaviors

The student will demonstrate the ability to:

- 2.7.M.21 Show respect for individual differences.

Lesson Two: *Stop & Think*

Objectives: The student will be able to:

- Discuss the importance of stopping to think before making a decision.
- Define consequence.
- Demonstrate how to make good decisions.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.A.1 Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
- 2.1.A.2 Explain why household products are harmful if ingested or inhaled.
- 2.1.A.4 Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
- 2.1.A.5 Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines.
- 2.1.A.6 Identify rules for taking medicine at school and home.

Standard 5: Decision Making

The student will demonstrate the ability to:

- 2.5.A.11 Evaluate why one person's medicines may not be safe for another person.

Nutrition and Physical Activity

Standard 8: Health Promotion

The student will demonstrate the ability to:

- 2.8.N.23 Practice making healthy eating choices with friends and family.

Mental, Emotional, and Social Health

Standard 8: Health Promotion

The student will demonstrate the ability to:

- 2.2.M.13 Identify internal and external factors that influence mental, emotional, and social health.

Standard 5: Decision Making

The student will demonstrate the ability to:

- 2.5.M.18 Use a decision-making process for solving problems with peers and family.

Lesson Three: *Dealing with Frustration*

Objectives: The student will be able to:

- Define frustration; recognize and identify the feeling.
- Describe frustration as a normal, healthy response to new & challenging tasks.
- List strategies for dealing with frustration.
- List people who can help with frustrating situations.
- Demonstrate techniques for handling frustration: count to ten, take a break, say how you feel, ask for help, take one step at a time, try another way.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.M.1 Describe a variety of emotions.
- 2.1.M.3 Explain the importance of talking with parents or trusted adults about feelings.
- 2.1.M.4 Identify changes that occur within families.
- 2.1.M.6 Identify feelings and emotions associated with loss or grief.
- 2.1.M.8 List healthy ways to express affection, love, friendship, and concern.
- 2.1.M.9 Identify positive and negative ways of dealing with stress.
- 2.1.M.11 Identify the positive ways peers and family members show support, care, and appreciation for one another.
- 2.1.M.12 Describe the characteristics of a trusted friend and adult.

Standard 2: Analyzing Influences

The student will demonstrate the ability to:

- 2.2.M.13 Identify internal and external factors that influence mental, emotional, and social health.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 2.4.M.16 Identify and demonstrate ways to express needs and wants appropriately.

Lesson Four: *Saying How You Feel*

Objectives: The student will be able to:

- Describe the difference between feelings and actions.
- Demonstrate stating feelings clearly and directly with an I-message.
- Differentiate between I-messages and You-messages.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.M.1 Describe a variety of emotions.
- 2.1.M.3 Explain the importance of talking with parents or trusted adults about feelings.
- 2.1.M.4 Identify changes that occur within families.
- 2.1.M.6 Identify feelings and emotions associated with loss or grief.
- 2.1.M.8 List healthy ways to express affection, love, friendship, and concern.
- 2.1.M.9 Identify positive and negative ways of dealing with stress.
- 2.1.M.11 Identify the positive ways peers and family members show support, care, and appreciation for one another.
- 2.1.M.12 Describe the characteristics of a trusted friend and adult.

Standard 2: Analyzing Influences

The student will demonstrate the ability to:

- 2.2.M.13 Identify internal and external factors that influence mental, emotional, and social health.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

2.4.M.16 Identify and demonstrate ways to express needs and wants appropriately.

Lesson Five: *Dog-Gone Good!*

Objectives: The student will be able to:

- Discuss how people are alike and how they are different.
- Discuss his or her own personal strengths.
- Demonstrate giving and receiving compliments.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

2.1.M.1 Describe a variety of emotions.
2.1.M.7 Discuss how to show respect for similarities and differences between and among individuals and groups.
2.1.M.8 List healthy ways to express affection, love, friendship, and concern.
2.1.M.10 Describe how to work and play cooperatively.
2.1.M.11 Identify the positive ways peers and family members show support, care, and appreciation for one another.

Standard 7: Practicing Health-Enhancing Behaviors

The student will demonstrate the ability to:

2.7.M.20 Manage emotions appropriately in a variety of situations.
2.7.M.21 Show respect for individual differences.

Standard 8: Health Promotion

The student will demonstrate the ability to:

2.8.M.22 Object appropriately to teasing of peers based on personal characteristics.
2.8.M.23 Support peers in school and community activities.

Lesson Six: *Be a Friend*

Objectives: The student will be able to:

- Describe how to choose a friend.
- Describe how friends help each other.
- Demonstrate asking for help and offering help.
- Demonstrate saying please and thank you.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.M.1 Describe a variety of emotions.
- 2.1.M.7 Discuss how to show respect for similarities and differences between and among individuals and groups.
- 2.1.M.8 List healthy ways to express affection, love, friendship, and concern.
- 2.1.M.10 Describe how to work and play cooperatively.
- 2.1.M.11 Identify the positive ways peers and family members show support, care, and appreciation for one another.
- 2.1.M.12 Describe the characteristics of a trusted adult or friend.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 2.4.M.17 Demonstrate how to ask for help from trusted adults or friends.

Standard 6: Goal Setting

The student will demonstrate the ability to:

- 2.6.M.19 Describe how to make a commitment to being a good friend.

Standard 7: Practicing Health-Enhancing Behaviors

The student will demonstrate the ability to:

- 2.7.M.21 Show respect for individual differences.

Standard 8: Health Promotion

The student will demonstrate the ability to:

- 2.8.M.22 Object appropriately to teasing of peers based on personal characteristics.
- 2.8.M.23 Support peers in school and community activities.

Lesson Seven: *A Peer Pressure Play*

Objectives: The student will be able to:

- Define peer pressure.
- Discuss why it is important to refuse peer pressure.
- Recite at least three ways to handle peer pressure.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.A.1 Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
- 2.1.A.4 Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
- 2.1.A.6 Identify rules for taking medicine at school and home.

- 2.1.A.7 Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., clear “no” statement, walk or run away, change subject, delay).

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 2.4.A.9 Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.
2.4.A.10 Demonstrate communication skills to alert an adult to unsafe situations involving drugs or medicines.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.4.M.17 Demonstrate how to ask for help from trusted adults or friends.

Standard 5: Decision Making

The student will demonstrate the ability to:

- 2.5.M.18 Use a decision-making process for solving problems with peers and family.

Standard 7: Practicing Health-Enhancing Behaviors

The student will demonstrate the ability to:

- 2.7.M.20 Manage emotions appropriately in a variety of situations.

Standard 8: Health Promotion

The student will demonstrate the ability to:

- 2.8.M.22 Object appropriately to teasing of peers based on personal characteristics.
2.8.M.23 Support peers in school and community activities.

Lesson Eight: *A Message About Medicine*

Objectives: The student will be able to:

- Define drug.
- Define over-the-counter drugs and prescription drugs.
- Discuss the fact that there are not medicines for all aches and pains, and that sometimes pains hurt for a while and then go away without medicine.
- Discuss the difference between medicine and candy.
- List rules for safe use of prescription and over-the-counter drugs.
- Describe the dangers of misusing prescription and over-the-counter drugs.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.A.1 Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).

- 2.1.A.2 Explain why household products are harmful if ingested or inhaled.
2.1.A.3 Identify that a drug is a chemical that changes how the body and brain work.
2.1.A.4 Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
2.1.A.5 Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines.
2.1.A.6 Identify rules for taking medicine at school and home.
2.1.A.7 Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., clear “no” statement, walk or run away, change subject, delay).

Standard 3: Accessing Valid Information

The student will demonstrate the ability to:

- 2.3.A.8 Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 2.4.A.9 Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.
2.4.A.10 Demonstrate communication skills to alert an adult to unsafe situations involving drugs or medicines.

Standard 5: Decision Making

The student will demonstrate the ability to:

- 2.5.A.11 Evaluate why one person’s medicines may not be safe for another person.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.4.M.17 Demonstrate how to ask for help from trusted adults or friends.

Standard 5: Decision Making

The student will demonstrate the ability to:

- 2.5.M.18 Use a decision-making process for solving problems with peers and family.

Lesson Nine: *Because I Care*

Objectives: The student will be able to:

- Recite at least three facts about tobacco.
- Define second-hand smoke.
- Discuss at least two negative effects of second-hand smoke.
- Recite at least three ways to avoid second hand smoke.
- Demonstrate polite ways to speak to smokers about second-hand smoke.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.A.1 Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
- 2.1.A.3 Identify that a drug is a chemical that changes how the body and brain work.
- 2.1.A.4 Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
- 2.1.A.7 Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., clear “no” statement, walk or run away, change subject, delay).

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 2.4.A.9 Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.
- 2.4.A.10 Demonstrate communication skills to alert an adult to unsafe situations involving drugs or medicines.

Mental, Emotional, and Social Health

Standard 3: Accessing Valid Information

The student will demonstrate the ability to:

- 2.3.M.14 Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.

Lesson Ten: *A Game for Good Health*

Objectives: The student will be able to:

- Define health.
- List at least five healthy practices.
- List at least five healthy foods.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.A.1 Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
- 2.1.A.2 Explain why household products are harmful if ingested or inhaled.
- 2.1.A.3 Identify that a drug is a chemical that changes how the body and brain work.
- 2.1.A.4 Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
- 2.1.A.7 Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., clear “no” statement, walk or run away, change subject, delay).

Standard 4: Interpersonal Communication

The student will demonstrate the ability to:

- 2.4.A.9 Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.

- 2.4.A.10 Demonstrate communication skills to alert an adult to unsafe situations involving drugs or medicines.

Nutrition and Physical Activity

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.N.1 Classify various foods into appropriate food groups.
2.1.N.4 List the benefits of healthy eating, including beverages and snacks.
2.1.N.7 Identify a variety of healthy snacks.
2.1.N.8 Identify and explore opportunities outside of school to participate regularly in physical activity.
2.1.N.9 Explain how both physical activity and eating habits can effect a person's health.

Standard 5: Decision Making

The student will demonstrate the ability to:

- 2.5.N.13 Use a decision-making process to select healthy foods.
2.5.N.14 Compare and contrast healthy and less healthy food choices in a variety of settings.

Standard 6: Goal Setting

The student will demonstrate the ability to:

- 2.6.N.16 Set a short-term goal to choose healthy foods for snacks and meals.
2.6.N.17 Set a short-term goal to participate daily in vigorous physical activity.

Standard 7: Practicing Health-Enhancing Behaviors

The student will demonstrate the ability to:

- 2.7.N.18 Examine the importance of eating a nutritious breakfast every day.
2.7.N.19 Plan a nutritious meal.
2.7.N.20 Select healthy beverages.
2.7.N.21 Examine the criteria for choosing a nutritious snack.
2.7.N.22 Practice participating in physical activities with friends and family.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

The student will demonstrate the ability to:

- 2.1.M.10 Describe how to work and play cooperatively.

Standard 5: Decision Making

The student will demonstrate the ability to:

- 2.5.M.18 Use a decision-making process for solving problems with peers and family.