

# Too Good for Drugs Grade 2

## 2019 Edition

*Correlated to 2020 Colorado Academic Standards for Comprehensive Health*

### **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

#### **Standard 3. Social and Emotional Wellness**

*1. Utilize knowledge and skills to develop a positive self-concept.*

Identify the personal traits that best represent who you are and why they are important.

### **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

#### **Standard 3. Social and Emotional Wellness**

*1. Utilize knowledge and skills to develop a positive self-concept.*

Express intentions to treat self with care and respect.

### **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

#### **Standard 3. Social and Emotional Wellness**

*1. Utilize knowledge and skills to develop a positive self-concept.*

Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.

Express intentions to treat self with care and respect.

*2. Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.*

Discuss the importance of thinking about the effects of one's actions on other people.

Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.

## 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

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Express intentions to treat self with care and respect.

*2. Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.*

Discuss the importance of thinking about the effects of one's actions on other people.  
Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.

## 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

### Standard 3. Social and Emotional Wellness

*1. Utilize knowledge and skills to develop a positive self-concept.*

Identify the characteristics of someone who has personal qualities that are important to you.  
Identify the personal traits that best represent who you are and why they are important.  
Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.  
Express intentions to treat self with care and respect.

*2. Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.*

Discuss the importance of thinking about the effects of one's actions on other people.  
Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.  
Describe the benefits of a friendship.  
Describe how to make and maintain friendships.

## 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

### Standard 3. Social and Emotional Wellness

*1. Utilize knowledge and skills to develop a positive self-concept.*

Identify the characteristics of someone who has personal qualities that are important to you.  
Identify the personal traits that best represent who you are and why they are important.

Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.  
Express intentions to treat self with care and respect.

*2. Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.*

Summarize the importance of respecting the personal space and boundaries of others.

Discuss the importance of thinking about the effects of one's actions on other people.

Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.

Describe the benefits of a friendship.

Describe how to make and maintain friendships.

**Standard 4. Prevention and Risk Management**

*1. Identify the dangers of using tobacco and marijuana products and exposure to secondhand smoke.*

Describe the dangers of using tobacco or non-prescribed marijuana.

State reasons why and identify strategies to avoid secondhand smoke from tobacco and marijuana.

Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.

*2. Identify safe and proper use of household products.*

Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels).

Explain that taking medications incorrectly can be harmful, including vitamins.

Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.

*3. Demonstrate how to respond appropriately to various types of bullying.*

Identify examples of physical bullying.

Identify examples of social bullying (e.g., rumors, gossiping, excluding others).

Identify why making fun of others is harmful to self and others.

Explain how to advocate for yourself and someone else who is being bullied.

*4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation.*

Demonstrate effective refusal skills to avoid unsafe situations.

## **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

**Standard 3. Social and Emotional Wellness**

*1. Utilize knowledge and skills to develop a positive self-concept.*

Identify the characteristics of someone who has personal qualities that are important to you.

Identify the personal traits that best represent who you are and why they are important.

Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.

Express intentions to treat self with care and respect.

*2. Utilize knowledge and skills to develop an awareness of others and maintain healthy relationships.*

Summarize the importance of respecting the personal space and boundaries of others.

Discuss the importance of thinking about the effects of one's actions on other people.

Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.  
Describe the benefits of a friendship.  
Describe how to make and maintain friendships.

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Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels).  
Explain that taking medications incorrectly can be harmful, including vitamins.  
Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.

*3. Demonstrate how to respond appropriately to various types of bullying.*

Identify examples of physical bullying.  
Identify examples of social bullying (e.g., rumors, gossiping, excluding others).  
Identify why making fun of others is harmful to self and others.  
Explain how to advocate for yourself and someone else who is being bullied.

*4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation.*

Demonstrate effective refusal skills to avoid unsafe situations.

## **Lesson 8 A Prescription for Health – Understanding the Safe Use of Prescription and OTC 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

### **Standard 3. Social and Emotional Wellness**

*1. Utilize knowledge and skills to develop a positive self-concept.*

Express intentions to treat self with care and respect.

### **Standard 4. Prevention and Risk Management**

*2. Identify safe and proper use of household products.*

Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels).  
Explain that taking medications incorrectly can be harmful, including vitamins.  
Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.

## 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

### Standard 3. Social and Emotional Wellness

1. *Utilize knowledge and skills to develop a positive self-concept.*

Express intentions to treat self with care and respect.

### Standard 4. Prevention and Risk Management

1. *Identify the dangers of using tobacco and marijuana products and exposure to secondhand smoke.*

Describe the dangers of using tobacco or non-prescribed marijuana.

State reasons why and identify strategies to avoid secondhand smoke from tobacco and marijuana.

2. *Identify safe and proper use of household products.*

Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels).

Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.

## 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

### Standard 2. Physical and Personal Wellness

1. *Identify eating and drinking behaviors that contribute to maintaining good health.*

- a. Explain the importance of choosing healthy foods and beverages.
- d. Identify a variety of healthy snacks.

### Standard 3. Social and Emotional Wellness

1. *Utilize knowledge and skills to develop a positive self-concept.*

Express intentions to treat self with care and respect.