

# Too Good for Drugs Curriculum Correlations

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework

## 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.

#### Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.5. Examine how physical, social and emotional environments influence personal health.

#### Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

E.7.1. Demonstrate the ability to apply the goal-setting process to enhance health.

### 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.

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E.1.1. Describe relationships between personal health behaviors and individual well-being behaviors and individual well-being personal health behaviors and individual well-being.

E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

#### Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors.

E.3.3. Compare behaviors that are safe to those that are risky or harmful.

E.3.4. Demonstrate strategies to improve or maintain personal health by examining to improve or maintain personal health by examining influences and rules that affect decisions.

### **Content Standard 4: Analyzing Internal and External Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

E.4.3. Explain how family, school and peers influence personal health.

### **Content Standard 6: Decision-Making Skills**

Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.3. Predict outcomes of positive health decisions.

## **Lesson Three: *Dealing with Frustration***

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

- Define frustration; recognize and identify the feeling.
- Describe frustration as 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.

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E.1.5. Examine how physical, social and emotional environments influence personal health.

E.1.6. Identify health problems and illnesses that can be prevented or treated early.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.6. Identify and practice skills to manage stress.

### **Content Standard 5: Communication Skills**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.3. Describe emotions and how they can affect an individual's behavior.

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings.

### **Content Standard 6: Decision-Making Skills**

Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.2. Explain when to ask for assistance in making health related decisions.

E.6.3. Predict outcomes of positive health decisions.

## **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.

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## **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.

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## **Content Standard 8: Advocacy**

Students will demonstrate the ability to advocate for personal, family, and community health.

E.8.4. Describe ways to encourage and support others in making positive health choices.

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other.

## **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.

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## **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.

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E.5.1. Practice verbal and nonverbal communication as a means of enhancing health.

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

## **Content Standard 6: Decision-Making Skills**

Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health.

E.6.3. Predict outcomes of positive health decisions.

## **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.

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## **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.

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# 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.

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