

Too Good for Drugs Grade 2

2019 Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework 2020 Draft

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 6 Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.1.2 Identify a realistic personal short-term health goal.

6.2.2 Take steps to achieve the personal health goal.

6.3.2 Identify people who can help achieve a personal health goal.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.2 Demonstrate healthy practices.

Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.

8.1.2 Demonstrate how to encourage self and others to make healthy choices.

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.2.2 Identify relevant influences of media and technology on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.1.2 Identify situations which need a health-related decision.
- 5.2.2 Identify how family, peers or media influence a health-related decision.
- 5.3.2 Explain the potential positive and negative outcomes from health-related decisions.
- 5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.2.2 Demonstrate healthy practices.

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.1.2 Identify practices that reduce or prevent health risks.
- 7.2.2 Demonstrate healthy practices.

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

Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.2.2 Identify how family, peers or media influence a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.2 Demonstrate healthy practices.

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.2 Demonstrate healthy practices.

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.3.2 Demonstrate effective refusal skills including firmly saying “no” and getting away.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.2.2 Identify how family, peers or media influence a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.

8.1.2 Demonstrate how to encourage self and others to make healthy choices.

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g. parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.)

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

1.2.1 Recognize that there are multiple dimensions of health.

1.3.1 Describe ways to prevent communicable diseases.

1.4.1 List ways to prevent common childhood injuries.

1.5. 1Describe why it is important to seek health care

Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g. parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.)

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.1.2 Identify situations which need a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

1.4.1 List ways to prevent common childhood injuries.

Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g. parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.)

Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

5.1.2 Identify situations which need a health-related decision.

5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.1.1 Identify that healthy behaviors impact personal health.

Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.

8.1.2 Demonstrate how to encourage self and others to make healthy choices.