

Too Good for Drugs Curriculum Correlations

Correlated with Iowa Core Curriculum

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate goal-setting skills.

- Set personal goals.

Lesson Two: *Stop & Think*

Objectives: The student will be able to:

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

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.
- Recognize the effectiveness of health-related decisions.
- Recognize the need to ask for assistance when making health-related decisions.
- Identify that health related decisions have an impact on individual, family, community, and environment.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Recognize that personal health behaviors influence an individual's well being.
- List preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.
- Choose effective conflict management strategies.
- Show how to ask for help.
- Identify ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Identify personal health needs.
- Articulate ways to influence and support others to make positive health choices.
- Recognize mean and violent acts and demonstrate appropriate responses.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify stress and stress relievers.
- Identify risk behaviors and practice healthy choices.
- Identify healthy foods.
- Identify behaviors that contribute to total wellness for individuals, families and communities.

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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Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.
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- Identify ways to communicate care, consideration, empathy and respect for self and others.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify stress and stress relievers.
- Identify risk behaviors and practice healthy choices.

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.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Identify ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Articulate ways to influence and support others to make positive health choices.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify behaviors that contribute to total wellness for individuals, families and communities.

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.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Identify ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Articulate ways to influence and support others to make positive health choices.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

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Lesson Seven: *A Peer Pressure Play (and replays)*

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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Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Know when and how to ask for help with health care.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.
- Show how to ask for help.
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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 the rules for safe use of prescription and over-the-counter drugs.
- Describe the dangers of misusing prescription and over-the-counter drugs.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.
- Identify trusted adults/professionals who can help.

Access valid information, products and services.

- Selects appropriate products for minor injuries or illnesses.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

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Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.

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- Identify trusted adults/professionals who can help.

Access valid information, products and services.

- Selects appropriate products for minor injuries or illnesses.

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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