

Too Good for Drugs Curriculum Correlations

Correlated with Missouri's Framework for Curriculum Development in Health Education

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.

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

- 1a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)

D. Life Management Skills

By the end of grade 4, all students should be able to:

- 1a. Develop and record short-term goals regarding personal health and/or fitness, e.g., brush teeth twice a day for the next 2 weeks, walk for 15 minutes three times a week after school, monitor progress and evaluate (4.5)

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.

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

- 1a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)

III. Risk Assessment and Reduction

B. Injury Prevention and Control

By the end of grade 4, all students should be able to:

- 1a. Identify actions that are risky or harmful because of their effect upon self and others (4.3; 4.7)
- 2a. Identify potential risks in daily living and apply basic health and safety measures (4.7)

C. Tobacco, Alcohol and Other Drugs (TAOD)

By the end of grade 4, all students should be able to:

- 1a. Identify substances that are safe and unsafe to be taken orally (1.10; 4.7)

V. Physical Activity and Lifetime Wellness

A. Personal Fitness/Wellness

By the end of grade 4, all students should be able to:

- 6c. Recognize that substance use and abuse is detrimental to a healthy lifestyle (3.1)

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.

I. Functions and Interrelationships of Systems

B. Social Systems

By the end of grade 4, all students should be able to:

- 5b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations (2.1)
- c. Demonstrate ways to communicate care, consideration and respect of self and others (4.7)

II. Health Maintenance and Enhancement

D. Life Management Skills

By the end of grade 4, all students should be able to:

- 1b. Identify personal stressors in daily living and appropriate strategies to cope or adapt (3.1)

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.

I. Functions and Interrelationships of Systems

B. Social Systems

By the end of grade 4, all students should be able to:

- 5b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations (2.1)
- c. Demonstrate ways to communicate care, consideration and respect of self and others (4.7)
- 6a. Use effective communication skills in the classroom and in simulated social situations (2.3)

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

D. Life Management Skills

By the end of grade 4, all students should be able to:

- 1b. Identify personal stressors in daily living and appropriate strategies to cope or adapt (3.1)

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.

I. Functions and Interrelationships of Systems

B. Social Systems

By the end of grade 4, all students should be able to:

- 5b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations (2.1)
- c. Demonstrate ways to communicate care, consideration and respect of self and others (4.7)
- 6a. Use effective communication skills in the classroom and in simulated social situations (2.3)
- b. Discuss and respond thoughtfully to others by exhibiting attentive listening skills (2.3)

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.

I. Functions and Interrelationships of Systems

B. Social Systems

By the end of grade 4, all students should be able to:

- 2a. Describe characteristics needed to be a responsible friend and family member (4.3)
- 5b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations (2.1)
 - c. Demonstrate ways to communicate care, consideration and respect of self and others (4.7)
- 6a. Use effective communication skills in the classroom and in simulated social situations (2.3)

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.

I. Functions and Interrelationships of Systems

B. Social Systems

By the end of grade 4, all students should be able to:

- 5b. Identify and demonstrate appropriate ways to express needs, wants and feelings in a variety of situations (2.1)

II. Health Maintenance and Enhancement

D. Life Management Skills

By the end of grade 4, all students should be able to:

- 1b. Identify personal stressors in daily living and appropriate strategies to cope or adapt (3.1)
 - d. Demonstrate assertive/refusal skills and identify situations in which they should be used (1.10; 4.1)

III. Risk Assessment and Reduction

C. Tobacco, Alcohol and Other Drugs (TAOD)

By the end of grade 4, all students should be able to:

- 5b. Describe how healthy relationships with friends and families and a positive self-concept can affect an individual's ability to resist tobacco, alcohol and other drug use (2.1)

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.

I. Functions and Interrelationships of Systems

A. Body Systems

By the end of grade 4, all students should be able to:

- 2a. Evaluate how certain behaviors (both positive and negative) influence body system functions in order to determine a cause and effect relationship (1.6)

III. Risk Assessment and Reduction

B. Injury Prevention and Control

By the end of grade 4, all students should be able to:

- 1a. Identify actions that are risky or harmful because of their effect upon self and others (4.3; 4.7)

C. Tobacco, Alcohol and Other Drugs (TAOD)

By the end of grade 4, all students should be able to:

- 1a. Identify substances that are safe and unsafe to be taken orally (1.10; 4.7)
- 2a. Identify the purpose of medicines and how they can be used safely (1.10; 4.7)

V. Physical Activity and Lifetime Wellness

A. Personal Fitness/Wellness

By the end of grade 4, all students should be able to:

- 6c. Recognize that substance use and abuse is detrimental to a healthy lifestyle (3.1)

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.

I. Functions and Interrelationships of Systems

A. Body Systems

By the end of grade 4, all students should be able to:

- 2a. Evaluate how certain behaviors (both positive and negative) influence body system functions in order to determine a cause and effect relationship (1.6)

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

- 1a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)

III. Risk Assessment and Reduction

A. Disease Prevention and Control

By the end of grade 4, all students should be able to:

- 5a. Determine cause and effect relationship between health behaviors and diseases on illness. (1.6)

B. Injury Prevention and Control

By the end of grade 4, all students should be able to:

- 1a. Identify actions that are risky or harmful because of their effect upon self and others (4.3; 4.7)
- 2a. Identify potential risks in daily living and apply basic health and safety measures (4.7)

C. Tobacco, Alcohol and Other Drugs (TAOD)

By the end of grade 4, all students should be able to:

- 1a. Identify substances that are safe and unsafe to be taken orally (1.10; 4.7)
- 4a. Describe the effects of smoking including secondhand smoke (2.1, 2.4, 3.5, 4.1)

V. Physical Activity and Lifetime Wellness

A. Personal Fitness/Wellness

By the end of grade 4, all students should be able to:

6c. Recognize that substance use and abuse is detrimental to a healthy lifestyle (3.1)

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.

II. Health Maintenance and Enhancement

A. Personal and Family Health

By the end of grade 4, all students should be able to:

1a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)

III. Risk Assessment and Reduction

V. Physical Activity and Lifetime Wellness

A. Personal Fitness/Wellness

By the end of grade 4, all students should be able to:

6b. Explain the role of nutrition and physical fitness in the maintenance of optimal health (2.1)