

# Too Good for Drugs Curriculum Correlations

Correlated with Nebraska Health Education 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.

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1. Identify that healthy behaviors affect personal health.

1.2.2. Recognize that there are multiple dimensions of health.

**HEALTH EDUCATION STANDARD 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.**

6.2.1. Identify a short-term personal health goal and take action toward achieving the goal.

### 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.

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1. Identify that healthy behaviors affect personal health.

1.2.2. Recognize that there are multiple dimensions of health.

**HEALTH EDUCATION STANDARD 5 – Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1. Identify situations when a health-related decision is needed.

5.2.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.2. Demonstrate behaviors that avoid or reduce health risks.

## 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.

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1. Identify that healthy behaviors affect personal health.

1.2.2. Recognize that there are multiple dimensions of health.

**HEALTH EDUCATION STANDARD 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1. Demonstrate healthy ways to express needs, wants and feelings.

## 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.

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1. Identify that healthy behaviors affect personal health.

1.2.2. Recognize that there are multiple dimensions of health.

**HEALTH EDUCATION STANDARD 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1. Demonstrate healthy ways to express needs, wants and feelings.

## 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.

**HEALTH EDUCATION STANDARD 8 – Students will demonstrate the ability to advocate for personal, family and community health.**

8.2.2. Encourage peers to make positive health choices.

## **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.

**HEALTH EDUCATION STANDARD 8 – Students will demonstrate the ability to advocate for personal, family and community health.**

8.2.2. Encourage peers to make positive health choices.

## **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.

**HEALTH EDUCATION STANDARD 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1. Demonstrate healthy ways to express needs, wants and feelings.

## **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.

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1. Identify that healthy behaviors affect personal health.

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.2. Demonstrate behaviors that avoid or reduce health risks.

## **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.

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1. Identify that healthy behaviors affect personal health.

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.2. Demonstrate behaviors that avoid or reduce health risks.

## **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.

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1. Identify that healthy behaviors affect personal health.

1.2.2. Recognize that there are multiple dimensions of health.

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.