

# Too Good for Drugs Curriculum Correlations

Correlated with Oregon Health Education Standards

## 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.

#### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

#### **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

#### **PROMOTION OF HEALTHY EATING**

Identify how healthful eating habits can lead to wellness.

#### **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

Identify a source of stress and set a goal to help manage that stressor.

#### **VIOLENCE AND SUICIDE PREVENTION**

Set a goal to engage in positive, helpful behaviors.

### 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.

#### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

#### **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

## **PROMOTION OF HEALTHY EATING**

Identify how healthful eating habits can lead to wellness.

## **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify personal strengths.

Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

## **UNINTENTIONAL INJURY PREVENTION**

Use a decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.

## **VIOLENCE AND SUICIDE PREVENTION**

Demonstrate ways to prevent violence and unsafe situations.

Set a goal to engage in positive, helpful behaviors.

Identify safe people and places to go to if you feel unsafe or threatened.

Demonstrate the steps of problem solving, anger management and impulse control.

Manage interpersonal conflict in non-violent ways.

## **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.

## **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Explain who is an appropriate person to dispense medication to children.

## **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

## **PROMOTION OF HEALTHY EATING**

Identify how healthful eating habits can lead to wellness.

## **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

Identify a source of stress and set a goal to help manage that stressor.

## **VIOLENCE AND SUICIDE PREVENTION**

Demonstrate ways to prevent violence and unsafe situations.

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Demonstrate the steps of problem solving, anger management and impulse control.

Manage interpersonal conflict in non-violent ways.

## **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.

## **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

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Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

Identify a source of stress and set a goal to help manage that stressor.

## **VIOLENCE AND SUICIDE PREVENTION**

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Manage interpersonal conflict in non-violent ways.

## **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.

### **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

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Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

Identify a source of stress and set a goal to help manage that stressor.

### **VIOLENCE AND SUICIDE PREVENTION**

Demonstrate ways to prevent violence and unsafe situations.

Set a goal to engage in positive, helpful behaviors.

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Demonstrate the steps of problem solving, anger management and impulse control.

Manage interpersonal conflict in non-violent ways.

## **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.

### **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

Identify a source of stress and set a goal to help manage that stressor.

Advocate respect for diversity.

### **VIOLENCE AND SUICIDE PREVENTION**

Demonstrate ways to prevent violence and unsafe situations.

Set a goal to engage in positive, helpful behaviors.

Identify safe people and places to go to if you feel unsafe or threatened.

Demonstrate the steps of problem solving, anger management and impulse control.

Manage interpersonal conflict in non-violent ways.

## **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.

### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Demonstrate refusal skills around the use of tobacco and alcohol products.

### **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

### **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

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Identify internal and external influences on emotions and feelings.

Identify a source of stress and set a goal to help manage that stressor.

### **UNINTENTIONAL INJURY PREVENTION**

Use a decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.

### **VIOLENCE AND SUICIDE PREVENTION**

Demonstrate ways to prevent violence and unsafe situations.

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Demonstrate the steps of problem solving, anger management and impulse control.

Manage interpersonal conflict in non-violent ways.

## **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.

### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Demonstrate refusal skills around the use of tobacco and alcohol products.

Describe safe use of 'over the counter' and prescription drugs.

Explain who is an appropriate person to dispense medication to children.

Create a display of school rules regarding alcohol and tobacco use and 'over the counter' and prescription drug use.

### **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease..

### **UNINTENTIONAL INJURY PREVENTION**

Identify danger signs and symbols on consumer products.

### **VIOLENCE AND SUICIDE PREVENTION**

Set a goal to engage in positive, helpful behaviors.

Identify safe people and places to go to if you feel unsafe or threatened.

## **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.

### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Advocate in the school community for a tobacco-free environment.

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Demonstrate refusal skills around the use of tobacco and alcohol products.

Demonstrate ways to avoid secondhand smoke.

## **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

## **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

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Identify internal and external influences on emotions and feelings.

## **UNINTENTIONAL INJURY PREVENTION**

Identify danger signs and symbols on consumer products.

# **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.

## **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

## **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

## **PROMOTION OF HEALTHY EATING**

Identify how healthful eating habits can lead to wellness.

Choose a variety of foods to eat from different food groups.

## **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

Identify a source of stress and set a goal to help manage that stressor.

## **VIOLENCE AND SUICIDE PREVENTION**

Set a goal to engage in positive, helpful behaviors.