

# Too Good for Drugs Grade 2

## 2019 Edition

*Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education*

### 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

#### **115.14. Health Education, Grade 2, Adopted 2020**

##### **(b) Knowledge and skills**

- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
- (A) discuss ways to be kind to self and others;
  - (B) define personal growth and identify areas for one's personal growth; and
  - (C) list the steps and describe the importance of goal setting and task completion.

### 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

#### **115.14. Health Education, Grade 2, Adopted 2020**

##### **(b) Knowledge and skills**

- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
- social and emotional health;
  - (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and

## 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

### 115.14. Health Education, Grade 2, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) communicate needs, wants, and emotions in healthy ways;
- (C) discuss and explain how thoughts and emotions are related;

## 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

### 115.14. Health Education, Grade 2, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and

## 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

### 115.14. Health Education, Grade 2, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) communicate needs, wants, and emotions in healthy ways;
- (C) discuss and explain how thoughts and emotions are related;
- (D) explain the effect of peer influence on an individual's social and emotional health;
- (E) describe the qualities of a good friend;
- (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;
- (H) identify ways to prevent and repair broken friendships.

## 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

### 115.14. Health Education, Grade 2, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) communicate needs, wants, and emotions in healthy ways;
- (C) discuss and explain how thoughts and emotions are related;
- (D) explain the effect of peer influence on an individual's social and emotional health;
- (E) describe the qualities of a good friend;
- (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;
- (H) identify ways to prevent and repair broken friendships.

*(17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills*

## 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

### 115.14. Health Education, Grade 2, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) communicate needs, wants, and emotions in healthy ways;
- (B) describe and practice calming and self-management strategies;
- (C) discuss and explain how thoughts and emotions are related;

*(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:*

- (A) discuss ways to be kind to self and others;

## **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

### **115.14. Health Education, Grade 2, Adopted 2020**

#### **(b) Knowledge and skills**

*(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:*

*(A) describe the purposes of prescription and over-the-counter drugs and their intended benefits; and*

*(15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.*

## **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

### **115.14. Health Education, Grade 2, Adopted 2020**

#### **(b) Knowledge and skills**

*(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:*

*(B) explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products.*

*(15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.*

*(16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:*

*(B) identify a trusted adult such as a parent, teacher, or law enforcement officer.*

# 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

## 115.14. Health Education, Grade 2, Adopted 2020

### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) communicate needs, wants, and emotions in healthy ways;
  - (B) describe and practice calming and self-management strategies;
  - (C) discuss and explain how thoughts and emotions are related;
  - (D) explain the effect of peer influence on an individual's social and emotional health;
  - (E) describe the qualities of a good friend;
  - (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;
  - (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and
  - (H) identify ways to prevent and repair broken friendships.
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
- (B) define personal growth and identify areas for one's personal growth; and