

Too Good for Drugs Curriculum Correlations

Correlated with Virginia Health Education
Content Standards and Benchmarks

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.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- d) The importance of learning and using refusal skills to make good decisions.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- b) The environment.
- e) Self-image related to personal success.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- b) The effects of personal health decisions on other individuals.

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.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- a) How food choices contribute to a healthy lifestyle.
- b) The harmful effects of drugs, alcohol, and tobacco.
- d) The importance of learning and using refusal skills to make good decisions.
- e) The use of nonviolent strategies to resolve conflicts.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- b) The environment.
- e) Self-image related to personal success.
- f) Disappointment, loss, grief, and separation.

2.4 The student will recognize the influence that health resources and professionals have on personal health.

Key concepts/skills include:

- a) Health care professionals, resources, and services.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- a) The impact of verbal and nonverbal aggressive behaviors.
- b) The effects of personal health decisions on other individuals.

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.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- d) The importance of learning and using refusal skills to make good decisions.
- e) The use of nonviolent strategies to resolve conflicts.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- b) The environment.
- d) Different customs and traditions.
- e) Self-image related to personal success.
- f) Disappointment, loss, grief, and separation.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- a) The impact of verbal and nonverbal aggressive behaviors.
- b) The effects of personal health decisions on other individuals.

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.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- d) The importance of learning and using refusal skills to make good decisions.
- e) The use of nonviolent strategies to resolve conflicts.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- b) The environment.
- d) Different customs and traditions.
- e) Self-image related to personal success.
- f) Disappointment, loss, grief, and separation.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- a) The impact of verbal and nonverbal aggressive behaviors.
- b) The effects of personal health decisions on other individuals.

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.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- b) The environment.
- d) Different customs and traditions.
- e) Self-image related to personal success.
- f) Disappointment, loss, grief, and separation.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- a) The impact of verbal and nonverbal aggressive behaviors.
- b) The effects of personal health decisions on other individuals.

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.

2.1 The student will identify the major body systems and explain their connection to personal health.

Key concepts/skills include:

- a) The cardiovascular system.
- d) The muscular system.
- e) The nervous system.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- a) How food choices contribute to a healthy lifestyle.
- b) The harmful effects of drugs, alcohol, and tobacco.
- c) The need for regular health check-ups and screenings.
- d) The importance of learning and using refusal skills to make good decisions.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- d) Different customs and traditions.
- e) Self-image related to personal success.
- f) Disappointment, loss, grief, and separation.

2.4 The student will recognize the influence that health resources and professionals have on personal health.

Key concepts/skills include:

- a) Health care professionals, resources, and services.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- a) The impact of verbal and nonverbal aggressive behaviors.
- b) The effects of personal health decisions on other individuals.

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.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- a) How food choices contribute to a healthy lifestyle.
- b) The harmful effects of drugs, alcohol, and tobacco.
- c) The need for regular health check-ups and screenings.
- d) The importance of learning and using refusal skills to make good decisions.
- e) The use of nonviolent strategies to resolve conflict.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- b) The environment.
- d) Different customs and traditions.
- e) Self-image related to personal success.
- f) Disappointment, loss, grief, and separation.

2.4 The student will recognize the influence that health resources and professionals have on personal health.

Key concepts/skills include:

- b) Emergency services.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- b) The effects of personal health decisions on other individuals.

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.

2.1 The student will identify the major body systems and explain their connection to personal health.

Key concepts/skills include:

- a) The cardiovascular system.
- b) The digestive system.
- c) The skeletal system.
- d) The muscular system.
- e) The nervous system.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- a) How food choices contribute to a healthy lifestyle.
- b) The harmful effects of drugs, alcohol, and tobacco.
- c) The need for regular health check-ups and screenings.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- a) Heredity.
- b) The environment.
- c) Germs and diseases.

2.4 The student will recognize the influence that health resources and professionals have on personal health.

Key concepts/skills include:

- a) Health care professionals, resources, and services.
- b) Emergency services.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- b) The effects of personal health decisions on other individuals.

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.

2.1 The student will identify the major body systems and explain their connection to personal health.

Key concepts/skills include:

- a) The cardiovascular system.
- b) The digestive system.
- c) The skeletal system.
- d) The muscular system.
- e) The nervous system.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- b) The harmful effects of drugs, alcohol, and tobacco.
- c) The need for regular health check-ups and screenings.
- d) The importance of learning and using refusal skills to make good decisions.

2.3 The student will describe the influences and factors that impact health and wellness.

Key concepts/skills include:

- b) The environment.
- c) Germs and diseases.
- d) Different customs and traditions.
- f) Disappointment, loss, grief, and separation.

2.4 The student will recognize the influence that health resources and professionals have on personal health.

Key concepts/skills include:

- a) Health care professionals, resources, and services.
- b) Emergency services.
- c) Print, audiovisual, and electronic media.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

Key concepts/skills include:

- b) The effects of personal health decisions on other individuals.

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.

2.1 The student will identify the major body systems and explain their connection to personal health.

Key concepts/skills include:

- a) The cardiovascular system.
- b) The digestive system.
- c) The skeletal system.
- d) The muscular system.
- e) The nervous system.

2.2 The student will explain that personal health decisions and habits influence health and wellness throughout life.

Key concepts/skills include:

- a) How food choices contribute to a healthy lifestyle.
- b) The harmful effects of drugs, alcohol, and tobacco.
- c) The need for regular health check-ups and screenings.
- d) The importance of learning and using refusal skills to make good decisions.
- e) The use of nonviolent strategies to resolve conflicts.

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Key concepts/skills include:

- b) The environment.
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