

# Too Good for Drugs Kindergarten

## 2020 Edition

*Correlated with Alaska Skills for a Healthy Life*

### **Lesson 1 Dreaming Big – Setting Reachable Goals**

#### **Objectives**

Following this lesson, the student will be able to:

- Identify personal capabilities and strengths
- Identify new things to learn to do
- Identify how adults and peers can help with reaching a goal

#### **A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

#### **C. A student should understand how well-being is affected by relationships with others.**

A student who meets the content standard should:

- 5) understand how attitude and behavior affect the well-being of self and others; and

### **Lesson 2 I Know What to Do – Making Responsible Decisions**

#### **Objectives**

Following this lesson, the student will be able to:

- Recall the following steps in the decision-making process: 1 Stop, 2 Think
- Demonstrate anticipating consequences of choices
- Discuss personal responsibility for making positive choices

#### **A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

#### **B. A student should be able to demonstrate responsibility for the student’s well-being.**

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

#### **D. A student should be able to contribute to the well-being of families and communities.**

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

### **Lesson 3 Mad Sad Glad – Identify and Managing Emotions**

#### **Objectives**

Following this lesson, the student will be able to:

- Name a variety of feelings
- Discuss three ways people show their feelings: with faces, bodies, words
- Express feelings verbally and non-verbally

**A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

**B. A student should be able to demonstrate responsibility for the student's well-being.**

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;

**C. A student should understand how well-being is affected by relationships with others.**

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

**D. A student should be able to contribute to the well-being of families and communities.**

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

## **Lesson 4 Listen Up! – *Effective Communication***

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate using one's eyes, ears, and body to listen
- Identify the body language of an active listener
- Demonstrate the ability to ask questions without interrupting

**A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

**B. A student should be able to demonstrate responsibility for the student's well-being.**

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

**C. A student should understand how well-being is affected by relationships with others.**

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

**D. A student should be able to contribute to the well-being of families and communities.**

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

## Lesson 5 My Buddy and Me – *Bonding and Relationships*

### Objectives

Following this lesson, the student will be able to:

- Describe the characteristics of a healthy friendship
- Demonstrate assertive communication using an I-message

#### **A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

#### **B. A student should be able to demonstrate responsibility for the student's well-being.**

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

#### **C. A student should understand how well-being is affected by relationships with others.**

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

#### **D. A student should be able to contribute to the well-being of families and communities.**

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

## Lesson 6 How Do You Do? – *Making Friends*

### Objectives

Following this lesson, the students will be able to:

- Demonstrate the social skill of introducing oneself
- Identify ways to initiate conversations
- Demonstrate sharing and listening

#### **A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

#### **B. A student should be able to demonstrate responsibility for the student's well-being.**

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

#### **C. A student should understand how well-being is affected by relationships with others.**

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

**D. A student should be able to contribute to the well-being of families and communities.**

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

## **Lesson 7 A Better Idea – *Managing Peer Pressure***

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate passive and assertive communication
- Recite at least three ways to resist pressure from friends to do things that are unhealthy or unsafe
- Recite at least three safe and healthy things to do with friends

**A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;
- 4) recognize patterns of abuse directed at self or others and understand how to break these patterns;

**B. A student should be able to demonstrate responsibility for the student’s well-being.**

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

**C. A student should understand how well-being is affected by relationships with others.**

A student who meets the content standard should:

- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

**D. A student should be able to contribute to the well-being of families and communities.**

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

## **Lesson 8 Be Well** – *Understanding the Safe Use of Prescription and OTC Medicine*

### **Objectives**

Following this lesson, the student will be able to:

- Comprehend health and a healthy body
- Define medicine
- Differentiate the safe and unsafe use of prescription and over-the-counter medicines

### **A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

### **B. A student should be able to demonstrate responsibility for the student's well-being.**

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

### **D. A student should be able to contribute to the well-being of families and communities.**

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

## **Lesson 9 Keep Out!** – *Identifying and Avoiding Harmful Substances*

### **Objectives**

Following this lesson, the students will be able to:

- Identify harmful substances in and around the home including nicotine and alcohol
- Differentiate safe and unsafe ways for children to respond when encountering harmful household substances

### **A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

### **B. A student should be able to demonstrate responsibility for the student's well-being.**

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

### **D. A student should be able to contribute to the well-being of families and communities.**

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

# Lesson 10 An Apple a Day – *Healthy Choices*

## Objectives

Following this lesson, the student will be able to:

- Identify the benefits of making healthy choices related to food, rest, and exercise
- Differentiate safe, healthy decisions and unsafe, unhealthy decisions

### **A. A student should be able to acquire a core knowledge related to well-being.**

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
- 6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;

### **B. A student should be able to demonstrate responsibility for the student's well-being.**

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;