

Too Good for Drugs Kindergarten

2020 Edition

Correlated to 2020 Colorado Academic Standards for Comprehensive Health

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

None apply at this time.

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

None apply at this time.

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

Standard 3: Social and Emotional Wellness

1 Recognize the relationships between emotions and actions.

- A Demonstrate ways to show respect, consideration, and care for others, such as saying Please, Thank You, and I'm Sorry.
- B Identify a variety of emotions.
- C Recognize that feelings influence actions.
- D Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.

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

Standard 3: Social and Emotional Wellness

2 Demonstrate how to effectively communicate and cooperate with others.

- A Demonstrate effective listening skills.

B Demonstrate effective verbal and nonverbal communication skills.

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

Standard 3: Social and Emotional Wellness

1 Recognize the relationships between emotions and actions.

A Demonstrate ways to show respect, consideration, and care for others, such as saying Please, Thank You, and I'm Sorry.

D Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.

2 Demonstrate how to effectively communicate and cooperate with others.

B Demonstrate effective verbal and nonverbal communication skills.

D Demonstrate strategies to cooperate with others.

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

Standard 3: Social and Emotional Wellness

1 Recognize the relationships between emotions and actions.

A Demonstrate ways to show respect, consideration, and care for others, such as saying Please, Thank You, and I'm Sorry.

2 Demonstrate how to effectively communicate and cooperate with others.

A Demonstrate effective listening skills.

B Demonstrate effective verbal and nonverbal communication skills.

C Demonstrate sharing with peers.

D Demonstrate strategies to cooperate with others.

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

Standard 3: Social and Emotional Wellness

2 Demonstrate how to effectively communicate and cooperate with others.

B Demonstrate effective verbal and nonverbal communication skills.

Standard 4: Prevention and Risk Management

3 Demonstrate effective communication skills in unsafe situations.

D Identify unsafe or risky situations around the home, school, and community.

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

Standard 2: Physical and Personal Wellness

2 Explain how personal hygiene and cleanliness affect wellness.

- E Explain why sleep and rest are important for proper growth and good health

Standard 4: Prevention and Risk Management

3 Demonstrate effective communication skills in unsafe situations.

- D Identify unsafe or risky situations around the home, school, and community.

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

Standard 4: Prevention and Risk Management

3 Demonstrate effective communication skills in unsafe situations.

- D Identify unsafe or risky situations around the home, school, and community.

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

Standard 2: Physical and Personal Wellness

1 Identify the major food groups and the benefits of eating a variety of healthy foods.

- A Identify foods and beverages that are healthy choices.
- B Explain how food is fuel and that different activities need different fuel.
- C Explain the health benefits of choosing healthy foods and beverages.

2 Explain how personal hygiene and cleanliness affect wellness.

- E Explain why sleep and rest are important for proper growth and good health

Standard 4: Prevention and Risk Management

3 Demonstrate effective communication skills in unsafe situations.

- D Identify unsafe or risky situations around the home, school, and community.