

# Too Good for Drugs Kindergarten

## 2020 Edition

*Correlated with Connecticut Healthy and Balanced Living Curriculum Framework 2020 Draft*

### **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

#### **Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

#### **Standard 6 Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.**

6.1.2 Identify a realistic personal short-term health goal.

6.2.2 Take steps to achieve the personal health goal.

6.3.2 Identify people who can help achieve a personal health goal.

#### **Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.2 Demonstrate healthy practices.

#### **Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.1.2 Demonstrate how to encourage self and others to make healthy choices.

### **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

#### **Standard 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

#### **Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.2.2 Identify relevant influences of media and technology on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

#### **Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.1.2 Identify situations which need a health-related decision.

5.2.2 Identify how family, peers or media influence a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

**Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.2 Demonstrate healthy practices.

## **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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

**Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

**Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

**Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

**Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

## **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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

**Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

**Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.

**Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.2 Identify how family, peers or media influence a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

**Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.2 Demonstrate healthy practices.

## **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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

**Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

**Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.

**Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.2 Demonstrate healthy practices.

## 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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

### **Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

### **Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.

### **Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.2.2 Demonstrate healthy practices.

## 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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

### **Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

### **Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

4.3.2 Demonstrate effective refusal skills including firmly saying “no” and getting away.

### **Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.2 Identify how family, peers or media influence a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

**Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

**Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.1.2 Demonstrate how to encourage self and others to make healthy choices.

## **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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

1.2.1 Recognize that there are multiple dimensions of health.

1.3.1 Describe ways to prevent communicable diseases.

1.4.1 List ways to prevent common childhood injuries.

1.5. 1Describe why it is important to seek health care

**Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.1.2 Identify relevant influences of family, peers, school and community on health practices and behaviors.

2.3.2 Describe positive and negative influences on personal health practices and behaviors.

**Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g. parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.)

**Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.1.2 Identify situations which need a health-related decision.

5.3.2 Explain the potential positive and negative outcomes from health-related decisions.

5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

**Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

## 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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

1.4.1 List ways to prevent common childhood injuries.

### **Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

3.1.2 Identify trusted adults at home, school and the community who can help promote health (e.g. parents, adult family members, nurse, counselor, teacher, healthcare provider, police officer, etc.)

### **Standard 4 Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.1.2 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.

### **Standard 5 Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.1.2 Identify situations which need a health-related decision.

5.4.2 Describe when help is needed and when it is not needed to make a healthy decision.

### **Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

## 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 1 Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.1.1 Identify that healthy behaviors impact personal health.

### **Standard 7 Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.1.2 Identify practices that reduce or prevent health risks.

7.2.2 Demonstrate healthy practices.

### **Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.1.2 Demonstrate how to encourage self and others to make healthy choices.