

Too Good for Drugs Curriculum Correlations

Correlated with Delaware Health Education Standards

Kindergarten

Lesson One: *Making My Day*

Objectives: The student will be able to:

- List at least five ways to build a healthy self.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

Lesson Two: *Be Good to your Body*

Objectives: The student will be able to:

- List at least three internal parts of the body and describe what they do.
- Recite at least three ways to help the body stay healthy.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

1.2 Recognize that there are multiple dimensions of health.

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

4.2 Utilize listening skills to enhance health.

Lesson Three: *The Healthy Thing to Do*

Objectives: The student will be able to:

- Differentiate between safe, healthy decisions and unsafe, unhealthy, decisions.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

1.2 Recognize that there are multiple dimensions of health.

1.4 Illustrate ways to prevent common childhood injuries.

1.5 Describe why it is important to seek health care.

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

2.1 Describe how the family influences personal health practices.

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

5.1 Identify situations when a health-related decision is needed.

Lesson Four: *I'm Too Good For Drugs*

Objectives: The student will be able to:

- Define drugs.
- Differentiate between medicine and other drugs.
- Discuss the harmful effects of non-medical drugs on the body.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

1.4 Illustrate ways to prevent common childhood injuries.

1.5 Describe why it is important to seek health care.

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

5.1 Identify situations when a health-related decision is needed.

5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Lesson Five: *Mr. Big Mouth*

Objectives: The student will be able to:

- Differentiate between substances that are harmful to eat and drink from those that are safe to eat and drink.
- List at least five substances that are safe to eat and drink.
- List at least three harmful substances: tobacco, alcohol, poison.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

1.2 Recognize that there are multiple dimensions of health.

1.4 Illustrate ways to prevent common childhood injuries.

1.5 Describe why it is important to seek health care.

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

2.1 Describe how the family influences personal health practices.

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

5.1 Identify situations when a health-related decision is needed.

Lesson Six: *Goin' Fishin'*

Objectives: The student will be able to:

- Recite at least six feelings: happy, sad, angry, afraid, surprised, excited.
- Discuss three ways that people show their feelings: with faces, body, words.
- Demonstrate feelings non-verbally and express them verbally.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

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

4.1 Model healthy ways to express needs, wants and feelings.

4.2 Utilize listening skills to enhance health.

Lesson Seven: *Finding a Friend*

Objectives: The student will be able to:

- Describe three to five ways to initiate conversations.
- Practice verbal and non-verbal communication.
- Describe characteristics of a friend.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.2 Recognize that there are multiple dimensions of health.

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

4.1 Model healthy ways to express needs, wants and feelings.

Lesson Eight: *Stop & Think*

Objectives: The student will be able to:

- Discuss personal responsibility for making positive choices.
- Recite the following steps in the decision-making process: stop and think.
- Perform role plays for decision-making practice.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

1.2 Recognize that there are multiple dimensions of health.

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

4.1 Model healthy ways to express needs, wants and feelings.

4.3 Role-play ways to respond when in an unwanted, threatening or dangerous situation.

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

5.1 Identify situations when a health-related decision is needed.

5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Lesson Nine: *All Together Now*

Objectives: The student will be able to:

- Recite at least four 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: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

1.2 Recognize that there are multiple dimensions of health.

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

4.1 Model healthy ways to express needs, wants and feelings.

4.3 Role-play ways to respond when in an unwanted, threatening or dangerous situation.

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

5.1 Identify situations when a health-related decision is needed.

5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Lesson Ten: *Tuggles the Teddy Bear*

Objectives: The student will be able to:

- Differentiate between safe and harmful substances.
- Discuss personal responsibility for making positive choices.
- Perform role plays for decision-making practice.

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

1.1 Recognize that healthy behaviors impact personal health.

1.2 Recognize that there are multiple dimensions of health.

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

4.1 Model healthy ways to express needs, wants and feelings.

4.3 Role-play ways to respond when in an unwanted, threatening or dangerous situation.

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

5.1 Identify situations when a health-related decision is needed.

5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.