

Too Good for Drugs Curriculum Correlations

Correlated with Iowa Core Curriculum

Kindergarten

Lesson One: *Making My Day*

Objectives: The student will be able to:

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

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.
- List preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate goal-setting skills.

- Set personal goals.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.
- List preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify risk behaviors and practice healthy choices.
- Identify healthy foods.
- Identify behaviors that contribute to total wellness for individuals, families and communities.

Lesson Three: *The Healthy Thing to Do*

Objectives: The student will be able to:

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

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.
- Recognize the effectiveness of health-related decisions.
- Recognize the need to ask for assistance when making health-related decisions.
- Identify that health related decisions have an impact on individual, family, community, and environment.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.
- Identify trusted adults/professionals who can help.

Access valid information, products and services.

- Selects appropriate products for minor injuries or illnesses.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Identify ways to prevent illness and injury.
- Know when and how to ask for help with health care.
- Identify the impact of personal health behaviors on the functioning of body systems.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.

Essential Concept and/or Skill: Identify influences that affect personal health and the health of others.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Identify negative and positive health practices.
- Identify trusted adults/professionals who can help.

Access valid information, products and services.

- Selects appropriate products for minor injuries or illnesses.

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, bodies, words.
- Demonstrate feelings non-verbally and express them verbally.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Recognize that personal health behaviors influence an individual's well being.
- List preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.
- Choose effective conflict management strategies.
- Show how to ask for help.
- Identify ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Identify personal health needs.
- Articulate ways to influence and support others to make positive health choices.
- Recognize mean and violent acts and demonstrate appropriate responses.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify stress and stress relievers.
- Identify risk behaviors and practice healthy choices.
- Identify healthy foods.
- Identify behaviors that contribute to total wellness for individuals, families and communities.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Describe how physical, emotional, social, and environmental factors influence personal health.
- Recognize that personal health behaviors influence an individual's well being.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.
- Choose effective conflict management strategies.
- Identify ways to communicate care, consideration, empathy and respect for self and others.

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Identify risk behaviors and practice healthy choices.

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.

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Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.

Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

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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.

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- Describe how physical, emotional, social, and environmental factors influence personal health.
- Know when and how to ask for help with health care.

Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.
- Show how to ask for help.
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Essential Concept and/or Skill: Recognize critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Understand the interrelationships between decisions, choices and consequences.
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- Recognize the need to ask for assistance when making health-related decisions.
- Identify that health related decisions have an impact on individual, family, community, and environment.

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.

Essential Concept and/or Skill: Understand and use basic health concepts to enhance personal, family, and community health.

Know and use concepts related to health promotion and disease prevention.

- Identify ways to be healthy.
- Identify ways to prevent illness and injury.
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