

Too Good for Drugs Curriculum Correlations

Correlated with Mississippi State Standards

Kindergarten

Lesson One: *Making My Day*

Objectives: The student will be able to:

- List at least five ways to build a healthy self.
1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H)
 - a. Explain how childhood injuries and illnesses can be prevented or treated.
 - b. Describe relationships between personal health behaviors and individual well-being.
 - c. Describe the functions of the five senses.
 - d. Identify the food groups of the Pyramid.
 2. Demonstrate the ability to access valid health information and health-promoting products and services. (C,S,CH)
 - a. Identify health products and services used by adults/children.
 - b. Identify healthy helpers in the community.
 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)
 - a. Demonstrate safe behavior in daily activity.
 - b. Demonstrate positive personal hygiene.
 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)
 - a. Demonstrate an ability to identify healthy food.
 - b. Demonstrate healthy choices.
 7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)
 - a. Discuss the importance of influencing others to make healthy choices.
 - b. Demonstrate an ability to recognize health services in the community.

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.

1. Comprehend concepts related to health promotion and disease prevention.
(D, PH, N, H)
 - a. Explain how childhood injuries and illnesses can be prevented or treated.
 - b. Describe relationships between personal health behaviors and individual well-being.
 - c. Describe the functions of the five senses.
 - d. Identify the food groups of the Pyramid.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
(PH, S)
 - a. Demonstrate safe behavior in daily activity.
 - b. Demonstrate positive personal hygiene.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, H, S)
 - a. Demonstrate an ability to identify healthy food.
 - b. Demonstrate healthy choices.
 - c. Explain how to set personal health goals and track progress toward achievement.
7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)
 - a. Discuss the importance of influencing others to make healthy choices.
 - b. Demonstrate an ability to recognize health services in the community.

Lesson Three: *The Healthy Thing to Do*

Objectives: The student will be able to:

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

1. Comprehend concepts related to health promotion and disease prevention.
(D, PH, N, H)
 - a. Explain how childhood injuries and illnesses can be prevented or treated.
 - b. Describe relationships between personal health behaviors and individual well-being.
2. Demonstrate the ability to access valid health information and health-promoting products and services. (C,S,CH)
 - b. Identify healthy helpers in the community.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
(PH, S)
 - a. Demonstrate safe behavior in daily activity.
 - b. Demonstrate positive personal hygiene.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, H, S)
 - a. Demonstrate an ability to identify healthy food.
 - b. Demonstrate healthy choices.

7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)
- a. Discuss the importance of influencing others to make healthy choices.
 - b. Demonstrate an ability to recognize health services in the community.

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.
1. Comprehend concepts related to health promotion and disease prevention.
(D, PH, N, H)
- a. Explain how childhood injuries and illnesses can be prevented or treated.
 - b. Describe relationships between personal health behaviors and individual well-being.
 - e. Identify emergency numbers.
2. Demonstrate the ability to access valid health information and health-promoting products and services. (C,S,CH)
- a. Identify health products and services used by adults/children.
 - b. Identify healthy helpers in the community.
4. Analyze the influence of culture, media, technology, and other factors on health. (M)
- b. Understand procedures in the case of an emergency.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, H, S)
- b. Demonstrate healthy choices.
7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)
- a. Discuss the importance of influencing others to make healthy choices.
 - b. Demonstrate an ability to recognize health services in the community.

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.
1. Comprehend concepts related to health promotion and disease prevention.
(D, PH, N, H)

- a. Explain how childhood injuries and illnesses can be prevented or treated.
 - b. Describe relationships between personal health behaviors and individual well-being.
 - d. Identify the food groups of the Pyramid.
 - e. Identify emergency numbers.
2. Demonstrate the ability to access valid health information and health-promoting products and services. (C,S,CH)
 - a. Identify health products and services used by adults/children.
 - b. Identify healthy helpers in the community.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)
 - a. Demonstrate safe behavior in daily activity.
 - b. Demonstrate positive personal hygiene.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)
 - a. Demonstrate an ability to identify healthy food.
 - b. Demonstrate healthy choices.
7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)
 - a. Discuss the importance of influencing others to make healthy choices.
 - b. Demonstrate an ability to recognize health services in the community.

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.
1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H)
 - a. Explain how childhood injuries and illnesses can be prevented or treated.
 - b. Describe relationships between personal health behaviors and individual well-being.
 - c. Describe the functions of the five senses..
 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)
 - a. Demonstrate safe behavior in daily activity.
 4. Analyze the influence of culture, media, technology, and other factors on health. (M)
 - a. Understand the differences among peers and how they relate to culture.
 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (PH, F, M, S)

- a. Demonstrate ability to work in group settings without interfering with others.
- b. Explain healthy ways to express feelings.

7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)

- a. Discuss the importance of influencing others to make healthy choices.

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.

1. Comprehend concepts related to health promotion and disease prevention.
(D, PH, N, H)

- b. Describe relationships between personal health behaviors and individual well-being.

4. Analyze the influence of culture, media, technology, and other factors on health. (M)

- a. Understand the differences among peers and how they relate to culture.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.
(PH, F, M, S)

- a. Demonstrate ability to work in group settings without interfering with others.
- b. Explain healthy ways to express feelings.
- c. Identify ways families meet the needs and wants of each family member.

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, H, S)

- b. Demonstrate healthy choices.

7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)

- a. Discuss the importance of influencing others to make 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.

1. Comprehend concepts related to health promotion and disease prevention.
(D, PH, N, H)

- a. Explain how childhood injuries and illnesses can be prevented or treated.
- b. Describe relationships between personal health behaviors and individual well-being.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)
 - a. Demonstrate safe behavior in daily activity.
4. Analyze the influence of culture, media, technology, and other factors on health. (M)
 - a. Understand the differences among peers and how they relate to culture.
5. Demonstrate the ability to use interpersonal communication skills to enhance health. (PH, F, M, S)
 - a. Demonstrate ability to work in group settings without interfering with others.
 - b. Explain healthy ways to express feelings.
 - c. Identify ways families meet the needs and wants of each family member.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)
 - b. Demonstrate healthy choices.
7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)
 - a. Discuss the importance of influencing others to make healthy choices.

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.
1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H)
 - a. Explain how childhood injuries and illnesses can be prevented or treated.
 - b. Describe relationships between personal health behaviors and individual well-being.
 - e. Identify emergency numbers.
 2. Demonstrate the ability to access valid health information and health-promoting products and services. (C,S,CH)
 - b. Identify healthy helpers in the community.
 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)
 - a. Demonstrate safe behavior in daily activity.
 4. Analyze the influence of culture, media, technology, and other factors on health. (M)
 - a. Understand the differences among peers and how they relate to culture.
 - b. Understand procedures in the case of an emergency.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.
(PH, F, M, S)
 - b. Explain healthy ways to express feelings.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, H, S)
 - b. Demonstrate healthy choices.
7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)
 - a. Discuss the importance of influencing others to make healthy choices.
 - b. Demonstrate an ability to recognize health services in the community.

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.
1. Comprehend concepts related to health promotion and disease prevention.
(D, PH, N, H)
 - a. Explain how childhood injuries and illnesses can be prevented or treated.
 - b. Describe relationships between personal health behaviors and individual well-being..
 - e. Identify emergency numbers.
 2. Demonstrate the ability to access valid health information and health-promoting products and services. (C,S,CH)
 - a. Identify health products and services used by adults/children.
 - b. Identify healthy helpers in the community.
 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
(PH, S)
 - a. Demonstrate safe behavior in daily activity.
 4. Analyze the influence of culture, media, technology, and other factors on health. (M)
 - a. Understand the differences among peers and how they relate to culture.
 5. Demonstrate the ability to use interpersonal communication skills to enhance health.
(PH, F, M, S)
 - a. Demonstrate ability to work in group settings without interfering with others.
 - b. Explain healthy ways to express feelings.
 - c. Identify ways families meet the needs and wants of each family member.

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, H, S)

- a. Demonstrate an ability to identify healthy food.
- b. Demonstrate healthy choices.

7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)

- a. Discuss the importance of influencing others to make healthy choices.
- b. Demonstrate an ability to recognize health services in the community.