

# Too Good for Drugs Curriculum Correlations

Correlated with Oregon 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.

#### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

#### **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

#### **PROMOTION OF HEALTHY EATING**

Identify how healthful eating habits can lead to wellness.

#### **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

Identify a source of stress and set a goal to help manage that stressor.

#### **VIOLENCE AND SUICIDE PREVENTION**

Set a goal to engage in positive, helpful behaviors.

### 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.

#### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

#### **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

#### **PROMOTION OF HEALTHY EATING**

Identify how healthful eating habits can lead to wellness.

Choose a variety of foods to eat from different food groups.

## **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate positive communication skills needed to express personal needs, wants and feelings to family and peers.

Identify personal strengths.

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## **VIOLENCE AND SUICIDE PREVENTION**

Set a goal to engage in positive, helpful behaviors.

## **Lesson Three: *The Healthy Thing to Do***

**Objectives:** The student will be able to:

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

## **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

## **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

## **PROMOTION OF HEALTHY EATING**

Identify how healthful eating habits can lead to wellness.

## **PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify personal strengths.

Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

## **UNINTENTIONAL INJURY PREVENTION**

Use a decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.

## **VIOLENCE AND SUICIDE PREVENTION**

Demonstrate ways to prevent violence and unsafe situations.

Set a goal to engage in positive, helpful behaviors.

Identify safe people and places to go to if you feel unsafe or threatened.

Demonstrate the steps of problem solving, anger management and impulse control.

Manage interpersonal conflict in non-violent ways.

## **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.

### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Demonstrate refusal skills around the use of tobacco and alcohol products.

Describe safe use of 'over the counter' and prescription drugs.

Explain who is an appropriate person to dispense medication to children.

Create a display of school rules regarding alcohol and tobacco use and 'over the counter' and prescription drug use.

### **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease..

### **UNINTENTIONAL INJURY PREVENTION**

Identify danger signs and symbols on consumer products.

### **VIOLENCE AND SUICIDE PREVENTION**

Set a goal to engage in positive, helpful behaviors.

Identify safe people and places to go to if you feel unsafe or threatened.

## **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.

### **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Advocate in the school community for a tobacco-free environment.

Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Describe safe use of 'over the counter' and prescription drugs.

Explain who is an appropriate person to dispense medication to children.

### **PREVENTION AND CONTROL OF DISEASE**

Demonstrate strategies for proper personal health care.

Use the decision making model to make healthy decisions for preventing disease.

## **PROMOTION OF HEALTHY EATING**

Identify how healthful eating habits can lead to wellness.

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Identify personal strengths.

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## **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.

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Identify personal strengths.

Describe appropriate ways to express and deal with personal feelings, wants and needs.

Identify internal and external influences on emotions and feelings.

Identify a source of stress and set a goal to help manage that stressor.

## **VIOLENCE AND SUICIDE PREVENTION**

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Manage interpersonal conflict in non-violent ways.

## **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.

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## **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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## **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.

## **ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

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Demonstrate refusal skills around the use of tobacco and alcohol products.

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## **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.

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Recognize the influences that persuade young people to abstain from alcohol and tobacco use.

Demonstrate refusal skills around the use of tobacco and alcohol products.

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