

Too Good for Drugs Kindergarten

2020 Edition

Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education

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

115.12. Health Education, Kindergarten, Adopted 2020

(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and
- (B) discuss the meaning of goals and identify at least one health-related goal.

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

115.12. Health Education, Kindergarten, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (C) discuss how friends can influence a person's behavior;

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

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(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;

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

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(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness;
and

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

115.12. Health Education, Kindergarten, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;
(B) describe and practice calming and self-management strategies;
(C) discuss how friends can influence a person's behavior;
(D) demonstrate skills for making new acquaintances;
(E) demonstrate respect and communicate appropriately with individuals; and
(F) identify and practice ways to solve conflicts with a friend.

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

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(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;
(B) describe and practice calming and self-management strategies;
(C) discuss how friends can influence a person's behavior;

- (D) demonstrate skills for making new acquaintances;
- (E) demonstrate respect and communicate appropriately with individuals; and
- (F) identify and practice ways to solve conflicts with a friend.

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

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(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;
- (C) discuss how friends can influence a person's behavior;
- (D) demonstrate skills for making new acquaintances;
- (E) demonstrate respect and communicate appropriately with individuals; and
- (F) identify and practice ways to solve conflicts with a friend.

(9) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:

- (A) identify roles and characteristics of a trusted adult;
- (B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations; and
- (C) identify personal space and appropriate boundaries.

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

115.12. Health Education, Kindergarten, Adopted 2020

(b) Knowledge and skills.

(2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:

- (C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;
- (B) describe and practice calming and self-management strategies;
- (C) discuss how friends can influence a person's behavior;
- (D) demonstrate skills for making new acquaintances;
- (E) demonstrate respect and communicate appropriately with individuals; and
- (F) identify and practice ways to solve conflicts with a friend.

(13) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

- (A) discuss the proper usage of medications; and

(14) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.

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

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(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;
- (B) describe and practice calming and self-management strategies;
- (C) discuss how friends can influence a person's behavior;
- (D) demonstrate skills for making new acquaintances;
- (E) demonstrate respect and communicate appropriately with individuals; and
- (F) identify and practice ways to solve conflicts with a friend.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness;
and
- (B) discuss the meaning of goals and identify at least one health-related goal.

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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

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(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify their own feelings and emotions;
- (B) describe and practice calming and self-management strategies;
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and
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