

Too Good for Drugs Curriculum Correlations

Correlated with Virginia Health Education
Content Standards and Benchmarks

Kindergarten

Lesson One: *Making My Day*

Objectives: The student will be able to:

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

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- a) The importance of making healthy food choices (e.g., eating a variety of foods from all groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
- c) The five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet).
- d) The need for regular physical activity.

K.2 The student will explain the concept of being healthy.

Key concepts/skills include:

- a) Positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).
- b) Personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).

K.4 The student will identify sources of health and safety information.

Key concepts/skills include:

- b) Individuals, including school nurses, family members, health care personnel, teachers, school counselors, and public safety officials.

K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.

Key concepts/skills include:

- b) The importance of sharing important information with trusted adults.

K.6 The student will identify expectations for personal behavior in school and social settings.

Key concepts/skills include:

- a) Acceptable behavior in classrooms and during play.
- c) Respect for the personal space of others.

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.

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- a) The importance of making healthy food choices (e.g., eating a variety of foods from all groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
- b) The effects of drugs and medicines on the body.
- c) The five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet).
- d) The need for regular physical activity.

K.2 The student will explain the concept of being healthy.

Key concepts/skills include:

- a) Positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).
- b) Personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).

K.4 The student will identify sources of health and safety information.

Key concepts/skills include:

- a) A variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media.

K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.

Key concepts/skills include:

- a) The peaceful resolution of conflicts.

K.6 The student will identify expectations for personal behavior in school and social settings.

Key concepts/skills include:

- a) Acceptable behavior in classrooms and during play.

Lesson Three: *The Healthy Thing to Do*

Objectives: The student will be able to:

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

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- a) The importance of making healthy food choices (e.g., eating a variety of foods from all groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
- b) The effects of drugs and medicines on the body.

K.2 The student will explain the concept of being healthy.

Key concepts/skills include:

- a) Positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).

- b) Personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).
- c) Germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).

K.3 The student will explain the concept of being safe.

Key concepts/skills include:

- a) The need for safety rules and practices.
- b) The difference between emergency and non-emergency situations.
- c) The choices that prevent injuries (e.g., wearing helmets, using seatbelts and safety seats, tying shoelaces).

K.4 The student will identify sources of health and safety information.

Key concepts/skills include:

- a) A variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media.
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K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.

Key concepts/skills include:

- b) The importance of sharing important information with trusted adults.

K.6 The student will identify expectations for personal behavior in school and social settings.

Key concepts/skills include:

- b) Respect for the property and rights of others.
- c) Respect for the personal space of others.

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.

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- a) The importance of making healthy food choices (e.g., eating a variety of foods from all groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
- b) The effects of drugs and medicines on the body.
- c) The five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet).

K.2 The student will explain the concept of being healthy.

Key concepts/skills include:

- a) Positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).

K.3 The student will explain the concept of being safe.

Key concepts/skills include:

- a) The need for safety rules and practices.
- b) The difference between emergency and non-emergency situations.
- c) The choices that prevent injuries (e.g., wearing helmets, using seatbelts and safety seats, tying shoelaces).

K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.

Key concepts/skills include:

- b) The importance of sharing important information with trusted adults.

K.6 The student will identify expectations for personal behavior in school and social settings.

Key concepts/skills include:

- a) Acceptable behavior in classrooms and during play.
- b) Respect for the property and rights of others.

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.

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- a) The importance of making healthy food choices (e.g., eating a variety of foods from all groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
- b) The effects of drugs and medicines on the body.
- c) The five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet).

K.2 The student will explain the concept of being healthy.

Key concepts/skills include:

- b) Personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).

K.3 The student will explain the concept of being safe.

Key concepts/skills include:

- a) The need for safety rules and practices.
- b) The difference between emergency and non-emergency situations.

- c) The choices that prevent injuries (e.g., wearing helmets, using seatbelts and safety seats, tying shoelaces).

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Key concepts/skills include:

- b) The importance of sharing important information with trusted adults.

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Key concepts/skills include:

- a) Acceptable behavior in classrooms and during play.
- c) Respect for the personal space of others.

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.

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- c) The five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet).

K.2 The student will explain the concept of being healthy.

Key concepts/skills include:

- a) Positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).

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Key concepts/skills include:

- a) The need for safety rules and practices.
- b) The difference between emergency and non-emergency situations.

K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.

Key concepts/skills include:

- a) The peaceful resolution of conflicts.
- b) The importance of sharing important information with trusted adults.

K.6 The student will identify expectations for personal behavior in school and social settings.

Key concepts/skills include:

- b) Respect for the property and rights of others.
- c) Respect for the personal space of others.

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.

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- c) The five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet).

K.2 The student will explain the concept of being healthy.

Key concepts/skills include:

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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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Key concepts/skills include:

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- c) The five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet).
- d) The need for regular physical activity.

K.2 The student will explain the concept of being healthy.

Key concepts/skills include:

- a) Positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).
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K.4 The student will identify sources of health and safety information.

Key concepts/skills include:

- a) A variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media.
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Key concepts/skills include:

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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.

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- b) The effects of drugs and medicines on the body.
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Key concepts/skills include:

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- c) Respect for the personal space of others.

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.

K.1 The student will explain that the body is a living and growing organism.

Key concepts/skills include:

- a) The importance of making healthy food choices (e.g., eating a variety of foods from all groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
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- d) The need for regular physical activity.

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