

# Too Good for Drugs Kindergarten

## 2020 Edition

*Correlated with Wyoming Health Education Content and Performance Standards*

### **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

#### **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

*Students will access, analyze and evaluate health information, products and resources.*

HE2.1.1 Identify people who can help students enhance their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IP/S, PCD

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.6 Describe why health goals are important. PH

HE2.4.7 Identify goals for enhancing health. PA, PH, NUT

### **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

#### **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

*Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.*

HE2.2.1 Identify situations where a health related decision is needed. IP/S, PH, FAM

HE2.2.2 Recognize when assistance is needed for making a decision. IP/S, VP/B, ATOD

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.2 Identify behaviors that help avoid or reduce health risks. IP/S, VP/B, ATOD

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

### **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

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical).

PH, ME, FAM

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.4 Recognize and accurately label emotions and how they are linked to behavior (anger, sadness, joy, etc.). ME, VP/B

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

### **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

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical).

PH, ME, FAM

HE2.3.2 Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.4 Recognize and accurately label emotions and how they are linked to behavior (anger, sadness, joy, etc.). ME, VP/B

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.8 Describe the ways people are similar and different. FAM, VP/B

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.8 Describe the ways people are similar and different. FAM, VP/B

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## 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

### CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

*Students will access, analyze and evaluate health information, products and resources.*

HE2.1.2 Identify people who can help students reduce their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IP/S, FAM, VP/B

### CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

HE2.3.2 Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM

HE2.3.3 Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations. IP/S, PH, VP/B

### CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## 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

### CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

*Students will access, analyze and evaluate health information, products and resources.*

HE2.1.1 Identify people who can help students enhance their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IP/S, PCD

HE2.1.2 Identify people who can help students reduce their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IP/S, FAM, VP/B

### CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

*Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.*

HE2.2.1 Identify situations where a health related decision is needed. IP/S, PH, FAM

HE2.2.2 Recognize when assistance is needed for making a decision. IP/S, VP/B, ATOD

HE2.2.3 Describe how health related decisions can affect self or others (e.g., decision to sneeze into sleeve prevents spreading germs to others). IP/S, PCD

HE2.2.4 Describe how family can influence decisions students make about health practices and risk behaviors (e.g., washing hands, not wearing seatbelts). FAM, PH, PCD

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.3 Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations. IP/S, PH, VP/B

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.2 Identify behaviors that help avoid or reduce health risks. IP/S, VP/B, ATOD

HE2.4.3 Identify behaviors that prevent the spread of disease. CEH, PH, PCD

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

### **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

*Students will access, analyze and evaluate health information, products and resources.*

HE2.1.1 Identify people who can help students enhance their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IP/S, PCD

HE2.1.2 Identify people who can help students reduce their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IP/S, FAM, VP/B

### **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

*Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.*

HE2.2.1 Identify situations where a health related decision is needed. IP/S, PH, FAM

HE2.2.2 Recognize when assistance is needed for making a decision. IP/S, VP/B, ATOD

HE2.2.3 Describe how health related decisions can affect self or others (e.g., decision to sneeze into sleeve prevents spreading germs to others). IP/S, PCD

HE2.2.4 Describe how family can influence decisions students make about health practices and risk behaviors (e.g., washing hands, not wearing seatbelts). FAM, PH, PCD

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.3 Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations. IP/S, PH, VP/B

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.2 Identify behaviors that help avoid or reduce health risks. IP/S, VP/B, ATOD

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

# 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

## **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

*Students will access, analyze and evaluate health information, products and resources.*

HE2.1.1 Identify people who can help students enhance their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IP/S, PCD

HE2.1.2 Identify people who can help students reduce their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IP/S, FAM, VP/B

## **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

*Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.*

HE2.2.1 Identify situations where a health related decision is needed. IP/S, PH, FAM

## **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.*

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

## **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.2 Identify behaviors that help avoid or reduce health risks. IP/S, VP/B, ATOD

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.6 Describe why health goals are important. PH

HE2.4.7 Identify goals for enhancing health. PA, PH, NUT

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B