

TOO GOOD FOR DRUGS

An Alcohol and Other Drug-
Prevention Program for Grades K-12



Grades K-2

SCOPE AND SEQUENCE



In collaboration with



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March 2017

What Is the *Too Good for Drugs* Program?

Too Good for Drugs (TGFD) is a school-based prevention program for kindergarten through 12th grade that builds on students' resiliency by teaching them how to be socially competent and autonomous problem solvers. The program is designed to benefit everyone in the school by providing needed education in social and emotional competencies and by reducing risk factors and building protective factors that affect students in these age groups.

TGFD focuses on goal setting, decision-making, bonding with others, having respect for self and others, managing emotions, effective communication, healthy social interactions, and developing personal and interpersonal skills to resist peer pressure. The program also provides information about the negative consequences of alcohol and other drug use and the benefits of a nonviolent, drug-free lifestyle.

TGFD has a developmentally appropriate curriculum for each grade level through 8th grade, with a separate high school curriculum for students in grades 9 through 12. In grades K through 5, each curriculum includes seven to ten 30- to 60-minute lessons. The curricula for grades 6 through 8 include ten 50-minute lessons per grade level. The high school curriculum includes 14 weekly, one-hour lessons plus 12 optional, one-hour "infusion" lessons designed to incorporate and reinforce skills taught in the core curriculum through academic infusion in subject areas such as English, social studies, and science/health. Ideally, implementation begins with all school personnel (e.g., teachers, secretaries, and janitors) participating in a staff development program.

There is an individual kit for each grade level that includes everything needed to implement the program. Each kit includes a facilitator guide, student workbooks (which can be replenished separately), and other ancillary materials such as posters, game boards, and game pieces.

Too Good in Elementary School

Too Good for Drugs in grades K through 5 teaches the fundamental elements of social and emotional learning through developmentally appropriate activities that set the foundation for a healthy adolescence. Lessons build the skills kids need to set goals, identify emotions and feelings, build healthy relationships, and make healthy choices that contribute to their overall health and well-being.

Too Good in Middle School

Too Good for Drugs in grades 6 through 8 empowers teens to meet the challenges of middle school life by addressing more complex emotions and situations. Lessons build on the skills introduced in earlier grades to foster confidence and self-efficacy and resistance to substance abuse through goal setting and achievement, responsible decision-making, positive conflict resolution, and healthy relationships.

Too Good in High School

Too Good for Drugs High School builds on the prevention concepts of the *Too Good* K through 8 programs with real world challenges teens face in high school and beyond. The program explores practical guidance for understanding dating and relationships, refusing negative peer influence, preventing underage drinking and substance abuse, and encouraging healthy friendships. Lessons further enhance skills for responsible decision-making, effective communication, media literacy, conflict resolution, and promoting college and career readiness.

Since TGFDF was first implemented in 1980, it has been used in approximately 3,500 school systems in all 50 states and has reached an estimated 20 million students. The program also has been implemented in a U.S. Department of Defense school in Bad Kissingen, Germany; in Canada; and in the Netherlands Antilles (Sint Eustatius and Sint Maarten).

Who Is the Program Designed For?

The target audience for TGFDF consists of all students in grades K through 12. Perception of the risk and harm of alcohol and other drug use and disapproval of this use decreases during these years, while use and/or intentions to use alcohol, tobacco, and other drugs (ATOD) increase.

Many risk factors of substance use are related to the family and school. The target group receives indirect instruction and influence through the family and school domains as well. Families receive an interactive homework assignment. It is recommended that school staff participates in TGFDF training as well.

What Are the Goals of the Program?

The goal of TGFDF is to mitigate risk factors and build protective factors related to substance use in order to promote healthy lifestyles and prevent ATOD use. The

program is designed to provide students with the skills, knowledge, and attitudes they need for positive development to keep them from initiating substance use and to keep the school and community drug-free. It addresses the following risk factors and protective factors:

- Social and emotional competency
- Personal efficacy
- Attitudes towards ATOD use
- Perceived norms regarding ATOD use
- Perception of harm/risk regarding ATOD use
- Intended use of ATOD
- Attachment to the school/instructor

What Is the Research behind the Program?

The award-winning *Too Good* programs have undergone rigorous independent evaluation studies to measure their effects on students' skills, attitudes, intentions, and behaviors. Studies have been published in peer-reviewed journals and presented at national evaluation conferences. These studies demonstrate the effectiveness of *Too Good*.

Each *Too Good* evaluation study was conducted by third-party researchers and used randomized treatment-control group designs (pre-test/post-test, 20-week post-test, or one-year follow-up). The researchers examined pre-test equivalence between treatment and control groups, potential bias of loss of student data over time, quality of program implementation, and estimates of reliability and validity of assessment tools.

Post-survey results of the K through 8 program show the TGFDF treatment, in comparison to the control, to be effective in diminishing reported 30-day smoking use, alcohol consumption, binge drinking, and marijuana use among high-risk 6th graders, and in impacting all risk and protective factors to boost these high-risk students' resiliency related to drug use.

An examination of the TGFDF treatment in relation to school achievement found an effect between the treatment/control conditions at the lower levels of prior achievement and subsequent student performance on the Florida Comprehensive Assessment Test (FCAT) in Mathematics. Specifically, treatment group 6th graders with low and below average 5th grade FCAT Mathematics scores performed better on 6th grade FCAT Mathematics as compared to their counterparts among control students.

Evaluation results of the high school program showed that after program delivery, students participating in the program indicated 40% fewer intentions to smoke tobacco,

50% fewer intentions to drink alcohol, 45% fewer intentions to smoke marijuana and 45% fewer intentions to engage in aggressive behavior than the control group. The program was also successful in impacting students' protective factors associated with strengthening young people's abilities to make positive, healthy decisions.

TGFD has been recognized by the National Registry of Evidence-based Programs and Practices (NREPP); the Collaborative for Academic, Social, and Emotional Learning (CASEL); the Promising Practices Network; and the What Works Clearinghouse.

What Are the Components of the K through 2 Program Materials?

Kindergarten

Kindergarteners learn what makes a great day as they explore the elements of setting short-term goals. This age-appropriate, interactive curriculum promotes positive youth development and drug-free living. Tuggles the Teddy Bear will delight children as he helps them learn how to make healthy choices, identify their feelings, and bond positively with peers.

The complete *Too Good for Drugs Kindergarten* kit provides all the tools you need to teach these skills with minimal preparation:

- Teacher's Manual
- 25 Student Workbooks
- Tuggles the Teddy Bear Puppet
- Kindergarten Music CD
- Make a Friend Poster

Additional sets of 25 workbooks can also be purchased separately in both English and Spanish.

Grade 1

First graders meet Carmen the Cool Cat as they work together to make healthy choices, develop friendships, and learn that they are too good for drugs. Carmen and her new friend Wagner learn to appreciate their differences and become fast friends! Through these interactive lessons, children learn the concepts of setting and reaching goals, listening, and making positive choices. Students also learn the harmful effects of alcohol and tobacco and the safe and healthy way for children to use medications as they begin to develop their ability to predict outcomes and consequences.

The complete *Too Good for Drugs Grade 1* kit includes all the tools you need to teach these skills with minimal preparation:

- Teacher's Manual
- 25 Student Workbooks
- Carmen and Wagner Make Friends Book
- Carmen the Cool Cat Puppet
- Grade 1 Music CD

Additional sets of 25 workbooks can also be purchased separately in both English and Spanish.

Grade 2

Second graders enjoy learning skills for safe and healthy living in this interactive prevention curriculum. With the help of their good friend Wagner, children learn how to handle frustration, manage their emotions, and identify consequences, in order to make good decisions and avoid problem behavior. Second graders are also introduced to prescription and over-the-counter drugs, and safe and appropriate ways to use them.

The complete *Too Good for Drugs Grade 2* kit includes all the tools you need to teach these skills with minimal preparation:

- Teacher's Manual
- Student Workbooks
- Game for Good Health Game Boards (pack of 10)
- Wagner the Peace-Able Pup Puppet
- Grade 2 Music CD

Additional sets of 25 workbooks can also be purchased separately in both English and Spanish.

Scope and Sequence and Related National Academic Standards

(Based on Standards from the American Cancer Society*)

Kindergarten

Lesson Title	Student Learning Objectives
<p>Lesson One: Making My Day (Goal Setting)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • list at least five ways to build a healthy self. <p><u>National Health Education Standards</u></p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Lesson Two: Be Good to Your Body (Healthy Body)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • 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. <p><u>National Health Education Standards</u></p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

* Standards from Centers for Disease Control and Prevention. "National Health Education Standards." Last modified August 18, 2016. www.cdc.gov/healthyschools/sher/standards/index.htm.

Lesson Title	Student Learning Objectives
<p>Lesson Three: The Healthy Thing to Do (Making Healthy Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • differentiate between safe, healthy decisions and unsafe, unhealthy decisions. <p><u>National Health Education Standards</u></p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Lesson Four: I'm Too Good for Drugs (Making Healthy Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • define drugs. • differentiate between medicine and other drugs. • discuss the harmful effects of non-medical drugs on the body. <p><u>National Health Education Standards</u></p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Five: Mr. Big Mouth (Making Healthy Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • 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. <p><u>National Health Education Standards</u></p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Lesson Six: Goin' Fishin' (Feelings)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • 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. <p><u>National Health Education Standards</u></p> <p>No standards apply.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Seven: Finding a Friend (Making Friends)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • describe three to five ways to initiate conversations. • practice verbal and non-verbal communication. • describe characteristics of a friend. <p><u>National Health Education Standards</u></p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Lesson Eight: Stop & Think (Decision-Making)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • 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. <p><u>National Health Education Standards</u></p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Nine: All Together Now (Peer Influence)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • 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. <p><u>National Health Education Standards</u></p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Lesson Ten: Tuggles the Teddy Bear (Healthy Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • differentiate between safe and harmful substances. • discuss personal responsibility for making positive choices. • perform role plays for decision-making practice. <p><u>National Health Education Standards</u></p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Grade 1

Lesson Title	Student Learning Objectives
<p>Lesson One: Go for a Healthy Goal (Healthy Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • define healthy. • recite at least 5 healthy foods. • recite at least 5 healthy leisure activities. • recite at least 5 healthy practices. <p><u>National Health Education Standards</u></p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Lesson Two: My Special Feelings (Understanding Feelings)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • name at least 6 of the following emotions: happy, sad, angry, afraid, proud, excited, embarrassed. • describe how a person might feel in a variety of situations. • demonstrate stating feelings clearly and directly: I feel _____ . <p><u>National Health Education Standards</u></p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Lesson Three: Listening (Listening)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • demonstrate the skill of listening. <p><u>National Health Education Standards</u></p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Four: Friendship (Bonding and Friendships)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • discuss how friends are alike but different. • describe how differences can enrich a friendship. • list behaviors of a friend: sharing, taking turns, helping, listening. <p><u>National Health Education Standards</u> No standards apply.</p>
<p>Lesson Five: Carmen's Choices (Decision-Making)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • recite the steps of a decision-making model: stop and think. • demonstrate effective ways to make decisions through role plays. <p><u>National Health Education Standards</u></p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Six: Curious Carmen (Healthy Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • describe the harmful effects of using inhalants. • list the following ways to avoid strong chemical smells: open a window, leave the room, tell an adult. <p><u>National Health Education Standards</u></p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Lesson Seven: Safe and Unsafe (Making Safe Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • distinguish between safe and unsafe things for children to do. • define the harmful effects of smoking tobacco products. • define the harmful effects of drinking alcohol. <p><u>National Health Education Standards</u></p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Eight: Telling the Difference (Categorization Skills)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • define drug. • define medicine. • differentiate between medicine, alcohol, and food. • list three types of alcoholic beverages: beer, wine, liquor. <p><u>National Health Education Standards</u></p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Lesson Nine: Getting Sick, Getting Well (Safe Use of Medicine)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • describe safe and appropriate ways for children to take medicine. • demonstrate the skill of predicting what comes next in a sequence of events. <p><u>National Health Education Standards</u></p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Ten: Cool Cats Say No (Healthy Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • differentiate between safe, healthy decisions and unsafe, unhealthy decisions. • discuss how peers influence decisions. • discuss personal responsibility for making positive choices. <p><u>National Health Education Standards</u></p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Grade 2

Lesson Title	Student Learning Objectives
<p>Lesson One: Dreams Can Come True (Goal Setting)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • identify the importance of setting goals. • describe ways to set and achieve goals. • set a personal goal. <p><u>National Health Education Standards</u></p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>
<p>Lesson Two: Stop & Think (Decision-Making)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • discuss the importance of stopping to think before making a decision. • define consequence. • demonstrate how to make good decisions. <p><u>National Health Education Standards</u></p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Three: Dealing with Frustration (Managing Stress)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • define, recognize, and identify the feeling of frustration. • describe frustration as a normal, healthy response to new and challenging tasks. • list strategies for dealing with frustration. • list people who can help with frustrating situations. • demonstrate techniques for handling frustration: count to ten, take a break, say how you feel, ask for help, take one step at a time, try another way. <p><u>National Health Education Standards</u> No standards apply.</p>
<p>Lesson Four: Saying How You Feel (Effective Communication)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • describe the difference between feelings and actions. • demonstrate stating feelings clearly and directly with an I-message. • differentiate between I-messages and You-messages. <p><u>National Health Education Standards</u> Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Lesson Five: Dog-Gone Good! (Celebrating Differences)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • discuss how people are alike and how they are different. • discuss their own personal strengths. • demonstrate giving and receiving compliments. <p><u>National Health Education Standards</u> Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Six: Be a Friend (Bonding and Friendships)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • describe how to choose a friend. • describe how friends help each other. • demonstrate asking for help and offering help. • demonstrate saying please and thank you. <p><u>National Health Education Standards</u></p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>
<p>Lesson Seven: A Peer Pressure Play (Peer Pressure)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • define peer pressure. • discuss why it is important to refuse peer pressure. • recite at least three ways to handle peer pressure. <p><u>National Health Education Standards</u></p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Eight: A Message about Medicine (Safe Use and Handling of Medicine)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • define drug. • define over-the-counter drugs and prescription drugs. • discuss the fact that there are not medicines for all aches and pains, and that sometimes pains hurt for a while and then go away without medicine. • discuss the difference between medicine and candy. • list rules for safe use of prescription and over-the-counter drugs. • describe the dangers of misusing prescription and over-the-counter drugs. <p><u>National Health Education Standards</u></p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson Title	Student Learning Objectives
<p>Lesson Nine: Because I Care (Effects of Tobacco Use)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • recite at least three facts about tobacco. • define second-hand smoke. • discuss at least two negative effects of second-hand smoke. • recite at least three ways to avoid second-hand smoke. • demonstrate polite ways to speak to smokers about second-hand smoke. <p><u>National Health Education Standards</u></p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
<p>Lesson Ten: A Game for Good Health (Healthy Choices)</p>	<p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • define health. • list at least five healthy practices. • list at least five healthy foods. <p><u>National Health Education Standards</u></p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>