

Too Good for Violence – A Peaceable Place Grade 1

2020 Edition

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

Lesson 1 A Great Day – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify action steps needed to reach a goal
- Set a personal goal

115.13. Health Education, Grade 1, 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) discuss ways to be kind to self and how to identify areas for growth; and
- (B) explain the importance of goal setting and task completion.

Lesson 2 Thinking Cap On – Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Demonstrate the skill of anticipating consequences of choices
- Discuss personal responsibility for making positive choices

115.13. Health Education, Grade 1, 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) discuss ways to be kind to self and how to identify areas for growth; and

Lesson 3 Catitude – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Name a variety of feelings
- Comprehend feelings as natural responses that are neither right nor wrong
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

115.13. Health Education, Grade 1, 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;
- (G) identify feelings and emotions expressed by others; and

Lesson 4 Hear Me Out – *Effective Communication*

Objectives

Following this lesson, the student will be able to:

- Demonstrate using one's eyes, ears, and brain to listen
- Identify the body language of an active listener
- Demonstrate the ability to ask questions without interrupting
- Practice verbal and non-verbal communication

115.13. Health Education, Grade 1, 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:

(F) identify ways to respectfully communicate verbally and nonverbally;

Lesson 5 The Cat's Meow – *Bonding and Relationships*

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behavior

115.13. Health Education, Grade 1, 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:

(D) describe ways in which peers and families can work together to build healthy relationships;

(E) describe ways to build and maintain friendships;

Lesson 6 Leading by Example – *Respect for Self and Others*

Objectives

Following this lesson, the student will be able to:

- Comprehend the concept of respect
- Identify examples of respect for self and others
- Demonstrate the ability to be respect in a variety of situations
- Discuss how people are alike and how they are different
- Discuss respect for individual differences

115.13. Health Education, Grade 1, 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:

(D) describe ways in which peers and families can work together to build healthy relationships;

(E) describe ways to build and maintain friendships;

(F) identify ways to respectfully communicate verbally and nonverbally;

(G) identify feelings and emotions expressed by others; and

(H) identify and practice ways to solve conflicts with friends and peers.

(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

(A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect;

Lesson 7 Calm Before the Storm – Anger Management

Objectives

Following this lesson, the student will be able to:

- Describe the physical sensations of anger as warning signs of conflict
- Differentiate angry feelings and aggressive actions
- Demonstrate ways to use self-control to manage angry feelings

115.13. Health Education, Grade 1, 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) discuss and explain how emotions can interrupt thinking and the self-management process;

(F) identify ways to respectfully communicate verbally and nonverbally;

(G) identify feelings and emotions expressed by others; and

(H) identify and practice ways to solve conflicts with friends and peers.

Lesson 8 Share and Share Alike – Conflict Resolution

Objectives

Following this lesson, the student will be able to:

- Comprehend peace and conflict
- Comprehend conflict as a normal and natural part of being human
- Demonstrate cooperative strategies to manage conflict

115.13. Health Education, Grade 1, 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;

(F) identify ways to respectfully communicate verbally and nonverbally;

(G) identify feelings and emotions expressed by others; and

(H) identify and practice ways to solve conflicts with friends and peers.

(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

(A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect;

(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

- (D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.

Lesson 9 Sticks and Stones – Identifying and Managing Teasing Situations

Objectives

Following this lesson, the students will be able to:

- Identify words and actions that support the feelings of others
- Identify words and actions that hurt the feelings of others
- Demonstrate positive responses to teasing

115.13. Health Education, Grade 1, 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) discuss and explain how emotions can interrupt thinking and the self-management process;
- (C) describe and practice calming and self-management strategies;
- (E) describe ways to build and maintain friendships;
- (F) identify ways to respectfully communicate verbally and nonverbally;
- (G) identify feelings and emotions expressed by others; and
- (H) identify and practice ways to solve conflicts with friends and peers.

(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

- (C) explain the differences between teasing, joking, and playing around and bullying; and
- (D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.

Lesson 10 School of Thought – Problem Solving

Objectives

Following this lesson, the student will be able to:

- Identify a variety of solutions when working to solve a problem
- Demonstrate creative ways to solve a problem

115.13. Health Education, Grade 1, 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:

- (D) describe ways in which peers and families can work together to build healthy relationships;
- (F) identify ways to respectfully communicate verbally and nonverbally;