

Too Good for Violence – A Peaceable Place Grade 1 2020 Edition

Correlated with Delaware Social Emotional Learning Competencies

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

Competency: Self-Awareness

Benchmark: 1B. Demonstrate an awareness of personal qualities and interests

- Identifies and describes personal likes and dislikes
- Recognizes personal qualities and interests

Benchmark: 1C. Demonstrate an awareness of one’s own strengths and opportunities for growth

- Identifies strengths and opportunities for growth with adult support

Competency: Self-Management

Benchmark: 2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.

- Identifies a short-term goal (wish, dream)
- Identifies the steps needed to accomplish a short-term goal
- Identifies people/resources needed to meet one’s short-term goal

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

Competency: Self-Awareness

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy

- Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions
- Advocates for themselves by asking for help

Competency: Responsible Decision-Making

Benchmark: 5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

- Recognizes that one has choices in how to respond in a situation and that all choices have consequences
- Identifies and illustrates safe and unsafe situations

Benchmark: 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

- Implements stop, think, and act strategies in solving problems

Lesson 3 **Cattitude** – *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

Competency: Self-Awareness

Benchmark: 1A. Demonstrate an awareness of one's own emotions

- Accurately recognizes and names basic emotions/feelings (i.e., happy, sad, mad, afraid, hurt)
- Communicates basic emotions/feelings
- Describes emotions and the situations that cause them (i.e., triggers)

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy

- Advocates for themselves by asking for help

Competency: Self-Management

Benchmark: 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.

- Demonstrates the ability to manage emotions
- Demonstrates an awareness of how emotions relate to thoughts and behaviors
- Describes and practices using words to share their emotions about an interaction or situation

Competency: Relationship Skills

Benchmark: 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

- Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using “I” messages

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

Competency: Social Awareness

Benchmark: 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice
- Recognizes the effect of words and actions on others' emotions

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Effectively and appropriately communicates needs, wants, and ideas

Benchmark: 4B. Develop and maintain positive relationships.

- Identifies and practices appropriate behaviors that maintain positive relationships

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

Competency: Social Awareness

Benchmark: 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Recognizes the effect of words and actions on others' emotions

Benchmark: 3B. Exhibit civic responsibility in multiple settings.

- Identifies how to help others
- Expresses how it feels to help others

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Develops and maintains friendships
- Uses positive communication and behaviors such as: taking turns, sharing with others, saying "please", "thank you," and/or "excuse me", using compliments to encourage others, paying attention when others are talking
- Effectively and appropriately communicates needs, wants, and ideas

Benchmark: 4B. Develop and maintain positive relationships.

- Identifies and practices appropriate behaviors that maintain positive relationships
- Lists traits of a good friend
- Demonstrates the ability to make friends and sustain positive relationships

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

Competency: Social Awareness

Benchmark: 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice
- Recognizes the effect of words and actions on others' emotions

Benchmark: 3B. Exhibit civic responsibility in multiple settings.

- Identifies how to help others
- Expresses how it feels to help others

Benchmark: 3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.

- Describes characteristics of two people that are similar and different

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Develops and maintains friendships
- Uses positive communication and behaviors such as: taking turns, sharing with others, saying “please”, “thank you,” and/or “excuse me”, using compliments to encourage others, paying attention when others are talking
- Effectively and appropriately communicates needs, wants, and ideas

Benchmark: 4B. Develop and maintain positive relationships.

- Identifies and practices appropriate behaviors that maintain positive relationships
- Lists traits of a good friend
- Demonstrates the ability to make friends and sustain positive relationships

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

Competency: Self-Awareness

Benchmark: 1A. Demonstrate an awareness of one's own emotions

- Accurately recognizes and names basic emotions/feelings (i.e., happy, sad, mad, afraid, hurt)
- Communicates basic emotions/feelings
- Describes emotions and the situations that cause them (i.e., triggers)

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy

- Advocates for themselves by asking for help

Competency: Self-Management

Benchmark: 2A. Understand and use strategies for managing one's own emotions and behaviors constructively.

- Demonstrates the ability to manage emotions
- Demonstrates an awareness of how emotions relate to thoughts and behaviors
- Describes and practices using words to share their emotions about an interaction or situation

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

Competency: Social Awareness

Benchmark: 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

- Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice
- Recognizes the effect of words and actions on others' emotions

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Develops and maintains friendships
- Uses positive communication and behaviors such as: taking turns, sharing with others, saying “please”, “thank you,” and/or “excuse me”, using compliments to encourage others, paying attention when others are talking
- Effectively and appropriately communicates needs, wants, and ideas

Benchmark: 4B. Develop and maintain positive relationships.

- Identifies and practices appropriate behaviors that maintain positive relationships
- Demonstrates the ability to make friends and sustain positive relationships

Benchmark: 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

- Begins to develop and practice the use of problem-solving and conflict resolution skills
- Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using “I” messages
- Identifies and states feelings and problems when in a conflict situation
- Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help

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

Competency: Self-Awareness

Benchmark: 1D. Demonstrate a sense of personal responsibility and advocacy

- Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions
- Advocates for themselves by asking for help

Benchmark: 1E. Identify external and community resources and supports.

- Identifies at least one adult they trust
- Identifies situations in which they need to seek help from an adult

Competency: Social Awareness

Benchmark: 3B. Exhibit civic responsibility in multiple settings.

- Identifies how to help others

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Effectively and appropriately communicates needs, wants, and ideas

Benchmark: 4B. Develop and maintain positive relationships.

- Identifies and practices appropriate behaviors that maintain positive relationships

Benchmark: 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

- Begins to develop and practice the use of problem-solving and conflict resolution skills
- Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using “I” messages
- Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help

Competency: Responsible Decision-Making

Benchmark: 5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

- Identifies and illustrates safe and unsafe situations

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

Competency: Social Awareness

Benchmark: 3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.

- Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice
- Recognizes the effect of words and actions on others’ emotions

Competency: Relationship Skills

Benchmark: 4A. Use positive communication and social skills to interact effectively with others.

- Develops and maintains friendships
- Uses positive communication and behaviors such as: taking turns, sharing with others, saying “please”, “thank you,” and/or “excuse me”, using compliments to encourage others, paying attention when others are talking
- Effectively and appropriately communicates needs, wants, and ideas

Benchmark: 4B. Develop and maintain positive relationships.

- Identifies and practices appropriate behaviors that maintain positive relationships
- Demonstrates the ability to make friends and sustain positive relationships

Benchmark: 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

- Begins to develop and practice the use of problem-solving and conflict resolution skills
- Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using “I” messages
- Identifies and states feelings and problems when in a conflict situation
- Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help