

Too Good for Violence Curriculum Correlations

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework

Grade 1

Lesson One: *Celebrating Our Special Selves*

Objectives: The student will be able to:

- Discuss respect for differences.
- Identify his or her special qualities.

Content Standard 5: Communication Skills

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

Lesson Two: *Care About Feelings*

Objectives: The student will be able to:

- Name a variety of feelings.
- Define feelings as natural emotions that are neither right nor wrong.
- Differentiate feelings and actions or behaviors.

Content Standard 5: Communication Skills

E.5.3. Describe emotions and how they can affect an individual's behavior

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.7. Demonstrate avoidance and refusal skills to enhance health

E.5.8. Identify possible causes of conflict

Lesson Three: *A Friend Is Someone Who Cares*

Objectives: The student will be able to:

- List friendly behaviors.
- Demonstrate basic social skills: sharing, taking turns, listening, saying "please" and "thank you," apologizing, etc.

Content Standard 3: Self-management of Healthy Behaviors

E.3.1. Identify responsible health behaviors

Content Standard 5: Communication Skills

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.8. Identify possible causes of conflict

Lesson Four: *When You're Angry and You Know*

Objectives: The student will be able to:

- Identify warning signs (physical sensations) of anger.
- Distinguish between angry feelings and aggressive actions.
- Discuss the negative consequences of aggressive behavior.
- Recite an anger management model.

Content Standard 3: Self-management of Healthy Behaviors

E.3.6. Identify and practice skills to manage stress

Content Standard 5: Communication Skills

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.3. Describe emotions and how they can affect an individual's behavior

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.8. Identify possible causes of conflict

E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate

Lesson Five: *Respecting Differences*

Objectives: The student will be able to:

- Discuss the benefits of getting to know people who are different.
- Discuss the ways that people who are disabled handle their disabilities.
- Demonstrate ways that people who are disabled handle their disabilities.

Content Standard 3: Self-management of Healthy Behaviors

E.3.1. Identify responsible health behaviors

E.3.2. List personal health needs

E.3.3. Compare behaviors that are safe to those that are risky or harmful

E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions

E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease

Content Standard 5: Communication Skills

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

Content Standard 6: Decision-Making Skills

E.6.1. Demonstrate the ability to apply a decision making process to enhance health

E.6.2. Explain when to ask for assistance in making health-related decisions

E.6.3. Predict outcomes of positive health decisions

Lesson Six: *Problem Solving*

Objectives: The student will be able to:

- Demonstrate a basic problem-solving model.
- List alternative solutions.
- Demonstrate predicting feelings and consequences.

Content Standard 5: Communication Skills

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.3. Describe emotions and how they can affect an individual's behavior

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

E.5.6. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

E.5.7. Demonstrate avoidance and refusal skills to enhance health

E.5.8. Identify possible causes of conflict

E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate

Lesson Seven: *Celebrating Our Success*

Objectives: The student will be able to:

- Assess his or her progress in learning pro-social, peaceable skills.
- Recognize and reward each other for using pro-social, peaceable skills.

Content Standard 5: Communication Skills

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.3. Describe emotions and how they can affect an individual's behavior

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

E.5.6. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate