

Too Good for Violence Curriculum Correlations

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework

Grade 2

Lesson One: *Introducing a Peaceable Place*

Objectives: The student will be able to:

- Discuss the concept that each person is important and worthy of respect.
- Demonstrate the social skill of making introductions.
- Demonstrate working cooperatively with another student.

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.5.5. 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.5.9. Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate

Lesson Two: *Getting to Know Others*

Objectives: The student will be able to:

- Demonstrate the social skill of making introductions.
- Discuss respect for individual differences.
- Demonstrate communication skills: listening and paraphrasing.

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.5.8. 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 Three: *Expressing Feelings*

Objectives: The student will be able to:

- Identify and express a variety of feelings.
- Demonstrate verbal and non-verbal expressions of feelings.
- Demonstrate the use of I-messages as a way to express feelings honestly and effectively.
- Develop self-discipline by using I-messages instead of You-messages.

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.3.6. 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

Lesson Four: *Getting Along With Others*

Objectives: The student will be able to:

- Differentiate between I-messages and You-messages.
- Demonstrate social skills: asking to join in, inviting to join in, sharing, taking turns, listening, offering to help, asking for help and apologizing.

Content Standard 3: Self-management of Healthy Behaviors

E.3.1. Identify responsible health behaviors

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

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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

Lesson Five: *Recognizing and Handling Anger*

Objectives: The student will be able to:

- Define anger as a natural and universal emotion.
- Discuss what anger looks like and feels like.
- Differentiate between angry feelings and aggressive actions.
- Discuss constructive and destructive ways to handle anger.
- Recite an anger management model.

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

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

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: *Staying on the Trail to a Peaceable Place*

Objectives: The student will be able to:

- Define bullying and list rules regarding bullying.
- Differentiate between peaceable and non-peaceable social behaviors.
- Demonstrate basic social skills: making introductions, asking to join, inviting to join, sharing, taking turns, asking for help, offering help, apologizing.

Content Standard 3: Self-management of Healthy Behaviors

E.3.1. Identify responsible health behaviors

E.3.2. List personal health needs

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

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.5.5. 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 strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate

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 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 others for using pro-social, peaceable skills.

Content Standard 3: Self-management of Healthy Behaviors

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

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
- 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.5.8. 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

Content Standard 6: Decision-Making Skills

- E.6.2. Explain when to ask for assistance in making health-related decisions
- E.6.3. Predict outcomes of positive health decisions

Content Standard 7: Goal-Setting Skills

- E.7.1. Demonstrate the ability to apply the goalsetting process to enhance health