

# Too Good for Violence Curriculum Correlations

Correlated with Idaho Content Standards Health Education

## 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.

#### **Standard 4: Interpersonal Communication**

**Goal 1.1 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. .**

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

### 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.

#### **Standard 2: Analyzing Influences**

**Goal 1.1 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.**

K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.

K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.

K-2.H.2.1.3 Describe how the media can influence health behaviors.

#### **Standard 4: Interpersonal Communication**

**Goal 1.1 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. .**

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

### 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.

#### **Standard 1: Comprehend Core Concepts**

**Goal 1.1 Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease;**

**Consumer and Community Health; Growth, Development and Family Life; and Environmental Health. Mental, Emotional, and Social Health**

K-2.H.1.1.1. Identify that healthy behaviors affect personal health.

K-2.H.1.1.2. Recognize that there are multiple dimensions (i.e. emotional, intellectual, physical and social) of health.

## **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.

**Standard 4: Interpersonal Communication**

**Goal 1.1 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. .**

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

## **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.

**Standard 1: Comprehend Core Concepts**

**Goal 1.1 Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health. Mental, Emotional, and Social Health**

K-2.H.1.1.1. Identify that healthy behaviors affect personal health.

K-2.H.1.1.2. Recognize that there are multiple dimensions (i.e. emotional, intellectual, physical and social) of health.

**Standard 4: Interpersonal Communication**

**Goal 1.1 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. .**

K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

## 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.

### **Standard 3: Accessing Information.**

**Goal 1.1 Students will demonstrate the ability to access valid information and products and services to enhance health.**

K-2.H.3.1.1. Identify trusted adults and professionals who can help promote health.

K-2.H.3.1.2. Identify ways to locate school and community health helpers.

### **Standard 4: Interpersonal Communication**

**Goal 1.1 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. .**

K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

### **Standard 5: Decision Making**

**Goal 1.1 Students will demonstrate the ability to use decision-making skills to enhance health.**

K-2.H.5.1.1 Identify situations when a health-related decision is needed.

K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

## 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.

### **Standard 1: Comprehend Core Concepts**

**Goal 1.1 Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health. Mental, Emotional, and Social Health**

K-2.H.1.1.1. Identify that healthy behaviors affect personal health.

K-2.H.1.1.2. Recognize that there are multiple dimensions (i.e. emotional, intellectual, physical and social) of health.

### **Standard 2: Analyzing Influences**

**Goal 1.1 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.**

K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.

K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.

K-2.H.2.1.3 Describe how the media can influence health behaviors.

### **Standard 3: Accessing Information.**

**Goal 1.1 Students will demonstrate the ability to access valid information and products and services to enhance health.**

K-2.H.3.1.1. Identify trusted adults and professionals who can help promote health.

K-2.H.3.1.2. Identify ways to locate school and community health helpers.

### **Standard 4: Interpersonal Communication**

**Goal 1.1 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. .**

K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

**Standard 5: Decision Making**

**Goal 1.1 Students will demonstrate the ability to use decision-making skills to enhance health.**

K-2.H.5.1.1 Identify situations when a health-related decision is needed.

K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.