

Too Good for Violence Curriculum Correlations

Correlated with North Dakota Health Content and Achievement Standards

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.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

1.2.1 Explain how healthy behaviors impact personal, emotional, social, and physical health (e.g., following new food pyramid guidelines – better nutrition and healthy weight, physical activity-more energy, sleep energy and attention span, hygiene-self esteem)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

1.4.2 Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member

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.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

1.4.1 Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad mad)

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.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

1.4.2 Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member

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.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

- 1.4.1 Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad mad)

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.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

- 1.4.2 Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member

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.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

- 1.4.1 Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad mad)

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.

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

- 1.2.1 Explain how healthy behaviors impact personal, emotional, social, and physical health (e.g., following new food pyramid guidelines – better nutrition and healthy weight, physical activity-more energy, sleep energy and attention span, hygiene-self esteem)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

- 1.4.1 Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad mad)
- 1.4.2 Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

1.7.1 Identify ways to encourage peers in making positive healthy choices (e.g., food choices, safety practices, saying no to harmful substances, participation in physical activity)