

Too Good for Violence Curriculum Correlations

Correlated with New Hampshire Elementary School Health Education Curriculum Guidelines

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.

Family Life and Sexuality

1. Families and Relationships

1.3 ways to communicate respect for self and others

Mental Health

1. Positive Self-Image

1.1 personal assets and strengths

1.3 actions that show sense of belonging (connectiveness)

1.4 actions that show sense of power (empowerment)

3. Interpersonal Relationships and Communication

3.1 strategies to build and maintain healthy friendships

3.2 ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity

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.

Family Life and Sexuality

1. Families and Relationships

1.3 ways to communicate respect for self and others

Mental Health

1. Positive Self-Image

1.1 personal assets and strengths

1.3 actions that show sense of belonging (connectiveness)

1.4 actions that show sense of power (empowerment)

3. Interpersonal Relationships and Communication

3.2 ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity

3.4 how to speak effectively, e.g., I-statements, eye contact, assertiveness

3.5 effective listening skills, e.g., reflective listening

3.6 characteristics of nonverbal communication

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.

Mental Health

2. Emotional Health

- 2.1 how to express needs, wants, and feelings
- 2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness
- 2.3 ways to manage and reduce anger

3. Interpersonal Relationships and Communication

- 3.4 how to speak effectively, e.g., I-statements, eye contact, assertiveness
- 3.5 effective listening skills, e.g., reflective listening
- 3.6 characteristics of nonverbal communication

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.

Mental Health

1. Positive Self-Image

- 1.3 actions that show sense of belonging (connectiveness)
- 1.4 actions that show sense of power (empowerment)

3. Interpersonal Relationships and Communication

- 3.1 strategies to build and maintain healthy friendships
- 3.2 ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity
- 3.4 how to speak effectively, e.g., I-statements, eye contact, assertiveness
- 3.5 effective listening skills, e.g., reflective listening
- 3.6 characteristics of nonverbal communication

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.

Mental Health

2. Emotional Health

- 2.1 how to express needs, wants, and feelings
- 2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness
- 2.3 ways to manage and reduce anger

- 2.4 ways to deal with frustration
- 2.5 ways to manage conflict

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.

Injury Prevention

6. Violence Prevention

- 6.1 conflict resolution techniques
- 6.2 ways to avoid threatening situations
- 6.3 ways to deal with bullying

Mental Health

1. Positive Self-Image

- 1.1 personal assets and strengths
- 1.2 characteristics of positive role models
- 1.3 actions that show sense of belonging (connectiveness)
- 1.4 actions that show sense of power (empowerment)

3. Interpersonal Relationships and Communication

- 3.1 strategies to build and maintain healthy friendships

4. Resources and Support

- 4.1 when to get help
- 4.2 why to get help
- 4.3 how to get help and support
- 4.4 whom to ask for help

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.

Injury Prevention

6. Violence Prevention

- 6.1 conflict resolution techniques

Family Life and Sexuality

1. Families and Relationships

- 1.3 ways to communicate respect for self and others

Mental Health

1. Positive Self-Image

- 1.1 personal assets and strengths
- 1.3 actions that show sense of belonging (connectiveness)
- 1.4 actions that show sense of power (empowerment)

2. Emotional Health

- 2.1 how to express needs, wants, and feelings
- 2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness
- 2.3 ways to manage and reduce anger
- 2.4 ways to deal with frustration
- 2.5 ways to manage conflict

3. Interpersonal Relationships and Communication

- 3.1 strategies to build and maintain healthy friendships
- 3.2 ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity
- 3.3 strategies that build relationships with family members and other adults
- 3.4 how to speak effectively, e.g., I-statements, eye contact, assertiveness
- 3.5 effective listening skills, e.g., reflective listening
- 3.6 characteristics of nonverbal communication