

# Too Good for Violence

## Grade 1

Correlated with Louisiana Health Education Content Standards

### **Lesson 1.1 *Celebrating Our Special Selves* – Respect for Self and Others**

#### **Objectives**

Following this lesson, the student will be able to:

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

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.**

#### **GLEs:**

4-E-2.1 Demonstrate how to express a range of emotions using words, expressions and body language.

4-E-2.2 Identify ways to treat others kindly.

### **Lesson 1.2 *Caring About Feelings* – Identifying and Managing Emotions**

#### **Objectives**

Following this lesson, 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Benchmark 1-E-2: Recognize that there are multiple dimensions of health (social, emotional and physical).**

#### **GLEs:**

1-E-2.1 Recognize the difference between physical and emotional health.

1-E-2.2 Demonstrate appropriate ways to express and deal with emotions and feelings.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.**

#### **GLEs:**

4-E-2.1 Demonstrate how to express a range of emotions using words, expressions and body language.

4-E-2.2 Identify ways to treat others kindly.

4-E-2.3 Use “I” messages in communicating to avoid a conflict.

### **Lesson 1.3 *A Friend Is Someone Who Cares* – Respect for Self and Others**

#### **Objectives**

Following this lesson, 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 will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.**

#### **GLEs:**

4-E-2.1 Demonstrate how to express a range of emotions using words, expressions and body language.

4-E-2.2 Identify ways to treat others kindly.

## **Lesson 1.4 *When You're Angry and You Know* – Anger Management**

### **Objectives**

Following this lesson, 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 will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.**

### **GLEs:**

4-E-2.1 Demonstrate how to express a range of emotions using words, expressions and body language.

4-E-2.3 Use “I” messages in communicating to avoid a conflict.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-E-1: Discuss the steps of effective decision-making.**

### **GLEs:**

5-E-1.3 Differentiate between healthy and unhealthy decisions.

5-E-1.4 Review when help is needed to make healthy decisions.

**Benchmark 5-E-3: Apply a decision-making process to address personal health issues and problems.**

### **GLEs:**

5-E-3.1 Identify health-related decisions made daily.

5-E-3.2 Distinguish between healthy and unhealthy choices.

## **Lesson 1.5 *Respecting Differences* – Respect for Self and Others**

### **Objectives**

Following this lesson, 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Benchmark 1-E-1 : Identify that healthy behaviors affect personal health.**

### **GLEs:**

1-E-1.6 Describe a healthy relationship.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.**

### **GLEs:**

4-E-2.1 Demonstrate how to express a range of emotions using words, expressions and body language.

4-E-2.2 Identify ways to treat others kindly.

## **Lesson 1.6 *Problem Solving* – Conflict Resolution**

### **Objectives**

Following this lesson, the students will be able to:

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

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-E-1: Discuss the steps of effective decision-making.**

#### **GLEs:**

5-E-1.1 Recognize the steps in making a decision.

5-E-1.2 Identify decisions one makes every day.

5-E-1.3 Differentiate between healthy and unhealthy decisions.

5-E-1.4 Review when help is needed to make healthy decisions

## **Lesson 1.7 *Celebrating Our Success* – Conflict Resolution**

### **Objectives**

Following this lesson, 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Benchmark 1-E-2: Recognize that there are multiple dimensions of health (social, emotional and physical).**

#### **GLEs:**

1-E-2.1 Recognize the difference between physical and emotional health.

1-E-2.2 Demonstrate appropriate ways to express and deal with emotions and feelings.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Benchmark 4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.**

#### **GLEs:**

4-E-2.1 Demonstrate how to express a range of emotions using words, expressions and body language.

4-E-2.2 Identify ways to treat others kindly.

4-E-2.3 Use “I” messages in communicating to avoid a conflict.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Benchmark 5-E-1: Discuss the steps of effective decision-making.**

#### **GLEs:**

5-E-1.1 Recognize the steps in making a decision.

5-E-1.2 Identify decisions one makes every day.

5-E-1.3 Differentiate between healthy and unhealthy decisions.

5-E-1.4 Review when help is needed to make healthy decisions

**Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.**

**Benchmark 8-E-3: Encourage peers and family to make positive health choices.**

#### **GLEs:**

8-E-3.1 Explain how making healthy choices makes one feel better (e.g., eating healthy gives me energy, exercising makes me sleep better, crossing at the corner helps keep me safe).

8-E-3.2 Review how one can encourage family and friends to make healthier choices.