

Too Good for Violence – A Peaceable Place

Grade 1

Correlated with Illinois Physical Development & Health 2013

Lesson 1.1 *A Great Day* – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify action steps needed to reach a goal
- Set a personal goal

STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.
20.C.1a Identify a realistic health-related goal.

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

- B. Describe and explain the factors that influence health among individuals, groups, and communities.
22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).
- D. Describe how to advocate for the health of individuals, families and communities.
22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

Lesson 1.2 *Thinking Cap On* – Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Demonstrate the skill of anticipating consequences of choices
- Discuss personal responsibility for making positive choices

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

- A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.
22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).
- D. Describe how to advocate for the health of individuals, families and communities.
22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).

Lesson 1.3 *Cattitude* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Name a variety of feelings
- Comprehend feelings as natural responses that are neither right nor wrong
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

D. Describe how to advocate for the health of individuals, families and communities.

22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).

24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).

Lesson 1.4 *Hear Me Out* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Demonstrate using one's eyes, ears, and brain to listen
- Identify the body language of an active listener
- Demonstrate the ability to ask questions without interrupting
- Practice verbal and non-verbal communication

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).

D. Describe how to advocate for the health of individuals, families and communities.

22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).

Lesson 1.5 *The Cat's Meow* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behavior

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).

D. Describe how to advocate for the health of individuals, families and communities.

22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).

24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).

Lesson 1.6 *Leading by Example* – Respect for Self and Others

Objectives

Following this lesson, the student will be able to:

- Comprehend the concept of respect
- Identify examples of respect for self and others
- Demonstrate the ability to be respect in a variety of situations
- Discuss how people are alike and how they are different
- Discuss respect for individual differences

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).

D. Describe how to advocate for the health of individuals, families and communities.

22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).

24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).

Lesson 1.7 *Calm Before the Storm* – Anger Management

Objectives

Following this lesson, the student will be able to:

- Describe the physical sensations of anger as warning signs of conflict
- Differentiate angry feelings and aggressive actions
- Demonstrate ways to use self-control to manage angry feelings

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).

D. Describe how to advocate for the health of individuals, families and communities.

22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
- 24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).
- 24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).

Lesson 1.8 *Share and Share Alike* – Conflict Resolution

Objectives

Following this lesson, the student will be able to:

- Comprehend peace and conflict
- Demonstrate cooperative strategies to manage conflict
- Comprehend conflict as a normal and natural part of being human

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- 22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).
- D. Describe how to advocate for the health of individuals, families and communities.
- 22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
- 24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).
- 24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
- 24.C.1a Demonstrate basic refusal skills (e.g., “Just Say No,” “Stranger Danger”).

Lesson 1.9 *Sticks and Stones* – Identifying and Managing Teasing Situations

Objectives

Following this lesson, the students will be able to:

- Identify words and actions that support the feelings of others
- Identify words and actions that hurt the feelings of others
- Demonstrate positive responses to teasing

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- 22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).
- D. Describe how to advocate for the health of individuals, families and communities.
- 22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
- 24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).
- 24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).

- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
24.C.1a Demonstrate basic refusal skills (e.g., “Just Say No,” “Stranger Danger”).

Lesson 1.10 *School of Thought* – Problem Solving

Objectives

Following this lesson, the student will be able to:

- Identify a variety of solutions when working to solve a problem
- Demonstrate creative ways to solve a problem

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- B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).

- D. Describe how to advocate for the health of individuals, families and communities.

22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).

24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).