

# Too Good for Violence – A Peaceable Place

## Grade 1

*Correlated with Wisconsin State Standards for Health Education*

### **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

#### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

##### **A. Describe healthy behaviors.**

1:1:A2 Describe healthy behaviors that impact personal health.

##### **B. Apply knowledge of healthy behaviors.**

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

#### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

##### **A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

##### **B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

#### **Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**Learning Priority: Identify individuals who provide valid health information to enhance health behaviors.**

##### **A. Identify where to get help to promote health.**

3:1:A1 Identify trusted adults and professionals who can help promote health.

#### **Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**Learning Priority: Know the parts of a personal health goal.**

##### **A. List personal health goals. 6:1:A1 Identify a personal health goal.**

6:1:A2 Identify steps to achieve a goal.

6:1:A3 Discuss a health goal with a family member or trusted adult.

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

**Learning Priority: Recognize the differences between health needs and personal wants.**

##### **A. Identify ways to express health needs and personal wants.**

8:1:A1 Define health needs and personal wants.

8:1:A2 Express health needs and personal wants with family members or trusted adults.

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy 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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**B. Apply knowledge of healthy behaviors.**

1:1:B2 Describe why it is important to participate in healthy behaviors.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify when a decision-making process is needed to choose a healthy option.**

**A. List health situations where a decision-making process could be used.**

5:1:A1 Identify steps in the decision-making process.

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

**B. Apply a decision-making process to various situations to enhance health.**

5:1:B1 Provide an example of when a health-related decision can be made individually.

5:1:B2 Provide an example of when assistance is needed to make a health-related decision.

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B3 Encourage friends and classmates to make healthy choices.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**A. Describe healthy behaviors.**

1:1:A2 Describe healthy behaviors that impact personal health.

**B. Apply knowledge of healthy behaviors.**

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**A. Identify communication skills that can improve health and reduce health risks.**

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

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

**Learning Priority: Recognize the differences between health needs and personal wants.**

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**A. Describe healthy behaviors.**

1:1:A2 Describe healthy behaviors that impact personal health.

**B. Apply knowledge of healthy behaviors.**

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**A. Identify communication skills that can improve health and reduce health risks.**

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**B. Apply knowledge of healthy behaviors.**

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**A. Identify communication skills that can improve health and reduce health risks.**

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

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

**Learning Priority: Identify when a decision-making process is needed to choose a healthy option.**

**A. List health situations where a decision-making process could be used.**

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

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

**Learning Priority: Recognize the differences between health needs and personal wants.**

**A. Identify ways to express health needs and personal wants.**

8:1:A1 Define health needs and personal wants.

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy choices.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**B. Apply knowledge of healthy behaviors.**

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**A. Identify communication skills that can improve health and reduce health risks.**

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

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

**Learning Priority: Identify when a decision-making process is needed to choose a healthy option.**

**A. List health situations where a decision-making process could be used.**

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

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

**Learning Priority: Recognize the differences between health needs and personal wants.**

**A. Identify ways to express health needs and personal wants.**

8:1:A1 Define health needs and personal wants.

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy choices.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

#### **A. Describe healthy behaviors.**

1:1:A2 Describe healthy behaviors that impact personal health.

#### **B. Apply knowledge of healthy behaviors.**

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

#### **A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

#### **B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

#### **A. Identify communication skills that can improve health and reduce health risks.**

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

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

**Learning Priority: Recognize the differences between health needs and personal wants.**

#### **A. Identify ways to express health needs and personal wants.**

8:1:A1 Define health needs and personal wants.

8:1:A2 Express health needs and personal wants with family members or trusted adults.

#### **B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

## **Lesson 1.8 *Share and Share Alike* – Conflict Resolution**

### **Objectives**

Following this lesson, the student will be able to:

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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**A. Describe healthy behaviors.**

1:1:A2 Describe healthy behaviors that impact personal health.

**B. Apply knowledge of healthy behaviors.**

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**A. Identify communication skills that can improve health and reduce health risks.**

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

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

**Learning Priority: Recognize the differences between health needs and personal wants.**

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B3 Encourage friends and classmates to make healthy choices.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**A. Describe healthy behaviors.**

1:1:A2 Describe healthy behaviors that impact personal health.

**B. Apply knowledge of healthy behaviors.**

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**A. Identify communication skills that can improve health and reduce health risks.**

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

**B. Apply communication skills that can improve health and reduce health risks.**

4:1:B1 Describe ways to respond when in an unwanted, threatening, or dangerous situation.

4:1:B2 Use refusal skills including firmly saying no and getting away from the situation.

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

**Learning Priority: Identify when a decision-making process is needed to choose a healthy option.**

**A. List health situations where a decision-making process could be used.**

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

**B. Apply a decision-making process to various situations to enhance health.**

5:1:B1 Provide an example of when a health-related decision can be made individually.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**Learning Priority: Demonstrate health-enhancing behaviors.**

**A. Demonstrate health-enhancing behaviors.**

7:1:A2 Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations.

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B3 Encourage friends and classmates to make healthy choices.



## **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

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

#### **A. Describe healthy behaviors.**

1:1:A2 Describe healthy behaviors that impact personal health.

#### **B. Apply knowledge of healthy behaviors.**

1:1:B2 Describe why it is important to participate in healthy behaviors.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

#### **A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

#### **B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

#### **A. Identify communication skills that can improve health and reduce health risks.**

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings.

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

**Learning Priority: Recognize the differences between health needs and personal wants.**

#### **B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B3 Encourage friends and classmates to make healthy choices.