

**North Carolina’s Health Education Strands in *Healthful Living Standard Course of Study*  
Aligned with Conscious Discipline®  
Table B**

North Carolina Health Education Strands	Conscious Discipline®	Conscious Discipline® Skill Description
<b>Mental and Emotional Health Strand Competency Goal 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.</b>		
1.01 1.02 1.03 1.04 1.05	<p>Chapter 1: “Composure, “ pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. &amp; Wish Well Rituals</p> <p>Chapter 4: “Choices,” pp. 131-156 g. Picture Rule Cards q. Daily Routines</p> <p>Chapter 6: “Empathy,” pp. 187-222 i. We Care Center s. Absent Child &amp; Welcome Back Rituals</p> <p>Chapter 5: “Positive Intent,” pp. 157-186 h. Celebration Center</p>	<p>Being the person you want others to become. Composure is self control in action. Self control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p> <p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p> <p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a</p>

	r. Cheer Card Rituals	problem.
<b>Interpersonal Communication and Relationships Strand Competency Goal 3: The learner will develop healthy and effective interpersonal communication and relationship skills.</b>		
3.01 3.02 3.03 3.04 3.05	<p>Chapter 2: “Encouragement,” pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student &amp; Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. &amp; Wish Well Rituals</p> <p>Chapter 4: “Choices,” pp. 131-156 g. Picture Rule Cards q. Daily Routines</p> <p>Chapter 6: “Empathy,” pp. 187-222 i. We Care Center s. Absent Child &amp; Welcome Back Rituals</p> <p>Chapter 7: “Consequences,” pp. 223-251</p>	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Building self esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized.</p> <p>Helping children accept and process their feelings so as to see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p> <p>Helping children learn from their mistakes by helping them reflect</p>

Prepared by Karen Hickman, LGA  
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	j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments	on their choices and motivate them to make changes in their behavior.
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