

Too Good for Violence – A Peaceable Place Grade 2

Correlated with Alaska Skills for a Healthy Life

Lesson 1 Chasing Squirrels – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Discuss his or her own personal strengths
- Identify the importance of setting goals
- Describe the steps to setting and reaching goals
- Set a personal goal

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 5) understand how attitude and behavior affect the well-being of self and others; and

Lesson 2 The Important Link– Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Define consequence
- Demonstrate predicting possible consequences
- Demonstrate how to make good decisions

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student’s well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 3 How I Feel – *Identifying and Managing Emotions*

Objectives

Following this lesson, the student will be able to:

- Name a variety of feelings
- Demonstrate verbal and non-verbal expressions of feelings
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 4 How Do You Do? – *Effective Communication*

Objectives

Following this lesson, the student will be able to:

- Demonstrate the social skill of making introductions
- Demonstrate polite, assertive communication using I-messages
- Demonstrate active listening skills

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 5 Friends Fur-Ever – *Bonding and Relationships*

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Describe how friends help each other
- Describe approaches to making and keeping friends
- Identify examples of pro-social behavior

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should be able to demonstrate responsibility for the student’s well-being.

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 6 Respectfully Yours – *Respect for Self and Others*

Objectives

Following this lesson, the student will be able to:

- Define respect
- Identify examples of respect for self, others, property, and the environment
- Demonstrate the ability to be respectful in different situations
- Discuss how people are alike and how they are different
- Discuss respect for individual differences

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
- 3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
- 4) recognize patterns of abuse directed at self or others and understand how to break these patterns;
- 6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;

Lesson 7 Peaceable Pups – *Conflict Resolution*

Objectives

Following this lesson, the students will be able to:

- Define peace and conflict
- Differentiate peaceable and non-peaceable social behaviors
- Discuss conflict as a normal and natural part of being human
- Demonstrate cooperative strategies to manage conflict

A. A student should be able to acquire a core knowledge related to well-being.

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B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 2) demonstrate a variety of communication skills that contribute to well-being;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and

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Lesson 8 How to Handle Frustration without Howling – *Anger Management and Mindfulness*

Objectives

Following this lesson, the student will be able to:

- Define frustration; recognize and identify the feeling
- Describe frustration as a normal, healthy response to new and challenging tasks
- Differentiate angry feelings and aggressive actions
- Demonstrate ways to use self-control to manage frustration and angry feelings
- Describe the physical sensations of anger as warning signs of conflict

A. A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 4) recognize patterns of abuse directed at self or others and understand how to break these patterns;

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
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C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

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- 4) understand how respect for the rights of self and others contributes to relationships;
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Lesson 9 Safety Monitor – *Identifying and Managing Bullying Situations*

Objectives

Following this lesson, the students will be able to:

- Define bullying
- Differentiate tattling and reporting
- Define bully, target, and witness
- Identify ways the target or the witness can respond to a bullying situation

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- 4) recognize patterns of abuse directed at self or others and understand how to break these patterns;

B. A student should be able to demonstrate responsibility for the student’s well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
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Lesson 10 Possibilities – *Problem Solving*

Objectives

Following this lesson, the students will be able to:

- Define and demonstrate brainstorming in a cooperative group
- Identify a variety of solutions when working to solve a problem
- Demonstrate working together to stimulate creative problem solving

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A student who meets the content standard should:

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A student who meets the content standard should:

- 1) resolve conflicts responsibly;
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- 5) understand how attitude and behavior affect the well-being of self and others; and

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 2) take responsible actions to create safe and healthy environments;