

# Too Good for Violence – A Peaceable Place Grade 2 2019 Edition

*Correlated with Oklahoma Academic Standards for Health Education 2022*

## **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

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

### **Goal Setting**

6.GS.2.1 Identify a short-term personal health goal.

6.GS.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

6.GS.2.3 Describe what steps to take in order to achieve a personal health goal.

## **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

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

### **Decision Making**

5.DM.2.1 Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).

5.DM.2.2 Describe when help is needed and when it is not needed to make a healthy decision.

5.DM.2.3 Identify how family, peers, culture, technology, or media influence a health-related decision.

## **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

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

### **Mental Health and Wellness**

1.MH.2.1 Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

1.MH.2.2 Explain the relationship between feelings and behavior.

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

**Interpersonal Communication**

4.IC.2.1 Identify healthy ways to express needs, wants, and feelings.

## **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

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

**Interpersonal Communication**

4.IC.2.1 Identify healthy ways to express needs, wants, and feelings.

4.IC.2.2 Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.

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

**Decision Making**

5.DM.2.1 Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).

5.DM.2.2 Describe when help is needed and when it is not needed to make a healthy decision.

5.DM.2.3 Identify how family, peers, culture, technology, or media influence a health-related decision.

## **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

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

**Mental Health and Wellness**

1.MH.2.1 Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

**Healthy Relationships**

1.HR.2.2 Identify the characteristics of healthy family and peer relationships.

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

## **Interpersonal Communication**

4.IC.2.2 Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.

# **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

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

## **Mental Health and Wellness**

1.MH.2.3 Explain the importance of respecting the boundaries of others.

## **Healthy Relationships**

1.HR.2.2 Identify the characteristics of healthy family and peer relationships.

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

## **Interpersonal Communication**

4.IC.2.2 Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.

4.IC.2.3 Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).

# **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

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

## **Mental Health and Wellness**

1.MH.2.1 Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

1.MH.2.2 Explain the relationship between feelings and behavior.

1.MH.2.3 Explain the importance of respecting the boundaries of others.

## **Healthy Relationships**

1.HR.2.1 Define a safe, trusted adult (e.g., parent, guardian, health professional) and identify characteristics of a trusted adult.

1.HR.2.2 Identify the characteristics of healthy family and peer relationships.

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

**Interpersonal Communication**

4.IC.2.1 Identify healthy ways to express needs, wants, and feelings.

4.IC.2.2 Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.

4.IC.2.3 Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).

4.IC.2.4 Identify ways to tell a trusted adult when assistance is needed (e.g., enhance personal health, or are in an unwanted, threatening, or dangerous situation).

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

**Decision Making**

5.DM.2.1 Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).

5.DM.2.2 Describe when help is needed and when it is not needed to make a healthy decision.

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

**Advocacy**

8.AD.2.1 Practice ways to promote personal health (e.g., requesting healthy foods and drinks, avoiding second hand smoke, using personal safety equipment, practicing proper hygiene).

8.AD.2.2 Identify ways to encourage others to make positive health choices.

## **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

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

**Mental Health and Wellness**

1.MH.2.1 Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

1.MH.2.2 Explain the relationship between feelings and behavior.

1.MH.2.3 Explain the importance of respecting the boundaries of others.

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

**Interpersonal Communication**

4.IC.2.1 Identify healthy ways to express needs, wants, and feelings.

4.IC.2.2 Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.

4.IC.2.3 Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).

4.IC.2.4 Identify ways to tell a trusted adult when assistance is needed (e.g., enhance personal health, or are in an unwanted, threatening, or dangerous situation).

## **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

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

#### **Mental Health and Wellness**

1.MH.2.1 Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

1.MH.2.2 Explain the relationship between feelings and behavior.

#### **Healthy Relationships**

1.HR.2.1 Define a safe, trusted adult (e.g., parent, guardian, health professional) and identify characteristics of a trusted adult.

1.HR.2.2 Identify the characteristics of healthy family and peer relationships.

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

#### **Analyze Influences**

2.AN.2.1 Identify and describe how the family influences personal health practices and behaviors.

2.AN.2.3 Identify how peers, media, and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.

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

#### **Interpersonal Communication**

4.IC.2.1 Identify healthy ways to express needs, wants, and feelings.

4.IC.2.2 Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.

4.IC.2.3 Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).

4.IC.2.4 Identify ways to tell a trusted adult when assistance is needed (e.g., enhance personal health, or are in an unwanted, threatening, or dangerous situation).

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

#### **Decision Making**

5.DM.2.1 Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).

5.DM.2.2 Describe when help is needed and when it is not needed to make a healthy decision.

# 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

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

## Mental Health and Wellness

1.MH.2.1 Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

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

## Interpersonal Communication

4.IC.2.2 Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.

4.IC.2.3 Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).

4.IC.2.4 Identify ways to tell a trusted adult when assistance is needed (e.g., enhance personal health, or are in an unwanted, threatening, or dangerous situation).

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

## Decision Making

5.DM.2.1 Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).

5.DM.2.2 Describe when help is needed and when it is not needed to make a healthy decision.

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

## Advocacy

8.AD.2.2 Identify ways to encourage others to make positive health choices.