

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

*Correlated with Wyoming Health Content and Performance Standards 2012*

## **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

### **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

*Students will access, analyze and evaluate health information, products and resources.*

HE2.1.1 Identify people who can help students enhance their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IP/S, PCD

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.6 Describe why health goals are important. PH

HE2.4.7 Identify goals for enhancing health. PA, PH, NUT

## **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

### **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

*Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.*

HE2.2.1 Identify situations where a health related decision is needed. IP/S, PH, FAM

HE2.2.2 Recognize when assistance is needed for making a decision. IP/S, VP/B, ATOD

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical).  
PH, ME, FAM

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.2 Identify behaviors that help avoid or reduce health risks. IP/S, VP/B, ATOD

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical).  
PH, ME, FAM

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.4 Recognize and accurately label emotions and how they are linked to behavior (anger, sadness, joy, etc.). ME,  
VP/B

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical).  
PH, ME, FAM

HE2.3.2 Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.4 Recognize and accurately label emotions and how they are linked to behavior (anger, sadness, joy, etc.). ME, VP/B

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.8 Describe the ways people are similar and different. FAM, VP/B

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.8 Describe the ways people are similar and different. FAM, VP/B

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

HE2.3.2 Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

### **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

*Students will access, analyze and evaluate health information, products and resources.*

HE2.1.1 Identify people who can help students enhance their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IP/S, PCD

HE2.1.2 Identify people who can help students reduce their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IP/S, FAM, VP/B

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

HE2.3.3 Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations. IP/S, PH, VP/B

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.4 Recognize and accurately label emotions and how they are linked to behavior (anger, sadness, joy, etc.). ME, VP/B

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

#### **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

*Students will access, analyze and evaluate health information, products and resources.*

HE2.1.2 Identify people who can help students reduce their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IP/S, FAM, VP/B

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

HE2.3.2 Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM

HE2.3.3 Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations. IP/S, PH, VP/B

#### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

*Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.*

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VP/B, IP/S

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B

## **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

#### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

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HE2.3.2 Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IP/S, FA

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HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VP/B