

# Too Good for Violence – A Peaceable Place Grade 2

## 2019 Edition

*Correlated to Components of Social, Emotional, and Intellectual Habits*

### **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

#### **Develop a Positive Self-Concept**

##### **Self-awareness**

Recognize personal strengths, assets, limitations/ challenges

##### **Sense of self as competent and capable**

Identify personal and academic goals

#### **Develop Executive Functioning Skills**

##### **Working memory and metacognition**

Remember and follow multistep directions that involve more complex steps/sequences and update them with new information or changing plans

##### **Cognitive flexibility**

Consider multiple aspects of situations and/or changing circumstances, to plan, make decisions and adjust thinking with adult guidance and support

##### **Managing attention and behavior**

Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others

### **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

#### **Develop Positive Interpersonal Relationships**

##### **Responsible decision-making and social problem solving**

Analyze the outcomes and possible consequences of a set of given decisions

Demonstrate concern for fairness and respect for the rights of others; respond appropriately when a rule is broken, with acceptance of responsibility and consequences

#### **Develop Executive Functioning Skills**

##### **Working memory and metacognition**

Remember and follow multistep directions that involve more complex steps/sequences and update them with new information or changing plans

**Cognitive flexibility**

Consider multiple aspects of situations and/or changing circumstances, to plan, make decisions and adjust thinking with adult guidance and support

**Develop Logic and Reasoning****Critical and analytical thinking**

Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others

**Applying known information to new experiences**

Use prior relationships, experiences, and knowledge to expand understanding

**Reasoning and problem solving**

Plan out a simple problem solving approach, considering multiple strategies; monitor and evaluate progress and change strategies as necessary with adult support

## **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

**Identify and Understand Emotions of Self and Others****Identifying and understanding emotions**

Describe increasingly varied emotions and common situations that cause them

Discuss emotions and the impact on behavior and begin to show awareness of the intensity of emotions (e.g., can recognize when their emotions are particularly strong and they might lose control; use words such as “furious” to describe intense anger)

**Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

**Develop Positive Interpersonal Relationships****Social awareness and interpersonal skills**

Demonstrate ability to read nonverbal social cues

**Develop Executive Functioning Skills****Self-regulation of impulses and emotional reaction**

Manage behavioral response to emotions most of the time, effectively using multiple strategies (e.g., utilizing skills to calm down, and applying the steps in problem solving to school and to social problems)

## **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

### **Develop a Positive Self-Concept**

#### **Sense of self as competent and capable**

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, let teacher know when they cannot see or hear during lesson)

### **Identify and Understand Emotions of Self and Others**

#### **Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Demonstrate ability to read nonverbal social cues

## **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

### **Identify and Understand Emotions of Self and Others**

#### **Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Demonstrate ability to read nonverbal social cues

Identify and use skills to establish and maintain healthy interpersonal relationships

## **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

### **Develop a Positive Self-Concept**

#### **Self-awareness**

Recognize personal strengths, assets, limitations/ challenges

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Identify and use skills to establish and maintain healthy interpersonal relationships

#### **Responsible decision-making and social problem solving**

Demonstrate concern for fairness and respect for the rights of others; respond appropriately when a rule is broken, with acceptance of responsibility and consequences

## **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

### **Develop a Positive Self-Concept**

#### **Self-awareness**

Recognize personal strengths, assets, limitations/ challenges

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Identify and use skills to establish and maintain healthy interpersonal relationships

#### **Responsible decision-making and social problem solving**

Demonstrate concern for fairness and respect for the rights of others; respond appropriately when a rule is broken, with acceptance of responsibility and consequences

#### **Conflict resolution**

Distinguish between constructive and destructive ways to resolve conflicts

Demonstrate willingness and skill to independently resolve a problem or conflict, although may still need adult support and encouragement

## **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

### **Identify and Understand Emotions of Self and Others**

#### **Identifying and understanding emotions**

Describe increasingly varied emotions and common situations that cause them

Discuss emotions and the impact on behavior and begin to show awareness of the intensity of emotions (e.g., can recognize when their emotions are particularly strong and they might lose control; use words such as “furious” to describe intense anger)

#### **Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

### **Develop Positive Interpersonal Relationships**

#### **Social awareness and interpersonal skills**

Demonstrate ability to read nonverbal social cues

### **Develop Executive Functioning Skills**

#### **Self-regulation of impulses and emotional reaction**

Manage behavioral response to emotions most of the time, effectively using multiple strategies (e.g., utilizing skills to calm down, and applying the steps in problem solving to school and to social problems)

## **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

### **Develop a Positive Self-Concept**

#### **Sense of self as competent and capable**

Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, let teacher know when they cannot see or hear during lesson)

### **Identify and Understand Emotions of Self and Others**

#### **Empathy**

Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support

### **Develop Positive Interpersonal Relationships**

**Social awareness and interpersonal skills**

Demonstrate ability to read nonverbal social cues

Identify and use skills to establish and maintain healthy interpersonal relationships

**Responsible decision-making and social problem solving**

Analyze the outcomes and possible consequences of a set of given decisions

Demonstrate concern for fairness and respect for the rights of others; respond appropriately when a rule is broken, with acceptance of responsibility and consequences

**Conflict resolution**

Distinguish between constructive and destructive ways to resolve conflicts

**Develop Executive Functioning Skills****Self-regulation of impulses and emotional reaction**

Demonstrate appropriate assertion of personal boundaries, rights and privacy needs

## **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

**Develop Positive Interpersonal Relationships****Social awareness and interpersonal skills**

Demonstrate ability to read nonverbal social cues

Demonstrate the ability to compromise, negotiate and work together with others with adult support, in both child-initiated and adult-led activities

Identify and use skills to establish and maintain healthy interpersonal relationships

**Responsible decision-making and social problem solving**

Analyze the outcomes and possible consequences of a set of given decisions

Distinguish between positive and negative peer pressure

Demonstrate concern for fairness and respect for the rights of others; respond appropriately when a rule is broken, with acceptance of responsibility and consequences

**Conflict resolution**

Distinguish between constructive and destructive ways to resolve conflicts

Demonstrate willingness and skill to independently resolve a problem or conflict, although may still need adult support and encouragement

**Develop Executive Functioning Skills****Working memory and metacognition**

Remember and follow multistep directions that involve more complex steps/sequences and update them with new information or changing plans

**Cognitive flexibility**

Consider multiple aspects of situations and/or changing circumstances, to plan, make decisions and adjust thinking with adult guidance and support

**Self-regulation of impulses and emotional reaction**

Manage behavioral response to emotions most of the time, effectively using multiple strategies (e.g., utilizing skills to calm down, and applying the steps in problem solving to school and to social problems)

Demonstrate appropriate assertion of personal boundaries, rights and privacy needs

**Managing attention and behavior**

Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others

### **Develop Logic and Reasoning**

#### **Critical and analytical thinking**

Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others

#### **Applying known information to new experiences**

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#### **Reasoning and problem solving**

Plan out a simple problem solving approach, considering multiple strategies; monitor and evaluate progress and change strategies as necessary with adult support