

# Too Good for Violence Curriculum Correlations

Correlated with Oregon Health Education Standards

## Grade 2

### Lesson One: *Introducing a Peaceable Place*

**Objectives:** The student will be able to:

- Discuss the concept that each person is important and worthy of respect.
- Demonstrate the social skill of making introductions.
- Demonstrate working cooperatively with another student.

#### **Promotion of Mental, Social and Emotional Health**

HE.03.PM02.CC Identify qualities that contribute to a healthy self- image.

HE.03.PM02.SM Identify characteristic of a healthy self-image.

HE.03.PM05.CC Recognize diversity among people, including age, disability national origin, race, color, marital status, and sex, sexual orientation and gender identity.

HE.03.PM05.ADV Advocate respect for diversity.

### Lesson Two: *Getting to Know Others*

**Objectives:** The student will be able to:

- Demonstrate the social skill of making introductions.
- Discuss respect for individual differences.
- Demonstrate communication skills: listening and paraphrasing.

#### **Promotion of Mental, Social and Emotional Health**

HE.03.PM01.CC Describe pro-social behaviors within healthy relationships.

HE.03.PM01.IC Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.

HE.03.PM02.CC Identify qualities that contribute to a healthy self- image.

HE.03.PM02.SM Identify characteristic of a healthy self-image.

#### **Violence and Suicide Prevention**

HE.03.VS04.CC Explain the role of problem solving, anger management and impulse control in preventing violence.

HE.03.VS04.SM Demonstrate the steps of problem solving, anger management and impulse control.

## Lesson Three: *Expressing Feelings*

**Objectives:** The student will be able to:

- Identify and express a variety of feelings.
- Demonstrate verbal and non-verbal expressions of feelings.
- Demonstrate the use of I-messages as a way to express feelings honestly and effectively.
- Develop self-discipline by using I-messages instead of You-messages.

### **Promotion of Mental, Social and Emotional Health**

HE.03.PM01.CC Describe pro-social behaviors within healthy relationships.

HE.03.PM01.IC Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.

HE.03.PM03.CC Identify different kinds of emotions.

HE.03.PM03.INF Describe internal and external influences on emotions.

## Lesson Four: *Getting Along With Others*

**Objectives:** The student will be able to:

- Differentiate between I-messages and You-messages.
- Demonstrate social skills: asking to join in, inviting to join in, sharing, taking turns, listening, offering to help, asking for help and apologizing.

### **Promotion of Mental, Social and Emotional Health**

HE.03.PM01.CC Describe pro-social behaviors within healthy relationships.

HE.03.PM01.IC Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.

## Lesson Five: *Recognizing and Handling Anger*

**Objectives:** The student will be able to:

- Define anger as a natural and universal emotion.
- Discuss what anger looks like and feels like.
- Differentiate between angry feelings and aggressive actions.
- Discuss constructive and destructive ways to handle anger.
- Recite an anger management model.

### **Promotion of Mental, Social and Emotional Health**

HE.03.PM01.CC Describe pro-social behaviors within healthy relationships.

HE.03.PM01.IC Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.

HE.03.PM03.CC Identify different kinds of emotions.

HE.03.PM03.INF Describe internal and external influences on emotions.

## **Lesson Six: *Staying on the Trail to a Peaceable Place***

**Objectives:** The student will be able to:

- Define bullying and list rules regarding bullying.
- Differentiate between peaceable and non-peaceable social behaviors.
- Demonstrate basic social skills: making introductions, asking to join, inviting to join, sharing, taking turns, asking for help, offering help, apologizing.

### **Promotion of Sexual Health**

HE.03.PS05.CC Explain why bullying and teasing are inappropriate behavior.

HE.03.PS05.AI Identify parents and other trusted adults they can tell if they are being bullied or teased.

HE.03.PS05.IC Demonstrate how to respond if someone is bullying or teasing them.

### **Violence and Suicide Prevention**

HE.03.VS02.CC Identify why bullying, cyber-bullying, harassment and teasing are detrimental to health and safety.

HE.03.VS02.AI Identify how to report unsafe situations to trusted adults.

HE.03.VS02.IC Demonstrate how to respond and report if someone is bullying, harassing or teasing.

## **Lesson Seven: *Celebrating Our Success***

**Objectives:** The student will be able to:

- Assess his or her progress in learning pro-social, peaceable skills.
- Recognize and reward others for using pro-social, peaceable skills.

### **Promotion of Mental, Social and Emotional Health**

HE.03.PM01.CC Describe pro-social behaviors within healthy relationships.

HE.03.PM01.IC Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.

HE.03.PM02.CC Identify qualities that contribute to a healthy self- image.

HE.03.PM02.SM Identify characteristic of a healthy self-image.

### **Violence and Suicide Prevention**

HE.03.VS04.CC Explain the role of problem solving, anger management and impulse control in preventing violence.

HE.03.VS04.SM Demonstrate the steps of problem solving, anger management and impulse control.