

Too Good for Violence – A Peaceable Place

Grade 2 2019 Edition

Correlated with Delaware Health Education Standards 2014

Lesson 2.1 *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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
6. Students will demonstrate the ability to use *goal-setting skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 2.2 *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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)

Lesson 2.3 *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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.

7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 2.4 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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
 8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 2.5 Friends Fur-Ever – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Discuss how people are alike and how they are different
 - Discuss his or her own personal strengths
 - Demonstrate giving and receiving compliments
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
 8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 2.6 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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.

4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 2.7 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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
 8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 2.8 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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)

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

Lesson 2.9 *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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)
 8. Students will demonstrate the ability to *advocate* for personal, family and community health.

Lesson 2.10 *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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (Self-management)