

# Too Good for Violence – A Peaceable Place

## Grade 2

*Correlated Kentucky Academic Standards for Health Education 2020*

### **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

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

- 2.6.1. Set goals for positive physical, mental and emotional health.
- 2.6.2. Analyze steps needed to reach a health-related goal.
- 2.6.3. Describe people who can support the achievement of health-related goals.

#### **Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 2.7.1. Describe personal responsibility in making healthy life decisions.

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

- 2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.
- 2.8.2. Make a request of others to advocate to improve their personal 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

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

- 2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.

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

- 2.5.1. Explain the potential outcomes of personal health decisions.
- 2.5.2. Explain the difference between when a health-related decision can be made individually and when assistance is needed.
- 2.5.3. Identify how family, peers and media impact health-related decision making.

#### **Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 2.7.1. Describe personal responsibility in making healthy life decisions.
- 2.7.2. Describe behaviors that can cause harm to personal wellness.
- 2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.

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

- 2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.

## **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

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

2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.

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

2.4.1. Demonstrate effective listening and verbal communication skills.

2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.

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

2.5.1. Explain the potential outcomes of personal health decisions.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

2.7.1. Describe personal responsibility in making healthy life decisions.

2.7.2. Describe behaviors that can cause harm to personal wellness.

2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.

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

2.8.2. Make a request of others to advocate to improve their personal 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

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

2.4.1. Demonstrate effective listening and verbal communication skills.

2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.

2.4.5. Demonstrate how to communicate care and concern for others.

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

2.5.1. Explain the potential outcomes of personal health decisions.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

2.7.1. Describe personal responsibility in making healthy life decisions.

2.7.2. Describe behaviors that can cause harm to personal wellness.

2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.

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

2.8.2. Make a request of others to advocate to improve their personal health.

## **Lesson 2.5 *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.**

2.1.3. Identify the benefits of healthy peer and family relationships.

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

2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.

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

2.4.1. Demonstrate effective listening and verbal communication skills.

2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.

2.4.5. Demonstrate how to communicate care and concern for others.

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

2.5.3. Identify how family, peers and media impact health-related decision making.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

2.7.1. Describe personal responsibility in making healthy life decisions.

2.7.2. Describe behaviors that can cause harm to personal wellness.

2.7.3. Describe positive health behaviors regarding personal wellness, physical activity and safety.

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

2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.

## **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

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

2.1.3. Identify the benefits of healthy peer and family relationships.

2.1.5. Explain why it is harmful to tease or bully others based on personal characteristics.

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

2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.

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

- 2.4.1. Demonstrate effective listening and verbal communication skills.
- 2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.
- 2.4.5. Demonstrate how to communicate care and concern for others.

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

- 2.5.3. Identify how family, peers and media impact health-related decision making.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 2.7.1. Describe personal responsibility in making healthy life decisions.

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- 2.8.1. Demonstrate how to encourage peers to make healthy behavior choices.

## **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

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

- 2.1.3. Identify the benefits of healthy peer and family relationships.

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

- 2.4.1. Demonstrate effective listening and verbal communication skills.
- 2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.
- 2.4.5. Demonstrate how to communicate care and concern for others.

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

- 2.5.3. Identify how family, peers and media impact health-related decision making.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 2.7.1. Describe personal responsibility in making healthy life decisions.
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## **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

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

- 2.4.1. Demonstrate effective listening and verbal communication skills.
- 2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.
- 2.4.4. Identify a trusted adult to ask for help in an unhealthy situation.

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

- 2.5.1. Explain the potential outcomes of personal health decisions.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 2.7.1. Describe personal responsibility in making healthy life decisions.
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- 2.8.2. Make a request of others to advocate to improve their personal 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
- 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.**

- 2.1.3. Identify the benefits of healthy peer and family relationships.
- 2.1.5. Explain why it is harmful to tease or bully others based on personal characteristics.

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

- 2.2.1. Identify and explain how community opportunities can influence personal health decisions and behaviors.

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

- 2.4.1. Demonstrate effective listening and verbal communication skills.
- 2.4.2. Demonstrate healthy ways to effectively communicate needs, wants and feelings.
- 2.4.3. Demonstrate appropriate ways to respond to an unwanted, threatening or dangerous situations.
- 2.4.4. Identify a trusted adult to ask for help in an unhealthy situation.
- 2.4.5. Demonstrate how to communicate care and concern for others.

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

- 2.5.1. Explain the potential outcomes of personal health decisions.
- 2.5.2. Explain the difference between when a health-related decision can be made individually and when assistance is needed.
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2.8.2. Make a request of others to advocate to improve their personal 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

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

2.1.3. Identify the benefits of healthy peer and family relationships.

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

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