

Too Good for Violence – A Peaceable Place

Grade 2

Correlated with New Mexico Health Content Standards

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

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

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

1. identify how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety);

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

K-4 Benchmark 1: identify responsible health behaviors:

1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and

K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:

1. describe ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke);
3. identify healthy choices in the areas related to sexuality; nutrition, alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:

K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:

1. identify actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:

1. identify when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied).

K-4 Benchmark 3: predict outcomes of positive health decisions:

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eating right and exercising leads to healthy development).

K-4 Benchmark 4: set a personal health goal and track progress toward achievement:

1. identify a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

K-4 Benchmark 1: describe a variety of methods to convey accurate health information and ideas:

1. recognize methods to convey accurate health information and ideas.

K-4 Benchmark 2: express information and opinions about health issues:

1. discuss when it is appropriate to express opinions about health issues.

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

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

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

5. describe the importance of taking personal responsibility for actions.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

K-4 Benchmark 2: identify personal health needs:

3. recognize personal safety rules (e.g., don't push others, playground safety, don't go with strangers).

K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:

2. identify behaviors that are safe and unsafe in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:

3. identify healthy choices in the areas related to sexuality; nutrition, alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:

K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:

1. identify actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:

1. identify when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied).

K-4 Benchmark 3: predict outcomes of positive health decisions:

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eating right and exercising leads to healthy development).

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

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

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

1. describe different emotions;

K-4 Benchmark 3: describe the basic structure and functions of the human body systems:

2. identify and list how stress and emotions affect the body systems;

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

5. describe the importance of taking personal responsibility for actions.

K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:

2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult);

K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:

2. identify behaviors that are safe and unsafe in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:

1. describe ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke);
3. identify healthy choices in the areas related to sexuality; nutrition, alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).

K-4 Benchmark 7: apply skills to manage stress:

2. list activities that help reduce stress (e.g., physical activity, reading).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 1: distinguish between verbal and non-verbal communication:

3. recognize different feelings and the verbal and non-verbal forms of communication associated with them

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. explain feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. explain how to express feelings in a positive way.

K-4 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. demonstrate the ability to appropriately use “I” statements in communication.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

K-4 Benchmark 2: express information and opinions about health issues:

1. discuss when it is appropriate to express opinions about health issues.

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

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

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

5. describe the importance of taking personal responsibility for actions.

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 1: distinguish between verbal and non-verbal communication:

1. identify the differences between verbal and non-verbal communication;
2. describe how people communicate in different ways; and
3. recognize different feelings and the verbal and non-verbal forms of communication associated with them

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

2. explain how to express feelings in a positive way.

K-4 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. demonstrate the ability to appropriately use “I” statements in communication.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

K-4 Benchmark 2: express information and opinions about health issues:

1. discuss when it is appropriate to express opinions about health issues.

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

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

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

2. identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);

K-4 Benchmark 5: identify common health issues of children:

2. describe common social health issues of children in same age group (e.g., peer pressure, relationships);

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

5. describe the importance of taking personal responsibility for actions.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

K-4 Benchmark 1: identify responsible health behaviors:

1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and

K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:

1. describe ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke);

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 1: distinguish between verbal and non-verbal communication:

2. describe how people communicate in different ways; and

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

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

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

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

2. identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);

K-4 Benchmark 5: identify common health issues of children:

2. describe common social health issues of children in same age group (e.g., peer pressure, relationships);

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

5. describe the importance of taking personal responsibility for actions.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

K-4 Benchmark 1: identify responsible health behaviors:

1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and

K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:

1. describe ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke);

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 1: distinguish between verbal and non-verbal communication:

2. describe how people communicate in different ways; and

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

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

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

1. identify how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety);
2. identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

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

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

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

2. identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

5. describe the importance of taking personal responsibility for actions.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

K-4 Benchmark 1: identify responsible health behaviors:

1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and
2. demonstrate conflict resolution skills.

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:

1. identify common conflict situations that occur among friends, family members and others;
2. describe possible causes of conflict; and
3. explain the differences between negative and positive behaviors used in conflict situations.

K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:

3. identify common conflict situations that occur among friends, family members and others; and
4. explain non-violent strategies to resolve conflict.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

K-4 Benchmark 2: express information and opinions about health issues:

1. discuss when it is appropriate to express opinions about health issues.

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

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

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

1. describe different emotions;

K-4 Benchmark 3: describe the basic structure and functions of the human body systems:

2. identify and list how stress and emotions affect the body systems;

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

5. describe the importance of taking personal responsibility for actions.

K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:

2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult);

K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:

2. identify behaviors that are safe and unsafe in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:

1. describe ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke);
3. identify healthy choices in the areas related to sexuality; nutrition, alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).

K-4 Benchmark 7: apply skills to manage stress:

2. list activities that help reduce stress (e.g., physical activity, reading).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 1: distinguish between verbal and non-verbal communication:

3. recognize different feelings and the verbal and non-verbal forms of communication associated with them

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. explain feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. explain how to express feelings in a positive way.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

K-4 Benchmark 2: express information and opinions about health issues:

1. discuss when it is appropriate to express opinions about health issues.

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

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

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

2. describe compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs);
3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);
2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco and other drugs, food contamination, poisonous substances);
4. describe the influences of media and peer pressure on health.

K-4 Benchmark 5: identify common health issues of children:

2. describe common social health issues of children in same age group (e.g., peer pressure, relationships);
3. describe common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence);

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

4. describe safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and
5. describe the importance of taking personal responsibility for actions.

K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:

2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult);

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

K-4 Benchmark 1: identify responsible health behaviors:

1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and
2. demonstrate conflict resolution skills.

K-4 Benchmark 2: identify personal health needs:

3. recognize personal safety rules (e.g., don't push others, playground safety, don't go with strangers).

K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:

1. identify when to report dangerous situations to an adult; and
2. identify behaviors that are safe and unsafe in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:

2. describe refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

K-4 Benchmark 5: develop injury prevention and management strategies for personal health:

1. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. demonstrate safety rules at home, in school and in the community.

K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. identify trusted adults to go to when faced with a threatening situation.

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. explain feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and

K-4 Benchmark 6: demonstrate refusal skills and explain why they are important to enhance health:

1. explain refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:

1. identify common conflict situations that occur among friends, family members and others;
2. describe possible causes of conflict; and
3. explain the differences between negative and positive behaviors used in conflict situations.

K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:

3. identify common conflict situations that occur among friends, family members and others; and
4. explain non-violent strategies to resolve conflict.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:

K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:

1. identify actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:

1. identify when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied).

K-4 Benchmark 3: predict outcomes of positive health decisions:

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eating right and exercising leads to healthy development).

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

K-4 Benchmark 2: express information and opinions about health issues:

1. discuss when it is appropriate to express opinions about health issues.

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

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

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

2. identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:

1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition);

K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:

5. describe the importance of taking personal responsibility for actions.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

K-4 Benchmark 1: identify responsible health behaviors:

1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and
2. demonstrate conflict resolution skills.

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will:

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

1. list ways that a person can show responsibility for his/her own health behaviors.

K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:

1. identify common conflict situations that occur among friends, family members and others;

K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:

3. identify common conflict situations that occur among friends, family members and others; and
4. explain non-violent strategies to resolve conflict.

Content Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

K-4 Benchmark 2: express information and opinions about health issues:

1. discuss when it is appropriate to express opinions about health issues.