

Too Good for Violence – A Peaceable Place

Grade 2

Correlated with North Dakota Health Education Content Standards 2018

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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

- 1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.
- 1.2.2 Recognize that there are multiple dimensions of health.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.2.1 Identify how family influences personal health behaviors.
- 2.2.2 Identify what the school can do to support personal health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

- 6.2.1 Identify a short-term personal health goal and the action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.2.1 Demonstrate health behaviors to maintain or improve personal health.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

- 8.2.1 Make a request to promote personal health.
- 8.2.2 Encourage peers to make positive health choices.

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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

- 1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.
- 1.2.2 Recognize that there are multiple dimensions of health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.2.1 Identify situations when a health-related decision is needed.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.1 Demonstrate health behaviors to maintain or improve personal health.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health 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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 Recognize that there are multiple dimensions of health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 Recognize that there are multiple dimensions of health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

4.2.2 Demonstrate listening skills to enhance health.

4.2.3 Demonstrate ways to respond when an unwanted, threatening, or dangerous situation.

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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 Recognize that there are multiple dimensions of health.

1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.2.2 Identify what the school can do to support personal health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

4.2.2 Demonstrate listening skills to enhance health.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health 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

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1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 Recognize that there are multiple dimensions of health.

1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.2.2 Identify what the school can do to support personal health behaviors.

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4.2.2 Demonstrate listening skills to enhance health.

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7.2.2 Demonstrate health behaviors that avoid or reduce health risks.

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- 8.2.1 Make a request to promote personal health.
- 8.2.2 Encourage peers to make positive health 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: Understand concepts related to human growth and development, health promotion, disease prevention.

- 1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.
- 1.2.2 Recognize that there are multiple dimensions of health.
- 1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.
- 4.2.2 Demonstrate listening skills to enhance health.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.2.1 Demonstrate health behaviors to maintain or improve personal health.

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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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

- 1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.
- 1.2.2 Recognize that there are multiple dimensions of health.

Standard 3: Demonstrate the ability to access valid health information, products, and services.

- 3.2.1 Identify trusted adults and professionals who can help promote health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.
- 4.2.3 Demonstrate ways to respond when an unwanted, threatening, or dangerous situation.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.1 Demonstrate health behaviors to maintain or improve personal health.

7.2.2 Demonstrate health behaviors that avoid or reduce health risks.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health choices.

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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.

1.2.2 Recognize that there are multiple dimensions of health.

1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.2.2 Identify what the school can do to support personal health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.

4.2.3 Demonstrate ways to respond when an unwanted, threatening, or dangerous situation.

4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.2.1 Identify situations when a health-related decision is needed.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.2.1 Demonstrate health behaviors to maintain or improve personal health.

7.2.2 Demonstrate health behaviors that avoid or reduce health risks.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.2.1 Make a request to promote personal health.

8.2.2 Encourage peers to make positive health choices.

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: Understand concepts related to human growth and development, health promotion, disease prevention.

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1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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