

Too Good for Violence – A Peaceable Place

Grade 2

Correlated with Oregon Health Education Standards and Performance Indicators 2016

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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

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

HE.2.2.1 Demonstrate how family influences personal health practices and behaviors.

HE.2.2.2 Demonstrate how school resources support health practices and behaviors.

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

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

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

HE.6.2.1 Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal.

HE.6.2.2 Demonstrate how to access resources to achieve health-related goals.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

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

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

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

HE.5.2.1 Demonstrate decision-making skills for health-related situations.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

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

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

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting 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 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

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

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting 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.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.9 Describe how they can be a good friend.

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

HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.

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

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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

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

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.8 Recognize the importance of treating others with respect including gender expression.

HE.1.2.9 Describe how they can be a good friend.

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

HE.2.2.2 Demonstrate how school resources support health practices and behaviors.

HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.

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

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

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

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal 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

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

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

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

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

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting 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.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.8 Recognize the importance of treating others with respect including gender expression.

HE.1.2.9 Describe how they can be a good friend.

HE.1.2.13 Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.

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

HE.2.2.2 Demonstrate how school resources support health practices and behaviors.

HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.

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

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.

HE.4.2.4 Demonstrate ways to tell sources of support if threatened or harmed.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.

HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify 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. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

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

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

HE.4.2.2 Demonstrate effective active listening skills.

HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

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

HE.8.2.1 Explain the importance of promoting personal health.

HE.8.2.2 Encourage peers to justify positive health choices.