

# Too Good for Violence – A Peaceable Place

## Grade 2

*Correlated with Tennessee's Social and Personal Competencies*

### **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

#### **1B. Demonstrate an awareness of his/her personal qualities and interests.**

Describes personal likes and dislikes

Recognizes personal qualities and interests

Identifies an interest as it relates to personal experiences

Identifies and describes preferences

#### **1C. Demonstrate an awareness of his/her strengths and limitations.**

Identifies likes and dislikes

Describes things one does well or the knowledge they have

Describes an activity/task in which one may need help in order to improve

#### **2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.**

Identifies a short-term goal (wish, dream)

Identifies the steps needed to accomplish a short-term goal

Identifies people/resources needed to meet one's short-term goal

Recognizes if a goal is under one's own control or someone else's

Describes something they have accomplished

### **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

#### **1D. Demonstrate a sense of personal responsibility and advocacy.**

Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions

Advocates for themselves by asking for help

#### **5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.**

Recognizes that one has choices in how to respond in a situation and that all choices have consequences

Identifies and illustrates safe and unsafe situations

**5B. Develop, implement, and model effective decision-making skills to deal responsibility with academic and social situations.**

Implements stop, think, act, review strategies in solving problems

## **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

#### **1A. Demonstrate an awareness of his/her emotions.**

Recognizes and accurately names emotions/feelings

Identifies and communicates an emotions/feelings

Describes emotions and the situations that cause them (i.e., triggers)

#### **2A. Understand and use strategies for managing his/her emotions and behaviors constructively.**

Identifies sources of common stress and demonstrates the ability to manage emotions

Identifies and describes how emotions relate to thoughts and behaviors

Describes and practices using words to share their emotions about an interaction or situation

#### **3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.**

Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice

#### **4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.**

Identifies and states feelings and problems when in a conflict situation

Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help

## **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

#### **1A. Demonstrate an awareness of his/her emotions.**

Identifies and communicates an emotions/feelings

#### **3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.**

Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice

#### **4A. Use positive communication and social skills to interact effectively with others.**

Effectively and appropriately communicates needs, wants, and ideas in a respectful manner

## **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

#### **1B. Demonstrate an awareness of his/her personal qualities and interests.**

Describes personal likes and dislikes

Recognizes personal qualities and interests

#### **1D. Demonstrate a sense of personal responsibility and advocacy.**

Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions

#### **4B. Develop and maintain positive relationships.**

Identifies and practices appropriate behaviors that maintain positive relationships

Lists traits of a good friend

Demonstrates the ability to make friends and sustain positive relationships

## **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

#### **1B. Demonstrate an awareness of his/her personal qualities and interests.**

Describes personal likes and dislikes

Recognizes personal qualities and interests

#### **3C. Demonstrate an awareness and respect for human dignity, including culture and differences.**

Describes characteristics of two people that are similar and different

#### **4A. Use positive communication and social skills to interact effectively with others.**

Develops and maintains friendships

Uses positive communication and behaviors such as taking turns, sharing with others, saying “please”, “thank you,” and/or “excuse me”, using compliments to encourage others, paying attention when others are talking

Effectively and appropriately communicates needs, wants, and ideas in a respectful manner

#### **4B. Develop and maintain positive relationships.**

Identifies and practices appropriate behaviors that maintain positive relationships

Lists traits of a good friend

Demonstrates the ability to make friends and sustain positive relationships

## **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

### **1D. Demonstrate a sense of personal responsibility and advocacy.**

Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions

### **4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.**

Begins to develop and practice the use of problem-solving and conflict resolution skills

Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using “I” messages

Identifies and states feelings and problems when in a conflict situation

Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help

## **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

### **1A. Demonstrate an awareness of his/her emotions.**

Recognizes and accurately names emotions/feelings

Identifies and communicates an emotions/feelings

Describes emotions and the situations that cause them (i.e., triggers)

### **1E. Identify external and community resources and supports.**

Identifies at least one adult they trust

Identifies situations in which they need to seek help from an adult

## **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

### **1A. Demonstrate an awareness of his/her emotions.**

Recognizes and accurately names emotions/feelings

Identifies and communicates an emotions/feelings

Describes emotions and the situations that cause them (i.e., triggers)

**1D. Demonstrate a sense of personal responsibility and advocacy.**

Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions

**1E. Identify external and community resources and supports.**

Identifies at least one adult they trust

Identifies situations in which they need to seek help from an adult

**3B. Exhibit civic responsibility in multiple settings.**

Identifies how to help others

**5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.**

Identifies and illustrates safe and unsafe situations

## **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

**4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.**

Begins to develop and practice the use of problem-solving and conflict resolution skills

Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using “I” messages

Identifies and states feelings and problems when in a conflict situation

Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help