Human Growth and Development

Second Grade

Wellness and Prevention Office
6/19/2015

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Milwaukee Public Schools
Wellness and Prevention Office

Human Growth & Development Curriculum
Second Grade Lessons

OUTLINE

Unit 1 – Relationships
- Lesson 1-Families
- Lesson 2-Families & Responsibility
- Lesson 3-Friendships

Unit 2 – Society & Culture
- Lesson 4-Respecting Others

Unit 3 – Personal Skills
- Lesson 5-Communication & Bullying
- Lesson 6-Communication & Conflict Resolution
- Lesson 7-Emotions
- Lesson 8-Values
- Lesson 9-Decision Making & Refusal Skills

Unit 4 – Human Development
- Lesson 10-Self Image
- Lesson 11-Anatomy
- Lesson 12-Body Privacy
Milwaukee Public Schools
Wellness and Prevention Office

INSTRUCTIONS FOR ASSESSMENT COMPLETION

• Please use the attached Assessment Tracking Form; make copies for yourself as needed

• Each grade level of the HGD course has a pre and post assessment and two additional assessments/quizzes that could be used for formative or summative assessments.

• The Assessment Tracking Form should be submitted to your school principal.

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<th>Second Grade HGD</th>
<th>Pre-Assessment</th>
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**AD** = **ADVANCED**: Student performs this task at an advanced level and is significantly above the standard.

**PR** = **PROFICIENT**: Student performs this task confidently and consistently and meets the standard.

**BA** = **BASIC**: Student is improving in this skill or behavior; however, they are below the standard.

**MI** = **MINIMAL**: Student is beginning to develop in this skill or behavior; however, they are significantly below the standard.

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# 2nd Grade Instructions for Accommodations and Modifications

It is our responsibility as educators to ensure that students have access to the curriculum or information that we present as well as a way to demonstrate their understanding. It is important to realize that this may look different for some students.

### Accommodations for students with disabilities would include, but are not limited to:

- **Directions**: Accommodations are for clarification of directions and are separate from accommodations for test items. (Examples: Sign language for directions, explain or clarify directions, etc.)
- **Content Presentation**: Accommodations allow an assessment to be given to a student in a different format or mode of access that may be auditory, multi-sensory, tactile, or visual. (Examples: Large-print, audio recording, Braille, etc.)
- **Response**: Accommodations allow a student to respond to each test item or organize work using an assistive device. (Example: Student responds orally to a scribe who documents the student’s answers, use of a graphic organizer, etc.)
- **Setting**: Accommodations allow a student to take an assessment in a different location or environment than the rest of his or her class. (Example: Individual testing, student stands or moves during testing, etc.)
- **Timing/Scheduling**: Accommodations increase the allowable length of time to complete an assessment or change the way the time is organized. (Example Extra time, testing across multiple days, etc.)

### Examples of areas of concern and Possible methods of addressing those needs.

<table>
<thead>
<tr>
<th>Area</th>
<th>Possible methods of addressing those needs</th>
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</table>
| **Reading/Writing**   | - Provide a Live Scribe Pen with pre-recorded directions and phrases on the worksheets; can also be used for note taking.  
- Provide letter/sound strips and number lines to support students that have difficulty w/ letter, word and number recognition.  
- Provide a colored reading viewer to aid in focus, fluency, and overall comprehension.  
- Create/provide a word box based on some general or key words mentioned during discussions; useful for students that have limited vocabulary and spelling skills.  
- **Use one of the many tools available on Premier (see document pertaining to using Premier with the HGD Curriculum for more information and details** |
| **Fine Motor**        | - Provide pencil grips.  
- Use laminated tag board.  
- Adapted Scissors.  
- Provide pictures of images that fall in the category to be drawn (varying in size, shape, color). Allow them to cut and paste.  
- Allow use of tablet to draw with finger. |
| **Language/Communication** | - Contact speech pathologist.  
|                          |   Student may require voice output device to aid in communication.  
|                          |   Visual Supports: Engage student by having them point to pictures as their response and repeat the word/phrase representing of the image. Provide laminated (reusable) picture cards for emotions they may want to express or general responses when participating in discussions. |

**Note**: These are all tools to support learning that could be used with any student. If a student with a disability requires one of these tools, it becomes assistive technology. Contact the Assistive Technology team via email at atteam@milwaukee.k12.wi.us if you want more information or have questions regarding a student’s possible need for assistive technology. The Assistive Technology Website is an excellent resource. Please visit [http://www5.milwaukee.k12.wi.us/dept/at](http://www5.milwaukee.k12.wi.us/dept/at) or [www.mpsmke.com/at](http://www.mpsmke.com/at) for more ideas.
National Health Education Standards

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

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 6 – Goal Setting
Students will demonstrate the ability to use goal-setting skills to enhance health.

What You Need to Know
Students will:
- recognize that a family consists of two or more people who care for each other in many ways
- talk about members of their family and share what makes their family special
- recognize every family member has a role and things they need
- demonstrate their role in the family by completing a “chore worksheet”
- talk about how they feel when they are able to help out at home

Materials
- “What is a Family?” - song
- Scissors
- Worksheet: Family Tree Leaves
- Worksheet: Family Survey
- Pencil
- Crayons
- Construction Paper

Procedures
- Give each student one “Family Tree Leaves” worksheet, construction paper and crayons.
- Ask students to draw the trunk and branches of a tree. Then, on the leaf sheet, have students write the name a family member on each leaf and something that makes that person special. Cut out the leaves and glue to their tree branches to create a family tree.
- Sing the Song: “What is a Family?”
- Give each student one “Family Survey” and ask him or her to complete the survey.
- Have students gather and make a class graph based on the information from the surveys.
- Give each student a photocopied school photo of himself, which has been mounted on a construction paper square.
- Then have each student place his/her photo marker by the correct graph heading.
- Encourage students to analyze and discuss what the graph reveals.
Lesson Extensions Ideas:

- *All About Families Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/4B41257A-F89A-4E49-AAF3-8D1ACF8E3F8F](http://app.discoveryeducation.com/player/view/assetGuid/4B41257A-F89A-4E49-AAF3-8D1ACF8E3F8F)
- *Everybody has a Family Song (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/33F191E3-AAFA-4C3F-B178-66652CBED9C8](http://app.discoveryeducation.com/player/view/assetGuid/33F191E3-AAFA-4C3F-B178-66652CBED9C8)

“What is a Family?” – Song
(to the tune of Rock-a-Bye Baby)

Families are big,
And families are small.
Families give love,
And care to us all.

People in families
Work and play, too.
I live in a family,
And so do you!

Families are different.
None are the same.
Some families have
Special names.

Families have ways,
So special and fine.
You love your family.
I sure love mine!
Unit Name: Relationship
Lesson Number: 1
Grade Level: 2
“Helping Hands” – Families
Family Survey

We are talking about families at school. We know that, like each one of us, each family is different. Please help fill out this form. It will be used at school to help with class projects.

My name is ____________________________________________

I love my family because ____________________________________________

There are _____ number of people in my family. _____ parents

I have: _____ sisters _____ brothers _____ cousins

_____ grandparents _____ aunts _____ uncles

I am: _____ oldest _____ youngest _____ middle

_____ the only child

For fun, my family likes to ____________________________________________

______________________________________________________________

We work together on ____________________________________________

______________________________________________________________

One of our family rules is: ____________________________________________

______________________________________________________________
“Helping Hands” – Families & Relationships

National Health Education Standards

Primary Focus
Standard 7 – Self Management
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 6 – Goal Setting
Students will demonstrate the ability to use goal-setting skills to enhance health.

What You Need to Know
Students will:
• recognize that a family consists of two or more people who care for each other in many ways
• talk about members of their family and share what makes their family special
• recognize every family member has a role and things they need
• demonstrate their role in the family by completing a “chore worksheet”
• talk about how they feel when they are able to help out at home

Procedures
• Introduce the lesson with the poem, “Helping Hands.”
• Discuss how taking care of ourselves and doing chores are part of being a family.
• Distribute a piece of construction paper to each student
• Ask students to fold the paper into four sections.
• Then draw a large oval in the center.
• Label the center, “How I Help”
• In each of the four sections have the students draw or write a short sentence of how they help at home.
• Send home 2 copies of the “Taking Responsibility” worksheet as homework and ask students to track their responsibilities for 2 weeks.

Lesson Extension Ideas:
• Family Roles (Smart Exchange) http://exchange.smarttech.com/details.html?id=4810f8b8-91b8-4220-ad0e-6fab6f4f9ad4
• Family Tree (Smart Exchange) http://exchange.smarttech.com/details.html?id=6521b751-338a-4c98-b7e9-f20187e49786

POEM

“Helping Hands”
Helping hands can use a rake,
Hang a picture, bake a cake.
Helping hands are hands that share,
Helping hands are everywhere.
“Helping Hands” – Families & Responsibilities

Please have your child mark when they have done one of the listed activities. Please talk with your child and ask them to take on a “new” chore that he or she currently does not do to “Help Out”.

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National Health Education Standards

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

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

What You Need to Know
Students will
- discuss what makes a good friend
- learn about qualities friends possess
- discuss other cultures

Materials
- “How do you rate as a Friend?” – worksheet
- Egg carton cut apart into sections of 3.  Label “N” (Never), “S”(Sometimes) and “A”(Always)
- Small beans or other object for counting

Procedures
- Discuss brainstorm ideas of what is a “friend” to the students.  Write answers on the chalkboard.
- Show the 3:12 minute video, “Friendship Soup Recipe”: https://www.youtube.com/watch?v=H7w7yXkJTU0
- What is the recipe for friendship? In this video kids describe the ingredients that go into making friends.
- Distribute the labeled egg carton sections to the students.
- Explain to the students that you will be reading off a list of questions.  If the student would respond “never” to a question they should place a bean in the “N” cup and so on for the other two ways to respond.
- Model how you will ask a question and put a bean in one of the containers.
- Ask students each question off the “How Do You Rate as a Friend?” worksheet.
- After all the questions are asked, ask each student to tally or count the number in each category.
- Discuss your findings.

Lesson Extension
- Friends Sharing the Secrets of Friendship Video (Discovery Education) http://app.discoveryeducation.com/player/view/assetGuid/AE477002-30D2-4FCD-A533-C17108382DCD
- Owen and Mzee SmartBoard:  The True Story of a Remarkable Friendship (Smart Exchange) http://exchange.smarttech.com/details.html?id=af987ac6-2eef-40ed-91ce-5b92ee03cd6e
“What is a Friend?” – Friendships

What is a friend? Have you ever asked yourself this question? It is not an easy one to answer because the word friend is hard to define. This word means different things to different people. Instead of trying to define this word, it may be easier to describe a friend by saying what he or she does or does not do.

Below are some brief descriptions of a friend.

A friend is someone who accepts you the way you are.

A friend is someone who needs you.

A friend is someone you can count on, even in bad times.

A friend is someone you can share your feelings with.

A friend is someone who you enjoy being around.

June 2015
How do you rate as a Friend?

To discover what kind of friend you are to others, mark the answers that best describe you.

1. I keep the promises I make to my friends.
2. I let my friends know how much they mean to me.
3. I am a good listener.
4. I talk over misunderstandings.
5. I apologize when I am wrong.
6. I stick by my friends when they are going through rough periods.
7. I go out of my way to help a friend.
8. I make new students at school feel welcome.
9. I return the things I borrow in good condition.
10. I do not talk behind my friends’ back.
11. I do not embarrass my friends in front of others.
12. I am flexible and willing to share.
13. I do not brag.
15. I do not pick on other kids.
National Health Education Standards

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

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

What You Need to Know
Students will:
- talk about different types of cultures
- talk about what it means to respect self and others
- list ways they can show respect to others
- learn about the culture diversity of students in the class

Materials
- Scavenger hunt worksheet
- Pencils
- Suggested book: “I Wish I Could Fly Like a Bird” by Katherine Denison
  Wildwood Creative Enterprises
  ISBN: 0965435156
  1 edition, October 1, 1996
  About a bird that can’t fly because he has a learning disability.

Procedures
- Give each student a copy of the scavenger hunt worksheet.
- Instruct students to go around the room and ask classmates to sign the worksheet if they match the category.
- Give students 10 minutes to complete (adjust time as needed.)
- Upon returning to large group, discuss the findings. Are we all the same or different? What did you learn from this scavenger hunt?
- Show 5 minute video “Respect Rap” https://www.youtube.com/watch?v=uO7JuTvKhwY OR read portions of “I Wish I Could Fly Like a Bird”.
- Discuss types of diversity;
  a. skills (some are really good at reading, some are really good at math, some people can sing, some people play sports really well)
  b. cultural diversity – ask kids about some of the traditions in their homes
  c. physical abilities/disabilities – talk positively about how people with disabilities do some things in different ways if they can’t use their legs or they can’t hear or see. Give some examples from the community.
- Lead a discussion on diversity and respect: “Respecting others means that; you treat them in kind ways, you do not talk when they are talking, you take your turn and wait while others take theirs, you are fair to others, you answer when people speak to you. Sometimes people don’t respect others because they are different from them or they don’t know them. In the last lesson, we talked about what it meant to be a good friend. Respect is part of being a good friend and part of getting along with others, even if they are not your “best friend.” Why do you think it is
important to have respect for others? Who are some of the people you respect? Can you respect yourself? Self-respect is thinking highly of yourself because you act in responsible ways. As we saw in our survey, we all have things that are different than others. That makes us unique and special. Learning about the differences in others makes life exciting and teaches us new things.”

Lesson Extension

- Diversity Video Clip (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/91892838-1010-4165-B849-23DB5CDF37C0](http://app.discoveryeducation.com/player/view/assetGuid/91892838-1010-4165-B849-23DB5CDF37C0)
- Buddy Learns Life Lessons: Buddy Learns to Play Fair Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/708581DF-42CE-497C-8553-7DD049D159A6](http://app.discoveryeducation.com/player/view/assetGuid/708581DF-42CE-497C-8553-7DD049D159A6)
- Hand in Hand: Just Like Me and Different Too Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/BEE4174F-756B-4ADB-BAF2-18AEEF8D83FC](http://app.discoveryeducation.com/player/view/assetGuid/BEE4174F-756B-4ADB-BAF2-18AEEF8D83FC)

Assessment

- Distribute a piece of blank paper and a pencil to each student.
- Ask them to write the names of three people across the top of the page. One person for each of the following categories,
  - someone his or her own age (peer),
  - a grown up that is not related to them (teacher, pastor, family friend)
  - a relative (parent, sibling, aunt, uncle, cousin)
- Underneath each person’s name, write down two things that are unique about that person and two ways that you show that person respect.
<table>
<thead>
<tr>
<th>Someone taller than you...</th>
<th>Someone with the same eye color as you...</th>
<th>Someone with different hair color than you...</th>
<th>Someone with the same skin color as you...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Someone shorter than you...</td>
<td>Someone with the same foot size as you...</td>
<td>Someone who can sing...</td>
<td>Someone who wears glasses...</td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Someone who can play a sport...</td>
<td>Someone who has a pet...</td>
<td>Someone who can play an instrument...</td>
<td>Someone who has something unique about them...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What sport?</td>
<td>What kind of a pet?</td>
<td>What instrument?</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Someone with the same hand size as you...</td>
<td>Someone with freckles...</td>
<td>Someone with jewelry...</td>
<td>Someone with shorter hair than you...</td>
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</table>
National Health Education Standards

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

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3 – Accessing Information
Students will demonstrate the ability to access valid health information and products and services to enhance health.

What You Need to Know
Students will
- Identify bullying behavior
- Know what to do when they’re bullied or they see someone being bullied
- Know the role that bystanders play in helping to stop bullying

Materials
- “Is it bullying?” Worksheet
- Teacher resource – “Interpersonal Communications”
- Parent letter

Procedures
- Write this definition on the board:
  “Bullying is unfair and one sided. It happens when someone keeps hurting, frightening, threatening or leaving someone out on purpose” (This definition comes from Committee for Children)
- Explain to students that this definition means the person who is bullying someone who
  o does it often. It doesn’t just happen one time.
  o does the behavior on purpose in order to make someone feel bad.
  o bullies others to have power.
  o will keep doing it until someone tells them to stop.
- Ask:
  o Have you seen someone being bullied?
  o How did you feel?
  o What is bad about bullying?
- Bullying can be what someone does to another or says to another. Remember that it is only bullying if the person does again and again and means to make the other person feel bad, it is not an accident. Behaviors that are bullying are:
  o name calling,
  o saying bad things about someone else to make them feel bad (either to their face or behind their back)
  o not allowing others to play with you
  o hitting
  o making threats
  o taking things from someone and not giving it back
“Excuse Me?” – Communication & Bullying

- Show the 12 minute video “Martha Walks the Dog” - Martha encounters a mean dog as she walks in the neighborhood. She discovers why the neighbors dog is so loud and mean. [http://www.pbslearningmedia.org/resource/msrb12.ela.walksdog/martha-walks-the-dog/](http://www.pbslearningmedia.org/resource/msrb12.ela.walksdog/martha-walks-the-dog/)

- Ask:
  - What does bullying look like?
  - When you saw someone being bullied, what did you see?

- Give the students the Is it bullying? Worksheet. Complete each question together and give feedback.

- Explain that when they are bullied or they see someone being bullied they need to do something about it or it will continue.

- Students are encouraged to tell an adult when they are bullied or they see someone being bullied.

- Ask:
  - What might happen if you don’t tell an adult?
  - Who are some adults you could tell or ask for help?
  - Who are some people at home you could tell?
  - What would you tell them?

- Review the four bullying situations from the Is it bullying? worksheet. For each situation, ask students what they would do and who they would tell.

- End with showing the 3 minute video/song “Bully Free Zone (Anti Bullying Song): [https://www.youtube.com/watch?v=SnGP0dAm5JJ&list=PL79s2SPio5QwC69BB3wRd0REmu4JO4Od](https://www.youtube.com/watch?v=SnGP0dAm5JJ&list=PL79s2SPio5QwC69BB3wRd0REmu4JO4Od).

**Lesson Extension**

- Balltown: Bullying and Teasing Part 1 Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/A889DB9A-9992-4E5B-9DFE-73BBCCD42586](http://app.discoveryeducation.com/player/view/assetGuid/A889DB9A-9992-4E5B-9DFE-73BBCCD42586)

- Balltown: Bullying and Teasing Part 2 Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/F887FB46-A2EE-4B21-8593-6BB30F6F7AB3](http://app.discoveryeducation.com/player/view/assetGuid/F887FB46-A2EE-4B21-8593-6BB30F6F7AB3)

- McGruff: Bully Alert Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/F7E9C6D1-A87B-425F-9352-8A68A0A09A17](http://app.discoveryeducation.com/player/view/assetGuid/F7E9C6D1-A87B-425F-9352-8A68A0A09A17)

- Bullying Connect 4 (Smart Exchange) [http://exchange.smarttech.com/details.html?id=6a1630aa-5fed-4717-b5e5-c346735d19bc](http://exchange.smarttech.com/details.html?id=6a1630aa-5fed-4717-b5e5-c346735d19bc)
Is it Bullying?

_______ Sam keeps calling Mary names, even when she asks him to stop.

_______ Carla and Tamisha are friends that always play after school. Today they argued about where to ride their bikes.

_______ Lila never lets Malika play with her at recess and tells the other girls to leave Malika out.

_______ Three older boys always take the basketball away from Todd on the playground. This makes him sad.

_______ Jessie and Juan are friends who often play fight.

_______ Shawn is an older boy who always picks on Sheena at recess and calls her “fat”.
Is it Bullying? Answer Key

_____ B _____ Sam keeps calling Mary names, even when she asks him to stop.

_______ Carla and Tamisha are friends that always play after school. Today they argued about where to ride their bikes.

_____ B _____ Lila never lets Malika play with her at recess and tells the other girls to leave Malika out.

_____ B _____ Three older boys always take the basketball away from Todd on the playground. This makes him sad.

_______ Jessie and Juan are friends who often play fight.

_____ B _____ Shawn is an older boy who always picks on Sheena at recess and calls her “fat”.
Dear Parent or Guardian,

We have been learning about bullying and what to do if you notice someone being bullied or if you are being bullied.

Our definition of bullying is:
- Bullying is unfair and one sided. It happens when someone keeps hurting, frightening, threatening or leaving someone out on purpose.

This means that the person who is bullying someone:
- Does it often. It doesn’t just happen one time.
- Does the behavior on purpose in order to make someone feel bad.
- Bullies others to have power.
- Will keep doing it until someone tells them to stop.

Sometimes a child will talk about bullying more with a trusted adult in the home than someone at school. Please talk about bullying with your son or daughter and share your feelings about being bullied. You can ask:
- Have you seen someone being bullied?
- How did you feel?
- Have you been bullied?
- What did you do about it?
- What do you plan to do in the future if you see someone being bullied or if you are being bullied?

Children are often afraid of being labeled a tattle-tale if they speak up about bullying. It is good to suggest that they tell the person doing the bullying that they can control whether an adult gets involved or not by stopping the bullying behavior. In other words, suggest that your child get used to saying, “You can stop bullying and then I will not need to get help from an adult.”

Thank-you for all you do to raise a caring and respectful child and for supporting our efforts at school!

Sincerely,
National Health Education Standards

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

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 6 – Goal Setting
Students will demonstrate the ability to use goal-setting skills to enhance health.

MPS Learning Targets – Students will:

Health
- tell how controlling your emotions and respecting each other can decrease the risk of being hurt.
- give an example of how the choice of one person may affect everyone's health or safety.
- describe how decisions people make affect their health; for example, deciding to eat less candy keeps their teeth healthier.

Reading
- recall and state main ideas from fiction and nonfiction material.

What You Need to Know
Students will
- understand the term “conflict resolution”
- learn steps to resolving conflict including the use of I statements and listening
- list people that can help when words don’t work

Materials
- Teacher resource – “Interpersonal Communications”
- 3x5 card for each student
- Parent letter

Procedures
- Show the 2 minute video “Sesame Street: Robin Williams Defines Conflict”: https://www.youtube.com/watch?v=Gl3e-OUnavQ
- Sometimes conflicts happen with friends or family members. A conflict is when two or more people do not agree on something that is important to each of them. If one person thinks a color of a shirt is pretty and another thinks it is not, they are not in conflict with each other unless what one thinks of the color is important to them. Many times people agree to disagree and their relationship is not in conflict.
- Ask students to brainstorm some examples of situations where a second grader might be in conflict with their friends or family members. Write the ideas on the board.
- Pick two or three of the examples from their list and ask:
  o What do you think each person wants to have happen?
  o What do you think each person might be feeling as they argue?
**Excuse Me?** – Communication & Conflict Resolution

- If you could give advice to the people involved, what would you say to help them find a solution that they both would like? (Do not give them the answer but tell them how they could behave that would make it more likely that they will find a solution that feels OK to each of them.)

- Explain that ideas that the students have for how the people can find solutions that work for both are known as Conflict Resolution ideas. Explain that some adults have jobs where they offer Conflict Resolution help to families, businesses, and even countries!

- List the conflict resolution steps on the board and discuss what each step means. Ask students for examples of each step—point to what they already said in the discussion 3c.
  - Know that there is a problem. (Recognize conflict)
  - Say what the problem is.
  - Think about how you can solve this problem.
    - What do you want? (Talk about yourself)
    - What does the other person want? (Listen to the other person)
    - Suggest possible solutions
  - Compromise – decide on a way to make both people happy if you can.

- Show the 2-minute video “The Ice Cream Incident”: [https://www.youtube.com/watch?v=Z4PoluLU2-A&list=UUGWs34eoesi7cx37hE1V5Q](https://www.youtube.com/watch?v=Z4PoluLU2-A&list=UUGWs34eoesi7cx37hE1V5Q) Short video of a conflict between some teenagers. After viewing this excerpt, allow students to brainstorm possible resolutions.

- Explain that one important skill that people need to use to work through conflict is to speak about what they feel and what they need rather than talking about the other person. Give two examples of what this means using the conflicts the students have identified. Be sure to read the teacher resource that explains I-statements so you are prepared to give effective examples. After someone tells the other person what they feel and what they want (and why) they focus on listening to the other person do the same. When both people are listening to the others person’s feelings and wants, they have better information to help them come up with solutions.

- Divide class into groups and assign one conflict to each group. (Use ideas from the list students brainstormed in Step 2.) Ask groups to create a skit about the situation, showing how to use the conflict resolution steps. Handout the skit rubric to guide them to demonstrate I-statement, listening, and the conflict resolution steps.

- Ask groups to present their skits to the class. Discuss the use of the conflict resolution steps.
  - What did each character say about what they felt and what they wanted and why?
  - How did you know the characters listened to each other?
  - How did the conflict resolution steps help settle the conflict?
  - Do you think this would happen in real life? Why or why not?

- Close class by reviewing the idea that sometimes a child needs to ask a trusted grown-up for help in resolving conflicts just as was discussed in the bullying lesson. Hand out a 3x5 cards to each student. Ask them to write their name on the front and the name of an adult in the school and one outside of the school who they would like to go to if they had a problem this year that they wanted an adult to give advice. Collect the cards and follow-up with those students who did not list an adult in either area of their life. You may want to let the adults in the building who students listed know that the student considers them a person to turn to.

- Handout the parent letter with the Home Conflicts Skit. If you decide to offer extra credit for completing the skit, give a date that you expect it returned.

**Lesson Extension**
“Excuse Me?” – Communication & Conflict Resolution


- Let’s Get Along: Nice Things Kids Can Do Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/F7C84D21-DD65-47BC-8AF5-5AA77905D5D9](http://app.discoveryeducation.com/player/view/assetGuid/F7C84D21-DD65-47BC-8AF5-5AA77905D5D9)

- Got a Problem? Keep Your Hands to Yourself Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/35EF9594-1B5B-4853-A585-B7F34CC2E5C5](http://app.discoveryeducation.com/player/view/assetGuid/35EF9594-1B5B-4853-A585-B7F34CC2E5C5)


Interpersonal communications "means showing appropriate ways to exchange your ideas and needs." A student demonstrates appropriate application of this skill when he / she can do a good job of presenting both sides of an issue, showing how both sides feel and interact, showing respect, using appropriate language, not using "put downs", and using strategies such as "I messages" and refusal techniques. Some examples of activities that help to build this skills include skills, role plays, dialogue, and puppet shows. (from: Assessing Health Literacy: A Guide to Portfolios).

Interpersonal Communication Primer

Most people want to be understood and accepted more than anything else in the world. Knowing this is the first step toward good communication. Good communication has two basic components:

- You listen to and acknowledge other people's thoughts and feelings: Rather than showing that you only care about broadcasting your feelings and insisting that others agree with you, you encourage others to express what they are thinking and feeling. You listen and try to understand.
- You express your own thoughts and feelings openly and directly: If you only listen to what other people are thinking or feeling and you don't express your own thoughts or feelings, you end up feeling shortchanged or "dumped on."

To communicate effectively, practice using these interpersonal communication skills.

- **I-statements** help you express the way you feel and what you want with great clarity. Sometimes people use "you" statements, such as "You never call when you are going to be late." This type of statement can make others feel angry and defensive immediately. When you use I-statements, such as, "I really need to know when you're going to be here so I can make plans," you express your concern in terms of you.
- **A respectful tone of voice** conveys that you are taking others seriously and that you also expect to be taken seriously. In addition, people with good communication skills are assertive without being aggressive or manipulative.
- **Eye contact** is vital for good communication. For example, how would you feel if the person you were talking to kept looking around the hallway or out the window? Be aware however some students are not comfortable with direct eye contact.
- **Appropriate body language** encourages conversation. Nodding your head, smiling, laughing, using words such as "uh-huh" and "yeah" and asking questions at appropriate times assure the person that you are really listening.
- **Clear, organized ideas** help you accurately and honestly describe your feelings and contribute to conversations and to decisions that need to be made. Good communicators are also specific. For example, a good communicator would say, "I need to use the computer from 7-9," as opposed to "I'll need the computer tonight."

"I" Statements/ Assertiveness Skills

Communication Styles
Without adequate communication skills, adolescents may be unable to release their feelings. This lack of communication can increase stress and lower self-esteem. There are three styles of communication:

- passive
- assertive
- aggressive
Passive communication involves the inability or unwillingness to express thoughts and feelings. Passive people will do something they don't want to do or make up an excuse rather than say how they feel.

Assertive behavior involves standing up for oneself. Assertive people will say what they think and stand up for their beliefs without hurting others. The aggressive style of communication involves overreaction, blaming and criticizing. Aggressive people try to get their way through bullying, intimidating or even physical violence. They do not or will not consider the rights of others.

**Types of Messages**
There are two types of messages that accompany each style of communication: nonverbal and verbal. Signs, symbols, posture, body movements, dress, facial expressions and gestures are examples of nonverbal messages. The nonverbal messages reinforce what the speaker is saying. For example, passive communicators often have slumped posture and a lack of eye contact. Assertive people exhibit erect posture and direct eye contact. Forward-leaning posture, pointing and a glaring look are nonverbal signals of aggressive communication.

The verbal messages for each communication style are very different. People who are passive will often ask questions to determine what others want, or they may say, "I don't care." Assertive communicators use I-messages to say what they want or need. They use refusal skills to say no while maintaining important relationships. People who are aggressive often use you-statements to blame or criticize.

**Components of Assertive Communication**
The components of verbal messages for assertive communication include I-messages and refusals. I-messages state what the sender thinks, feels, needs, wants or believes. They begin with the word I.

Examples of I-messages:

- I want to see Star Wars.
- I feel angry about the game.

There are a variety of refusal strategies, including:

- Say the word “No” firmly.
- Repeat “No” (if needed).
- Let the other person know you want to stay friends.

Examples of refusals:

- No, I can't sleep over on Friday, but I would like to another time.
- No, thanks. I'm allergic to peanuts. The cookies look really delicious, and I'm sorry I can't have one.
Assertiveness Skills

What is the difference between assertiveness (confrontation) and aggressiveness?
Assertiveness, or confrontation, means taking the initiative or first steps to deal with a problem in a constructive, self-protective manner. Assertiveness attacks the problem, not the person.

Aggressiveness attacks the other person rather than the problem. It is a destructive desire to dominate another person or to force a position or viewpoint on another person; it starts fights or quarrels.

When do you use assertiveness skills?
These skills can be used when another's behavior is not acceptable or when continued "listening and accepting" isn't appropriate. People often avoid confronting others about their behavior because they don't want to hurt the relationship. However, avoiding problems may cause bad feelings to build and may result in an explosion or withdrawal from the relationship. Using I-messages to be assertive is constructive, rather than destructive. It helps people deal with problem behavior in a way that allows the other person to agree to change while not damaging the relationship.

How do you use this skill?
The goal is to get other people to change their behavior without putting them down or making them feel badly toward you. You may like the person; it's a particular behavior of the person that you don't like. Your purpose is to address the behavior, not to "dress down" the person.

The Importance of I-messages
I-messages are designed to deal with problems. The purpose of an I-message is to express your needs. It expresses the attitude "I am not going to give up my needs and I'm willing to help you meet your needs," creating a win-win situation.
I-messages attempt to deal with the problem situation by talking about it in terms of what is happening to me-I've got a problem. An I-message is disarming. It's hard for someone to say something nasty in response to a good I-message. On the other hand, a "you" message blames others and puts them on the defensive. Then they want to retaliate, to get even.

Steps in Using I-Messages
There are three parts to delivering an I-message, although sometimes not all three parts are used.

A description of the behavior. What is it the other person is doing that gives you a problem? You are describing something to the other person, not blaming her or him for something. I-messages tell others that their behavior is interfering with something you need (not just something that you want). Give the other person a clear idea of what he has done without extra blame or guilt added.

A description of the feeling this behavior causes you. How does what the other person is doing affect you?

A description of the effects produced by the behavior. What concrete problem is the behavior causing you? If you can help other people see how their behavior effects you, then they are more likely to change the behavior.
Examples:

Teacher to student:

- "You" message: You just tracked mud all over the classroom floor! You don’t care about others!
- I-message: When I see mud tracked into our clean classroom, I get frustrated, because we have to work even harder to keep our room clean. Please get some paper towels and clean up the mud.”

<table>
<thead>
<tr>
<th>Description of Behavior</th>
<th>Description of Feeling</th>
<th>Description of Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's the behavior that bothers you?</td>
<td>What are you feeling as a result of this behavior?</td>
<td>How does this behavior affect you?</td>
</tr>
<tr>
<td>Mud tracked on the clean floor</td>
<td>Frustrated</td>
<td>More to deal with in a busy day</td>
</tr>
</tbody>
</table>

One friend to another:

- "You" message: You don't care about anyone but your own fat self!
- I-message: I feel hurt when you only call me to come over to visit when none of your other friends are available. I get left out.

<table>
<thead>
<tr>
<th>Description of Behavior</th>
<th>Description of Feeling</th>
<th>Description of Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's the behavior that bothers you?</td>
<td>What are you feeling as a result of this behavior?</td>
<td>How does this behavior affect you?</td>
</tr>
<tr>
<td>You only call me when you don't have anyone else to visit</td>
<td>Hurt</td>
<td>Left out of things</td>
</tr>
</tbody>
</table>

Student to teacher:

- "You" message: “You are so unfair! You let her read first all of the time!”
- I-message: “When I don’t get called on to read I feel frustrated and don’t want to try as hard.”

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<td>What's the behavior that bothers you?</td>
<td>What are you feeling as a result of this behavior?</td>
<td>How does this behavior affect you?</td>
</tr>
<tr>
<td>Teacher picks someone else more than you.</td>
<td>Frustrated and angry</td>
<td>Makes me not want to try.</td>
</tr>
</tbody>
</table>
Hints for Successful I-messages

- Be specific in describing the problem behavior
- Make eye contact
- Use a respectful tone of voice, not an aggressive or confrontational tone
- Be aware of what your body language is saying—that it is reinforcing what your words say.

When an I-message Doesn't Work

If an I-message isn't working, it may be a lousy message. Yes, the words may be OK, but the tone may be full of blame or rage or disrespect. Pay attention to the non-verbal message. Is your face red; are your eyes bulging; are you yelling to the top of your voice? Or are you cool, calm and collected?

There is little to be gained by sending an anger message. Try to stop and think about why you are so angry. You will likely find other feelings underneath the anger: frustration, embarrassment, rejection, fear, hurt and loneliness.

Sometimes, an I-message may not work if the other person has a strong need to continue her or his behavior. If the other person is upset and out of control, shift gears. Try active listening, change the environment, or let him or her blow off steam.

I-messages also may not work if the other person doesn't agree that the "effect" on you is a real problem. This is a values collision, which occurs often in families.

If there is a conflict of needs, an I-message won't be enough. You'll need to give up on the I-message and work out the conflict with some other techniques.

Dear Parent or Guardian,

The second grade class is practicing how to solve conflicts through discussion and compromise.

The steps we discussed are:
1. Admit that there is a problem. (Recognize conflict)
2. Say what the problem is.
3. Think about how you can solve this problem.
   a. What do you want? (Talk about yourself)
   b. What does the other person want? (Listen to the other person)
   c. Suggest possible solutions
4. Compromise – decide on a way to make both people happy if you can.

The students wrote skits in class that reflected conflicts that they experience at school. Your child has learned new skills to show you. The conflict skit handout will help you to discuss what we are learning. Please ask your child to create a skit with you about a conflict that occurs in your home. Have fun discussing possible options for solving the conflict. Remind your child that listening to each other’s feelings and thoughts about the conflict is important and taking time to think of many options before deciding what to do is helpful.

Your child can receive extra credit by bringing the skit you create to school to share it with me. For extra credit points, it must be returned by ________.

Sincerely,
National Health Education Standards

Primary Focus
Standard 7 – Self Management
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

What You Need to Know
Students will:
- name different emotions
- tell appropriate ways to deal with emotions
- talk about the difference between emotion & behavior

Materials
- “Five Steps to Calming Down” – Worksheet
- Suggested books: Today I Feel Silly, by Jamie Lee Curtis. Harpers Collins Publishers
  ISBN: 0060245603
  1998
  *This colorful, energetic book, uses comedy to promote an understanding of common emotions. Each day a frizzy-haired young narrator acknowledges and describes a different feeling, relating it to her everyday world: "Today I feel silly. / Mom says it's the heat. / I put rouge on the cat / and gloves on my feet."
  ISBN: 0590189794
  1999
  *an elegant and thought-provoking book for young children learning how to deal with emotions.*

Procedures
- Begin lesson by watching the 2 minute video “Controlling Emotions: A Lesson from Angry Birds” https://www.youtube.com/watch?v=pFkRbUKy19g OR reading one of the book choices. Discuss the books and talk about how all feelings are okay. (There are no feelings that are ‘bad’ to feel.) Emotions are the feelings inside of you. It is okay to feel any emotion, even anger. But it is not okay to harm another person in anger. It is not okay to destroy property. It is not okay to harm oneself.
- Ask students to brainstorm a list of emotions. Write answers on the board. Go back over this list and for each emotion ask, “If I am feeling _____, what might I do?” Would that action get me in trouble? If so, what is something else I could do that wouldn’t get me in trouble.”
- For “angry” say, “There are ways to control angry feelings. (distribute worksheet) Here are 5 steps you can take to help you calm down when you are feeling angry or frustrated. Review and practice the steps.
- Have students say out loud that the “Next time I get angry I will…”
Lesson Extension

- Bilingual Song - English/Spanish Volume 02 Emotions-Las emociones (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/425A4259-79D8-4AFE-84DF-66776DCA4C32](http://app.discoveryeducation.com/player/view/assetGuid/425A4259-79D8-4AFE-84DF-66776DCA4C32)
- When Sophie Gets Angry—Really, Really Angry Audio (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/7B5DDFAE-3993-4DB2-92D9-D9397FCB7136](http://app.discoveryeducation.com/player/view/assetGuid/7B5DDFAE-3993-4DB2-92D9-D9397FCB7136)
- Reading Rainbow: Applemendo’s Dreams Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/EB45B3D4-8ACD-46E9-81F2-C07EA6D09562](http://app.discoveryeducation.com/player/view/assetGuid/EB45B3D4-8ACD-46E9-81F2-C07EA6D09562)
- A Kid’s Guide: Feelings Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/134D03B6-8270-4E66-8626-A0CBB2158ED0](http://app.discoveryeducation.com/player/view/assetGuid/134D03B6-8270-4E66-8626-A0CBB2158ED0)
- Reading Rainbow: Feelings Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/43A92640-9913-4E9D-B6C7-3650DAEB70DA](http://app.discoveryeducation.com/player/view/assetGuid/43A92640-9913-4E9D-B6C7-3650DAEB70DA)
- Fall Tree Feelings (Smart Exchange) [http://exchange.smarttech.com/search.html?q=emotions+tree&subject=All+subjects&grade=Grade+2&region=en_US](http://exchange.smarttech.com/search.html?q=emotions+tree&subject=All+subjects&grade=Grade+2&region=en_US)

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“I Feel Silly” – Emotions

#1 How do I feel?

#2 Take three deep, slow breaths.

#3 Count Slowly to five.

Calm down

#4 Say, “Calm down” to yourself.

#5 Talk to a grown up about it.
National Health Education Standards

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

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

What You Need to Know
Students will:
- name values that make up good character
- explain why they need good character
- learn the differences between a responsible decision and a wrong decision
- practice applying values to re-write the story of Jack & the Beanstalk

Materials
- List of values (make a poster or write on the chalk board before class)
- The story of “Jack and the Beanstalk” (either read the book or use the synopsis below).

Procedures
- With class, brainstorm a list a values. Sample values are below. If students are stuck use the values below to give them direction. Either write them on the chalkboard or create a poster that can hang on the wall.
- Discuss the values with the class.
- Allow the class to add other values to the list.
- Lead a discussion using the following questions:
  - Who cares about these values?
  - Where do people use these values?
  - Where did you learn these values?
  - What might happen if we didn’t have values in this classroom?
  - Ask students to think about the values that are most important to them.
- Watch the 23 minute video “Adventures from the Book of Virtues: Respect” OR Read the story of “Jack and the Beanstalk” or use the synopsis below to tell the story in your own words.
  "Jack and The Beanstalk" - While on the way to sell the family cow to provide food for his family, young Jack encounters a man who persuades him to swap the animal for a handful of beans - beans that overnight grow into an enormous vine leading to a castle above the clouds. After climbing the vine, Jack discovers there are great riches to be had in the castle, if only he can summon the courage to gather them and escape the grasp of the fearsome giant who lives there.
“Jack and the Beanstalk” – Values

- Ask the students:
  - What things did main character do wrong (Poor decision to trade the cow for the beans – took the easy way out rather than walking to town, stealing from the Giant)
  - What can we do when we make mistakes?
  - What values did main character demonstrate? (Trying to be responsible for his family by providing food, Courage in the face of danger, Independence)

- Have the students rewrite the story of “Adventures from the Book of Virtues: Respect” or “Jack and the Beanstalk” to incorporate at least four values.

Lesson Extension

- Folktales from Around the World: Yoshi, the Lantern Maker (Japan) Video (Discovery Education) [http://app.discoveryeducation.com/player/view/assetGuid/1486B734-D850-45D2-9F4C-01995A84EFB7](http://app.discoveryeducation.com/player/view/assetGuid/1486B734-D850-45D2-9F4C-01995A84EFB7)

National Health Education Standards

Primary Focus
Standard 5 – Decision Making
Students will demonstrate the ability to use decision-making skills to enhance health.

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 7 – Self Management
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

What You Need to Know
Students will:
- list six questions to ask before making a decision
- explain the difference between a responsible decision and a wrong decision
- show how to use resistance skills

Materials
- Copy of “Healthy Decision Making Questions”, “Ways to Say No” and parent letter for each student

Procedures
- Introduce the lesson by going over the decision making model that is used throughout the HG&D curriculum from kindergarten to high school.
  - State what is going on that requires a decision.
  - List the possible Choices.
    i. Consider the consequences.
    ii. Is it safe?
    iii. Is it legal?
    iv. Is it respectful of self and others?
    v. Does it follow my parents’ guidelines?
    vi. Is it healthy?
    vii. How will it affect my future?
  - Choose the best option and do it.
  - Think about how it turned out. Can something be changed? Now? Next time?
- Distribute the worksheets, talk through the Decisions Making Questions and Ways to Say No.
- Use the following scenarios to practice the “Healthy Decision Making Questions” and “Ways to Say No.” For each scenario:
  - read the situation,
  - have the students answer each of the six questions,
  - ask students to recommend what action should be taken (Talk about the difference between a responsible decision and a wrong decision. A responsible decision is one that would answer “yes” to all six questions).
  - Group Response: whole groups says “no.”
    a. You are walking home from school with your friend. Your friend finds a crumpled pack of cigarettes with two left in it. He/she suggests you go home and try smoking one.
b. A friend of yours had a difficult family situation last night. He/she was unable to complete their homework for today. He/she asks you if they can copy your homework.

c. You and a friend spot your favorite candy in the candy aisle at the corner store. You don’t have any money but would really like that candy…

- Finish by showing the 2 minute video/song, “Making Choices Song – By Mr. Health”: https://www.youtube.com/watch?v=1vxJxTokJol
- Handout out parent letter or send in weekly communication folders.

Lesson Extension

- Life Skills 101: Problems and Choices Video (Discovery Education) http://app.discoveryeducation.com/player/view/assetGuid/1FC426E3-EAD5-45E3-953C-BBF94AC3C3D4
- Tuffy Makes Tough Decisions: Tuffy’s Tough Decisions Video (Discovery Education) http://app.discoveryeducation.com/player/view/assetGuid/60328EA5-322F-41B7-B957-7EB5D8513465
- Life Skills 101: Problems and Choices Video (Discovery Education) http://app.discoveryeducation.com/player/view/assetGuid/1FC426E3-EAD5-45E3-953C-BBF94AC3C3D4
Decision Making Questions

Is it healthy?

Does it follow the rules and laws?

Is it safe?

Does it show respect for others and myself?

Does it follow my family’s guidelines?

Does it show good character?
For each of the “ways to say no,” read the situation and give an example for how you would use that technique.

**Example:**
**Way to say no:** Avoid
**Situation:** There is always a group of kids smoking on a certain corner on your walk home from school.

**Example:**
Walk one block north or south to avoid that corner.

**Ways to Say No:**

1. **Avoid (Try to stay away from difficult situations)**
   - Situation: There is a group of kids that uses bad language and tells jokes that make you uncomfortable.
   - Example:

2. **Say no (Look the person in the eye, use a firm voice)**
   - Situation: A friend invites you to come over to their home after school. There will not be a grown up in the home and you have a family rule that you can only go to homes where there is grown up supervision.
   - Example:

3. **Give an excuse**
   - Situation: Your friends have decided to pick on the new kid at school. They want you to start a mean rumor about him/her.
   - Example:

4. **Strength in numbers (Be with friends who will also say “no”)**
   - Situation: One of your friends brought a marker to school and wants you to guard the door of the rest room so he/she can write graffiti on the wall.
   - Example:

5. **Walk away**
   - Situation: Your friend dares you to steal some candy from a store.
   - Example:

6. **Change the topic (Come up with a different idea for something to do)**
   - Situation: You are at a sleep over and one of the guests brought a video that your parents won’t let you watch at home.
   - Example:
Dear Parents or Guardian,

We have been learning about how to make good decisions this week. We reviewed a model for decision making that was introduced in kindergarten and will be used throughout your child’s education at Milwaukee Public Schools. The steps to decision making in the model are:

1. State what is going on that requires a decision.
2. List the possible Choices.
3. Consider the consequences.
   a. Is it safe?
   b. Is it legal?
   c. Is it respectful of self and others?
   d. Does it follow my parents’ guidelines?
   e. Is it healthy?
   f. How will it affect my future?
4. Choose the best option and do it.
5. Think about how it turned out. Can something be changed? Now? Next time?

Many times the best decision requires us to be able to say “no” to someone. We practiced the following ways to say “no:”

- Avoid (Try to stay away from difficult situations)
- Say no (Look the person in the eye, use a firm voice)
- Give an excuse
- Strength in numbers (Be with friends who will also say “no”)
- Walk away
- Change the topic (Come up with a different idea for something to do)

We want to support your efforts to teach healthy decision making at home. Please feel free to contact me at any time.

Sincerely,
“I am Cool” – Self Image

National Health Education Standards

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

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

What You Need to Know
Students will:
- understand the influences of the media in defining society's standards regarding who is successful and what is desirable
- understand the transience and superficiality of media images and messages regarding who and what is cool
- understand how they themselves are influenced by these media images and messages
- name what makes them cool

Materials
- 2 boxes of Smarties or other colored objects
- “What is Cool?” – Worksheet
- “What is Cool About Me” – Worksheet
- Teacher Resource – Analyzing Internal and External Influences

Procedures
- Show the 3 minute video, “I just Want to be Me” – Small Potatoes, Disney Junior. [https://www.youtube.com/watch?v=NNb43uPUXjU](https://www.youtube.com/watch?v=NNb43uPUXjU)
- Ask kids what is the latest terminology for the word 'cool' as it might apply to things such as clothing or toys. Write their suggestions on the board. Next, ask students to identify what makes a person 'cool.' Is it external – the way they look, or the way they dress; or is it internal – the way they act? As a class, come up with a list of traits that define 'cool,' making sure to include personality traits like independence, strength of character, being a good friend, along with the more obvious external traits such as 'wears the latest fashions' or 'looks good.'
- Reinforce the idea that we tend to think of cool as an external thing, but the best kind of cool comes from inside.
- Ask students to think of their friends
  - Without naming their friend, have students write a description of their coolest friend, explaining what makes them cool.
  - Remind students that they are looking for 'internal' cool, not just how a person looks.
  - Have students share what they have written with the rest of the class.
Explain to students that there can be two different types of cool people – those who are cool because they are famous or fashionable, and those who are cool because of how they act.

Say, “The truth is that very few people look like those you see in the media. In fact, some of the people we see in the media don't look anything like their media images in real life, because their photographs are touched up to make them look more attractive, or they are filmed using lots of make-up and special lighting. There are even software programs that can take a picture of someone and give him or her longer legs, or make them thinner! Yet despite knowing this, many of us are still influenced by images we see in magazines and on television. Statistically, the people that we see in the media represent only 5 per cent of the population. That means that 95 per cent of us are being told that we should look the same way as a very small percentage of people.”

To make your point, get two boxes of Smarties and take out all of the blue Smarties.
- Count out 95 regular Smarties and toss in 5 blue ones.
- Explain that the 95 regular Smarties are regular people, and the 5 blue Smarties are the types of people who the media say we should be.
- Ask students: What is wrong with this picture? Is it possible for the other colors to turn blue? (You might point out that the colors that are closer to blue, like purple, might be able to pass for blue, but what about the yellows, and reds? It is just as impossible for them to become blue as it is for many of us to conform to the standards of beauty and cool that we see in the media.)
- How will the Smarties feel, not being able to live up to the image dictated by the media?

How important is "coolness" to people trying to sell things? Companies who want to attract kids and teens will hire people to find out what is cool. They will watch kids and see who/what is cool. They also do things like use the Internet to have kids fill out surveys on line. (They do this to grown ups too when they ask grown ups to sign up for grocery store cards. They watch what people buy to see what is popular and create coupons just for that person so they will buy more.)

Distribute “What is Cool” worksheet to students and ask them to complete. Once they have completed the questionnaires, review their answers and tally class results.

Who do students consider to have the greatest influence on their perceptions of coolness?

Have students share something that is cool about themselves.

Resource: http://www.media-awareness.ca/eng/med/class/teamedia/cool.htm

Lesson Extension
- Glad To Be Me Video (Discovery Education) http://app.discoveryeducation.com/player/view/assetGuid/5B09A679-F879-4117-B207-ECA05F2F280B
“What is Cool?” - Worksheet

How do your attitudes about what is cool measure up against other students? Answer the following questions to find out!

1. Do you think that it is important to have cool clothes and accessories? Circle one answer.
   - Very Important
   - Somewhat Important
   - Not Important

2. Think carefully. Which of these groups has the most influence on what you consider to be cool? Why?
   - [ ] your friends
   - [ ] kids you know who are a little older than you
   - [ ] kids who are really popular
   - [ ] celebrities

3. Name the first five brand names that come to mind for stuff like clothing, food, sports items and games. (Don't think about it, just write down the first five brand names that come to mind!)

   1. 
   2. 
   3. 
   4. 
   5. 

Name: ________________________________
Draw a picture of yourself. Write some words that tell what is cool about you using words of your own or choose words from around the page.

What is cool about me...
Teacher Resource

Analyzing Internal and External Influences
Analyzing influences "means knowing what influences you and how your are influenced when you make certain health choices." A student demonstrates appropriate application of this skill when he / she can show different ways that health choices are affected, including internal feelings and external things that influence health choices, and that he / she has considered why different things affect health choices. Some examples of activities that help to build this skill include re-working an advertisement, doing a skit on peer pressure, re-writing a tale that helps explain influences. (from: Assessing Health Literacy: A Guide to Portfolios).

Influences on Decisions
The skill category of Analyzing Internal and External Influences helps develop students' ability to analyze the influence of internal and external elements on health behavior. Unfortunately, many young people do not recognize the role internal and external factors play in their decisions regarding personal, family and community health. These decisions are more likely to result in risky behavior. Students must learn to appreciate the complexity of these influences and be able to determine how these factors can positively or negatively affect health decisions.

There are two major types of influences-internal and external.
1. Internal Influences:
   a. knowledge/factual information/what I know
   b. curiosity
   c. interests, likes/dislikes
   d. desires (to feel accepted, loved, powerful, competent, etc.)
   e. fears
2. External Influences:
   a. media/advertising
   b. legal restrictions (speed limit, drinking age laws, driver's license, no smoking signs)
   c. setting/location
   d. culture
   e. parents/family/relatives
   f. peers/friends/other teens
   g. role models outside the family (celebrities, athletes, singers, leaders)

Media-Literacy
Media literacy is defined a "the ability to access, analyze, evaluate, and communicate information in a variety of format including print and nonprint….It is an expanded information and communication skill that is responsive to the changing nature of information in our society. It addresses the skills students need to be taught in school, the competencies citizens must have as we consume information in our homes and living rooms, the abilities workers must have as we move toward the 21st century and the challenges of a global economy." (Appalachian State University definition.)

National Health Education Standards

Primary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

What You Need to Know
Students will:
- learn each body part and its specific function. The body parts will be: head, eyes, mouth, nose, ears, neck, shoulders, arms, elbow, chest, back, legs, knees, feet, ankles and toes.
- learn each reproductive body part and the medical terms for these body parts.

In the process of creating this curriculum; teachers, parents, school administrators, and religious leaders were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. There was consensus that the medical terms for body parts should be used in the school setting starting as early as Kindergarten. This is an excellent lesson to partner with the school nurse if possible. Use of the diagrams is optional based on the teacher’s professional judgment in regard to their school culture and individual classes.

If you are new to teaching sexuality education, practice saying genital terms aloud until you think you will be comfortable using them with children. If the children become giggly, you might say, “It’s okay to giggle. But we need to use the correct words – penis, vulva, breast, and buttocks- because all parts of the body are important. When we talk about them correctly and comfortably, we learn the meaning, function and value of our bodies. We are specifically discussing only the external anatomy, this is why vulva is used, not vagina.

Materials
- Outline drawing of a body
- Overhead labels for body parts (www.discoveryeducation.org)
- Color transparency of individual body parts. (Optional – not included in this curriculum)
- Overhead projector
- If overhead is not available, activity can be done with the body outline or felt body kit from Carson Dellosa.
- Blank paper
- Crayons
- Parent letter (for use only if including private body parts in lesson)

Procedures
(Get all slang terms on board and pictures of body parts. Have students discuss what they call them.
- Asking students what are terms that students know for body parts? Put the terms on the board.
- Show the 10 minute video “How the Human Body Works-Kids Animation Video: https://www.youtube.com/watch?v=FeDASSkgXTA
- Explain to students that “In this room, we are going to use the medical words for the parts of our body.” Replace the slang terms with the medical terms.

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• Play ‘Simon Says’ to check for student’s understanding of the names of common (non-reproductive) body parts. On the same day or another day, play Simon Says to review the function of body parts. Example: touch the body part that you: smell with, eat with, hear with, your legs bend with, walk on, pumps blood, brings in oxygen and gets rid of carbon dioxide, mixes up your food, etc.
• For the reproductive organs-teacher will cover function with the following organs:
  • Vulva – this is where a baby comes out when born
  • Testicles – this is where the cells (sperm) that make a baby are made
  • Penis – this is where urine and sperm come out

  OPTIONAL: Use the overhead transparency to review the body parts. As teacher, model placing a label next to a body part. (Example: Say, “This is the elbow. I am going to place the word elbow next to the elbow part.”) Ask students to point to a common body part. Have them say the name and hand them the label to place next to the part. Found in the health book or at www.discoveryeducation.org

• End this lesson by stressing how incredible the human body is and no matter who you are, your body is special and can do great things.
• Ask the students to talk about some of the great things they do (ride a bike, run, jump, read, etc.)

Lesson Extension
• Anatomy: Animation (Discovery Education) http://app.discoveryeducation.com/player/view/assetGuid/3FF90358-9547-419B-AB97-F57CCC4544C6
• A boy’s guide to growing up. Segment 2: Your body. Identifies the external anatomy of the male body and describes its functions. The presentation explains that some body parts are considered private. (Discovery Education) http://app.discoveryeducation.com/player/view/assetGuid/0474EC9B-CE44-4911-BD7C-41BACBAB5079
• A girl’s guide to growing up. Segment 2: Your body. Identifies the external anatomy of the female body and describes its functions. The presentation explains that some body parts are considered private. (Discovery Education) http://app.discoveryeducation.com/player/view/assetGuid/4FE19495-1781-454A-B804-9028BF15083E
• Human Anatomy for Kids - Free Interactives and Games to Help Kids Learn about the Human Body and Anatomy (Squidoo) http://www.squidoo.com/human-anatomy-kids
• How the Human Body Works: Kids Animation Learn Series (YouTube) http://youtu.be/oXmS0wSdEUM
“My Awesome Body” - Body Name Cards

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Dear Parent or Guardian,

Our curriculum in second grade includes a lesson on our body. The focus of the lesson is on all of our body parts. As a part of the lesson we introduce the correct medical terms for our private parts of our body. The purpose of this is to:

1) let children know that we expect the use of appropriate words when referring to all parts of the body
2) promote respect for our bodies in our classroom

In the process of creating this curriculum community members were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. People surveyed included teachers, parents, school administrators, and religious leaders. There was consensus that the medical terms for body parts should be used in the school setting at all grade levels.

Our experience is that children do not find this lesson to be uncomfortable and that it helps to set a standard for respect. You are welcome to give me a call, stop by school to discuss this or to join us in class on _________ (date) if you have any concerns.

Families might use non-medical terms for private body parts. You may want to ask your child what term the teacher uses for specific body parts. This will help your child share the expectations from school.

Sincerely,
National Health Education Standards

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

Secondary Focus
Standard 1 – Core Concepts
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

What You Need to Know
Students will:
- learn ways of keeping their bodies healthy
- explore the concept of body privacy
- identify three trusted grown ups they would talk to if something was wrong.

Materials
- NO, GO, TELL Poster (enlarge page and paste on poster board)
- Suggested book: My Body is Private by Linda Walvoord Girard Albert Whitman & Co;
  ISBN: 0807553190;
  Reprint edition September 1992
  A conversation between a mother and her daughter. All the important issues are discussed in a non frightening yet serious manner and without providing too much detail about what can happen during a sexual abuse encounter.
- Suggested book: Your Body Belongs to You by Cornelia Spelman, Albert Whitman & Co
  ISBN: 0807594741
  September 1997
  In simple, reassuring language, therapist Cornelia Spelman explains that a child's body is his or her own; that it is all right for children to decline a friendly hug or kiss, even from someone they love; and that "even if you don't want a hug or kiss right now, you can still be friends." A prefatory note helps parents talk to their children about good and bad touching. Full color.

Procedures:
Prior to teaching lesson send parent letter home to help teach safety tips at home and to inform parents of the NO, GO, TELL Rule.
- OPTIONAL: Introduce concept by reading a story like “My Body Is Private” or “Your Body Belongs to You”.
- Say, "Each persons body belongs to him or her (refer back to lesson # 11 where private parts were introduced) this means that your own body is private and usually you can decide who can touch you.
- Talk to children about the times when people may touch their private parts - a doctor's exam, a parent helping children wash themselves, etc.
“It’s My Body”

• Most grown ups would never hurt or abuse a child. But some grownups may. If you are ever touched in a private place for no good reason (it is not a doctor's exam and you are not cleaning the area) tell a grown up that you trust about what happened.

• Show the two videos (15 minutes total) “Stranger Danger Song (from Discovery Ed) and “McGruff: Dangerous Strangers (from Discovery Ed).

• If someone touches you and says, "This is our secret, don't tell anyone." They are trying to keep themselves from being in trouble. You won't get in trouble; it is not your fault what someone else does. Tell a grown-up.

• Teach students the "No, Go, Tell" rules (refer to poster):
  • If someone touches you in a way you don't like, SAY NO. Remember, no one has the right to touch you on or near your private parts if you are uncomfortable about it or if there is not a good reason. If someone older or stronger than you hurts you physically, what should you say? “NO!”
  • When you are in those situations, “GO!” Listen to what your feelings are telling you. You know what loving touches are. A touch that makes you feel angry or afraid is bad. What should you do? (GO)
  • Always “TELL” a grown up that you trust. Don't be afraid. Don't wait. Tell, even if the person who abused you is a member of your family. Telling someone you trust gets you the help you need. Keep telling until someone helps you.

Ask students to think about three grown ups that they could talk to about their feelings or if someone touched them in a way they didn't like or made them uncomfortable. Have students share some of their 'trusted grown ups.'

Read some of the following situations to the students. Ask them to tell you what they would do in each situation.

• One of your parent's friends always wants you to sit on his lap. He squeezed you really tight and you don't like it. (NO, GO, TELL)
  • Your Grandfather comes to your house and reads books to you. He asks you to sit on his lap to read. It feels snuggly and warm to read with Grandpa. (OK touch)
  • Your older sister's friend has started babysitting for you. When it is time to get ready for bed she tries to see you naked. (NO, GO, TELL)
  • You are taking a bath and your parent helps you to wash your private areas. (OK touch)
  • You are walking to school and someone you don't know pulls their car up to you and asks you for directions. (NO, GO, TELL)

Lesson Extension:
• Say No, Go, and Tell (Emmanuel Lewis) video (YouTube) http://youtu.be/exjIHApOLeA
No, Go, Tell Rule

1. Say NO!

2. GO!

3. Tell a grown up that you trust.

Parent  Teacher  Doctor
Dear Parents or Guardians,

Our class has been discussing “good touch” and “bad touch”. We have talked about loving touches from family and friends. You may wish to encourage them to talk with you more about the loving touches they get from family and friends. (Hugs, kisses, high five’s, holding hands, someone rubbing you head or back when you don’t feel good, etc…)

Talk with your child and together think of what your child should do if they get lost or a stranger approaches them. Write down their suggestions and put where you both can see it as a reminder. Review.

We have also discussed bodily privacy and what to do when someone touches them in a way they do not like. We talked about the NO, GO, TELL rule at school. Students learned that if someone touches them in a way that makes them uncomfortable they should:

- **SAY NO.** No one has the right to touch you on or near your private parts if you are uncomfortable about it or if there is not a good reason (like a doctors visit or a parent helping to clean the area). If someone older or stronger than you hurts your physically, what should you say? **NO**
- **When you are in those situations, GO!** Listen to what your feelings are telling you. You know what loving touches are. A touch that makes you feel angry or afraid is bad. What should you do? **GO**
- **Always TELL** a grown up that you trust. Don’t be afraid. Don’t wait. **Tell,** even if the person who abused you is a member of your family. Telling someone you trust gets you the help you need. Keep telling until someone helps you.

Reread and practice these rules until you are sure your child knows what to do in an abusive situation.

Thank you for your help.

Sincerely,
Assessment Directions

Assessments should be used to help teachers gauge how well students are learning the content. The following pages are for the assessments to be used with the HGD curriculum. The first assessments are the Pre/Post assessment. This is to be given to every student. The Pre/Post assessment could be used as part of a teacher’s SLO. You are also asked to complete two more assessments during the course of the HGD curriculum. These additional assessments may be used as Formative or Summative assessments.

The teachers who prepared these assessments provided modified assessments for students who may need additional support.

The following assessments are listed below:

- Grade 2 HGD Pre and Post Assessment

Unit Assessments

- Grade 2 HGD Unit 1 Assessment
- Grade 2 HGD Unit 1 Assessment-Modified
- Grade 2 HGD Unit 2 Assessment
- Grade 2 HGD Unit 2 Assessment-Modified
- Grade 2 HGD Unit 3 Assessment
- Grade 2 HGD Unit 3 Assessment-Modified
- Grade 2 HGD Unit 4 Assessment
- Grade 2 HGD Unit 4 Assessment-Modified
Human Growth and Development Curriculum
Pre-Test/Post Test
Grade 2

Directions: Teachers will read the test aloud. Students will answer by circling yes or no for each question.

1. Are all families the same?  
   Yes  No

2. Do all members of a family have the same role?  
   Yes  No

3. Do good friends listen when you talk?  
   Yes  No

4. Do all families have the same traditions?  
   Yes  No

5. You and your friend argue about what game to play at recess. Are you bullying each other?  
   Yes  No

6. Are a conflict and a problem the same thing?  
   Yes  No

7. Is it a good idea to hit someone when I’m angry?  
   Yes  No

8. You and your friend are at the store and don’t have any money. Your friend dares you to take a candy bar and tells you that you won’t get caught. Should you take it?  
   Yes  No

9. Walking away from a situation is a way to say no?  
   Yes  No
10. Is it important to wear cool clothes?  
   Yes  No

11. Do your lungs take in oxygen and get rid of carbon dioxide?  
   Yes  No

12. You are walking home from school and a man in a car pulls up to you. He asks if you would like to go see his puppies. Should you go with him?  
   Yes  No
Human Growth and Development Curriculum
Unit 1 Test
Grade 2

1. Name some members of a family.

2. Give an example of one type of family.

3. What is your role in your family?

4. Describe a situation in which someone is being a good friend.
Human Growth and Development Curriculum
Unit 1 Test - Modified
Grade 2

1. Name some members of a family.

2. Draw a picture of one type of family and label the members.

3. What do you do to help your family?

4. Draw a picture that shows someone being a good friend.
Human Growth and Development Curriculum
Unit 2 Test
Grade 2

1. What are some ways people can be the same or different?

2. Describe a tradition that you learned about.

3. How can you show respect towards other people?
Human Growth and Development Curriculum
Unit 2 Test-Modified
Grade 2

1. Draw a picture that shows how people can be the same or different.

2. Draw a picture that shows a tradition that you learned about.

3. Draw a picture that shows respect towards other people.
Human Growth and Development Curriculum
Unit 3 Test
Grade 2

1. Describe a situation in which someone is acting like a bully.

2. What should you do if someone bullies you?

3. If you see someone being bullied, what should you do?

4. Tell about a conflict that you had with a friend or a family member.

5. How could you resolve a conflict with someone?

6. Give an example of an I-message.
7. Describe what you might do if you were feeling excited.

8. If you were feeling angry, how could you calm down?

9. Where do you learn values?

10. Why is it important to have good values?

11. What is a question you should ask yourself when making a decision?
Human Growth and Development Curriculum
Unit 3 Test-Modified
Grade 2

1. Draw a picture of a situation in which someone is acting like a bully.

2. Tell me what you should do if someone bullies you.

3. Tell me what you should do if you see someone being bullied.

4. Draw a picture that shows a conflict that you had with a friend or a family member.

5. Tell me how you could resolve a conflict with someone.

6. Tell me an example of an I-message.
7. Draw a picture of what you might do or look like if you were feeling excited.

8. Tell me how you could calm yourself down if you were feeling angry.

9. Tell me where you learn values.

10. Tell me why it is important to have good values.

11. Tell me a question you should ask yourself when making a decision.
Human Growth and Development Curriculum
Unit 4 Test
Grade 2

1. Explain what being cool means to you.

2. Name two body parts that we learned about and tell their function.

3. Give an example of a situation where you should use the No, Go, Tell Rule.
Human Growth and Development Curriculum
Unit 4 Test-Modified
Grade 2

1. Tell me what it means to be cool.

2. Tell me the names of two body parts that we learned about and tell me what they are used for.

3. Tell me about a time when you should use the No, Go, Tell Rule.