

FUSD Grade 2 Social Health Curriculum

Taught by: School nurse or counselor

The curriculum for Grade Two is based on the Arizona Department of Education Comprehensive Health Standard 5, which is **“Students demonstrate the ability to use interpersonal skills to enhance health”** and Health Standard 7, **“Students demonstrate the ability to advocate for personal, family, and community health”**.

The following are components of Standards 5 and 7 which are addressed at this grade level of the curriculum:

1. Distinguish between verbal and nonverbal communication.
2. Describe characteristics needed to be a responsible friend and family member.
3. Describe ways to communicate care, consideration, and respect for self and others.
4. Demonstrate healthy ways to express needs, wants and feelings, and identify a variety of ways to deal with them constructively and appropriately.
5. Demonstrate attentive listening skills to build and maintain healthy relationships.
6. Describe refusal skills to enhance mental, emotional, and physical health.
7. Identify negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict.
8. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

Lesson Format:

- Lessons are taught to boys and girls in co-educational classes.
- Parent permission is required for students to attend lessons 1, 2, and 3. Lessons 4 and 5 may be taught without parental permission.
- Students without permission for the first three lessons will be provided with alternative instruction.

Lesson Outline

***Lesson 1: Student Learning Objective:* Students will become more aware of personal safety and decision making related to safety in a variety of situations, including sexual abuse.**

Materials needed: Flagstaff Unified School District Personal Safety Program curriculum guide.

- The instructor asks students "What do you think we mean by safety?" (Safe from dangers which can occur in relation to cars, streets, matches, poison, talking to strangers, etc.)
- Students describe why they think it is important to know about safety. (We don't want to get hurt, we can have more fun when we feel safe, we don't want others to be hurt, etc.)
- The instructor defines personal safety by having students generate a list of safety rules to protect themselves from dangerous situations, (e.g., stay away from hot stoves, don't walk across a street without looking, don't stay out by yourself after dark, don't let someone talk you into doing something with which you feel uncomfortable.)
- Students identify that there are a variety of people responsible for their safety, including themselves. (Parents, teachers, police, firefighters.)
- Students are asked to identify ways they take care of themselves by being personally responsible for their safety. (Students generate examples, e.g., "I don't play with matches", "I stay with my Mom when I'm at the mall", "I don't stay out after dark alone", "I don't touch a hot stove", "I don't go places without my parent's permission", etc.)
- The instructor reads several vignettes to students which involve safety, then asks students to respond to these situations.
- The lesson is concluded by summarizing key points and having students generate safety rules. If time permits, students may draw a picture of a safety rule.

Lesson 2: Student Learning Objective: Students will strengthen their ability to differentiate between appropriate and inappropriate touch and how to respond if confronted with inappropriate touch.

Materials needed: Flagstaff Unified School District Personal Safety Program curriculum guide and the videotape "Child Sexual Abuse Prevention - A Most Unusual Tale" from "Talking About Touching: A Personal Safety Curriculum"

- The instructor introduces the lesson by telling students they will see a video “**An Unusual Tale**” with a story about touching (the concept that their body belongs to them is taught in the video).
- The instructor reinforces the video by discussing “good”, “bad” and “confusing” touch with students.
- Private parts are defined as parts of the body covered by a bathing suit.
- Students are provided with strategies to deal with difficult, confusing, or dangerous situations (Say “no”, leave if you can, and tell somebody). Students generate a list of people they trust and could tell.
- Students practice these skills through role play scenarios.
- Students are taught that it is never their fault if someone involves them in a situation with “bad” touch.

Lesson 3: Student Learning Objective: To assist students in developing assertiveness skills in order to remove themselves from uncomfortable or potentially dangerous situations.

Materials needed: Flagstaff Unified School District Personal Safety Program curriculum guide and “Talking About Touching: A Personal Safety Curriculum”

- The instructor introduces the lesson by telling students they will practice what they might say or do in difficult situations.
- The instructor models assertive responses and students role play a variety of situations provided by the instructor in which they can be assertive (e.g., “Give me your lunch money”, “Can I borrow your new bike?”, “ I don’t believe you are a girl, show me”, etc.)
- The instructor reads specific stories from “**Talking About Touching: A Personal Safety Curriculum**” and asks a series of questions as to how the child character in the story could respond to the situation described. The questions are structured for each story so as to elicit comprehensive responses.

Lesson 4: Student Learning Objective: Students will learn appropriate ways of dealing with bullying or harassment.

- What is a bully? (The instructor has students generate responses, e.g., somebody who picks on you, somebody who hits you, calls you names, makes fun of you, etc.)
- What are some names someone could call you to make you feel bad?
- How does bullying make you feel? (Hurts, feel bad, feel angry, etc.)
- The instructor summarizes the discussion by generating a class definition of bullying.
- Students discuss skills for responding to bullying behavior. (Walk away, ask an adult to help, report the behavior, etc.)
- Students discuss what they could do if they saw someone else being bullied to help stop the bullying behavior.
- Discuss legal consequences of physically hurting another person.
- Have students generate a list of all the people to whom they can report bullying behavior if they need assistance. (Teachers, other school personnel, parents or other family members, etc.)
- Provide several scenarios (as time permits) of bullying or harassing behavior and have students respond to or role play what they could do in those situations.

Lesson 5: Student Learning Objective: Students will learn skills for developing healthy interpersonal relationships.

- Generate discussion of feelings. What are feelings, how do we show our feelings (verbally and non-verbally).
- The instructor provides discussion and illustration of skills in being a respectful listener (pay attention, be quiet, look at the speaker, do not interrupt) Instructor role plays appropriate and inappropriate listening skills with individual students.
- Students share how they feel when others do and don't listen to them.
- Discuss how to positively communicate wants and needs (Use of "I Messages").

- Instructor models "I Messages".
- Students practice sending "I Messages" in response to vignettes provided by the instructor.
- Instructor discusses methods for resolving conflict (using "I Messages", compromise, asking someone to help mediate, etc.).
- Instructor provides one or more scenarios of student to student conflict and has students discuss ways the conflict could be resolved through positive communication.
- Instructor introduces students to the six pillars of character (trustworthiness, responsibilities, caring, respect, fairness, citizenship) and leads a discussion of how these characteristics contribute to being a responsible friend, family member, and class member.