

Second Grade: Session #1

Identifying Feelings

Objective: Students will name a variety of feelings and practice expressing them verbally and non-verbally. Students will identify specific causes for both positive and negative feelings in themselves and others.

Rationale: Developing good communication skills is a part of building healthy relationships. Children often struggle to use words and appropriate actions to express their emotions because emotions are abstract rather than concrete. The activities in this lesson will help children identify concrete and appropriate expression of feelings.

Standards of Learning:¹

1. **Knowledge and Skills:** The student will identify the basic components and functions of the systems of the human body. Key concepts include:
2.3e: self-image related to personal success
2. **Community Health and Wellness:** The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts include:
2.5a the impact of verbal and nonverbal aggressive behaviors

Supplies Needed: craft sticks (4/child), Feeling Faces Coloring Sheet for each child, warm fuzzy ball, cold prickly ball

Introduction: Hi, I'm _____, and I'm a teacher at the Family Resource Center. The Family Resource Center is place that helps people who have been abused, or hurt by other people. We also get to talk to students in schools. Today we are going to talk about feelings.

Pre-test: Let's see how many different feelings we can name. See how many different feelings the class can name. Then, add more from the following

¹ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

list: mad, sad, angry, tired, bored, confused, afraid, embarrassed, happy, excited, grouchy, silly, etc.

Activity #1: Feeling Faces: Non-Verbal Expression

Give each child a piece of paper with four blank faces on it. Have them draw a happy face, a mad face, a sad face and a silly face, so that each blank face represents a different emotion. The teacher can demonstrate this by instructing the children to draw one face at a time and drawing the appropriate face on a poster board for the class to see. Then, have the children cut the four faces using the dotted lines and glue a craft stick on each one.

Read the following statements and ask the children to hold up the face that shows how they would feel if.....

It's your birthday today.

Your sister or brother broke your favorite toy.

Someone tells a funny joke.

You fell down and cut your arm.

You're watching your favorite TV show.

Your mom takes you to eat ice cream.

Someone makes fun of your shirt.

A friend invites you to spend the night at his or her house.

You get an "A" on a spelling test.

You dress up in a costume.

Activity #2: Verbal Expression of Feelings-Warm Fuzzies and Cold Pricklies²

Show the children the warm fuzzy (a fuzzy ball), and ask them if they know what it is. Explain that it's a warm fuzzy, and it reminds us how we feel inside whenever someone says something nice to us or does something nice for us. Ask the children, "What are some warm fuzzies or things people do or say that make us feel happy inside?"

Then, show them the cold prickly (a small foam ball w/eyes and toothpicks sticking out of it). Explain that a cold prickly reminds us how we feel whenever someone says something that is mean or hurts our feelings. Ask

² www.islandnet.com/my/playscripts/fuzzies.htm.

the children, "What are some cold pricklies, or things that people say or do that make us feel yucky?"

Warm Fuzzy Practice Game: Have the children sit in a circle. Remind them of some good examples of warm fuzzies (I like your drawing, you're smart, you're funny, I like to play with you, you're a good friend, etc.) Explain that we want to practice giving warm fuzzies, and stay away from cold pricklies. The teacher should start the game by tossing the warm fuzzy ball to the child and saying something nice to him or her. That child should then toss the ball to another child and say something nice to that person. Continue playing until each child gets a turn.

Closure/Post-Test: Sing the following song (inserting the correct day of the week) with the children. It goes to the tune of "Are You Sleeping?" At the end of the song, ask children to name a feeling. See how many different feelings the children can name.

Today is _____, Today is _____
(day of the week) (day of the week)

How do we feel? How do we feel?

Today is _____, Today is _____
(day of the week) (day of the week)

How do we feel? How do we feel?

Raise your hand and tell me, Raise your hand and tell me,

Name a feeling. Name a feeling.

Second Grade: Session #2

Dealing With Anger³

Objective: The students will identify healthy and unhealthy ways to express anger.

Rationale: Primary prevention, like sound developmental teaching practices, requires not just teaching about unwanted behaviors like hitting or kicking, but also redirecting children to more positive behaviors. Thus, this lesson identifies both healthy and unhealthy ways to express anger, so that they don't just know what choices not to make, but also what choices are helpful.

Standards of Learning:

1. **Knowledge and Skills:** The student will identify the basic components and functions of the systems of the human body. Key skills include:
 - 2.2e: the use of nonviolent strategies to resolve conflict
2. **Community Health and Wellness:** The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts include:
 - 2.5a: the impact of verbal and nonverbal aggressive behaviors

Supplies Needed: ABC booklets, Andrew's Angry Words⁴ book

Introduction: Introduce yourself and explain that the Family Resource Center is a place that helps people who have been abused, or hurt by other people on purpose. Some examples of abuse are: hitting, kicking and name calling. A lot of times people hurt other people when they are mad. This is a bad choice. Today we're going to talk about some good choices we can make when we're angry.

³ This lesson adapted from RPE Curriculum by Project Horizon.

⁴ Lachner, Dorthea. Andrew's Angry Words: North-South, 1997.

Pre-Test: Read the following statements and ask the children if they are good choices or bad choices to make when they are angry. Ask the children to raise their hands so that you can document the responses.

1. Someone cuts in front of you at the water fountain and you tell a teacher.
2. Someone takes away your toy and you call them a name.
3. Someone hits you and you hit them back.
4. Someone scribbles on your picture and you ask them not to do that again.

Activity #1: Talk about anger. What makes us angry? What are some things that people do when they get angry? Explain that there are healthy and unhealthy choices you can make when you're angry. Some healthy choices would be: talking about what is bothering you, walking away, taking a deep breath, counting to ten, etc. Some unhealthy choices would be things that hurt other people, like hitting, kicking and name-calling. It's not okay to throw a fit just because we don't get our way. We have to treat others like we want to be treated, even when we're angry.

Activity #2: Read Andrew's Angry Words.

Discussion: Talk about what made Andrew angry. Has anyone ever felt like Andrew did? Emphasize that it is okay to be angry, but it is not ok to make a choice that hurts someone when we're angry.

Activity #3: The ABC's of Anger

Ask the students, "What happens to your body when you get angry?" Some examples are: your heart starts to beat fast, you might cry, talk louder or yell, your face turns red. The ABC's of Anger tell some things children can do when they feel these things start to happen to their bodies. Pass out an ABC book to each child and help them do the activities on each page.

Aware: Become aware that you're getting angry.

Have the children draw a picture of what they think anger looks like. It might be a volcano or a balloon popping or a really loud thunderstorm. As children draw, walk around the room and look at the different pictures.

Back Off: Walk away, ignore the person, etc.

Ask the students to find a friend to help them trace around their foot (with shoes on) on a piece of construction paper. Each student should cut out their foot and write or draw a picture of places they can go when they are angry. Glue the foot cut out on the "Back Off" page.

Calm Down: Read a book, draw a picture, do something you like to do

How else can you calm down? Have the children stand up and take really deep breaths and then let the air out slowly. Do this a few times. Explain the importance of breathing when you get angry. It slows down your heartbeat and gives you a chance to slow down and think before you make a choice. Turn to the "When I Get Angry I Can....." page. Have the children draw something they can do to calm down when they're mad.

Decide and Do: make a choice of how to handle the problem and do it.

Emphasize that everyone has the right to make their own choices. It is important to understand that you have to take responsibility for those choices. It is important to make friends with people who make good choices when they're angry, because everyone gets angry sometimes. The way a person acts when he or she is angry shows how he or she will treat you. Turn to the "Decide and Do" page. Ask the children to circle the pictures that show a child making a good choice and put an X on the pictures where children are making a bad choice.

Post-Test: Read the following statements and ask the children if they are good choices or bad choices to make when they are angry. Ask the children to raise their hands so that you can document the responses.

1. Someone cuts in front of you at the water fountain and you tell a teacher.
2. Someone takes away your toy and you call them a name.
3. Someone hits you and you hit them back.

4. Someone scribbles on your picture and you ask them not to do that again.

Second Grade: Session #3

Self-Esteem⁵

Objective: Students will identify things that they are good at doing. Students will also identify the several benefits of having healthy self-esteem.

Rationale: Having a positive self-image helps with building healthy relationships, developing resiliency, and respect for self as well as others. Children often feel that they are good at many things. But, they can also be easily discouraged by failures. This lesson seeks to teach the skill of focusing of the positive aspects of self rather than the negative.

Standards of Learning:

1. **Knowledge and Skills:** The student will describe the influences and factors that impact health and well-being. Key concepts include:
2.3e: self-image related to personal success

Supplies Needed: The Loveables in the Kingdom of Self-Esteem⁶ book, Self-Esteem booklet for each child

Introduction: Remind the students that you're a teacher from the Family Resource Center and ask them if they remember what the Family Resource Center does. (We help people who have been abused or hurt by others.) We also get to talk to students in schools. Today we're going to talk about self-esteem.

⁵ This lesson adapted from RPE Curriculum by Project Horizon.

⁶ Loomans, Diane. The Loveables in the Kingdom of Self Esteem: H.J. Kramer Inc., 1996.

Pre-Test: Ask the students to respond to the following:

1. Raise your hand if you think self-esteem is how you value yourself. (yes, this is the definition)
2. Raise your hand if you think having good self-esteem helps you respect other people. (yes, because treating ourselves with respect helps us know how to treat others with respect)
3. Raise your hand if you think having good self-esteem means that you are good at doing everything. (no, no one is good at everything; having good self-esteem helps you feel good about yourself even though there are things you're not good at doing)
4. Raise your hand if you think having good self-esteem makes it easier to try new things. (yes, self-esteem makes it easier because you can still feel good about yourself even if you aren't good at something)
5. Raise your hand if you think having good self-esteem means that you think you're better than everyone else. (no- healthy self-esteem means that you feel good about yourself AND you feel good about other people)

Record the number of correct and incorrect responses. After counting the hands for each question, explain the correct response to the students.

Activity #1: Today we are going to talk about self-esteem. What are things that you think are valuable? (trophies, new toy, X-box, money, pets). Define self-esteem as a class. Self-esteem is the value you have in yourself. When you have high self-esteem, you feel good about yourself and you aren't afraid to try new things. When you have good self-esteem, you feel good about yourself and you aren't afraid to try new things. When you have low self-esteem, you feel bad about yourself and you don't try new things.

Read The Loveable in the Kingdom of Self-Esteem. Ask the students to think about the things they have in common with the animals. Then, discuss the story. Focus on the animals and how they value themselves.

Activity #1: After the students talk about the story, let each student draw a picture of the animal that they feel like the most.

Activity #2: Talk about why it is important to have self-esteem. When we have high self-esteem, we treat ourselves nicely and we don't do things that

will hurt us. We also don't hurt other people when we feel good about ourselves. High self-esteem helps us treat others with respect. When we have good self-esteem, we aren't afraid to try new things, like trying out for a sports team or entering an art contest. It's easier to make a new friend. It also helps us not to be afraid to tell other people what we want, like or need.

Activity #3: Self-Esteem Books

Give each child a "Self-Esteem" booklet. The books will have the following information in them, in large enough format for the children to fill in the blanks with words or pictures. (Children just learning to spell may prefer to draw a picture of something instead of spelling it.) Go through the booklets with the children one blank at a time. They may need help thinking of something to write in the blanks.

My name is _____. I am good at _____.
My friend _____ is good at _____. Even
if I am not good at _____, I can still feel good about myself.
Something new I would like to try is _____. _____
is something I need help with. _____ is something I can do by
myself. That is okay because everyone, even grown-ups have thing that they
need help with, and things that they can do by themselves. When I grow up,
I imagine I could be _____. The thing I like most about
myself right now is _____.

Post-Test: Ask the students to respond to the following:

1. Raise your hand if you think self-esteem is how you value yourself.
2. Raise your hand if you think having good self-esteem helps you respect other people.
3. Raise your hand if you think having good self-esteem means that you are good at everything.
4. Raise your hand if you think having good self-esteem makes it easier to try new things.
5. Raise your hand if you think having good self-esteem means that you think you're better than everyone else.

Record the number of correct and incorrect responses.

Second Grade: Session #4

Accepting Differences⁷

Objective: The students will identify ways in which people are the same and different. Students will also identify positive aspects of differences.

Rationale: Learning to accept differences helps to alleviate prejudice and aids in building healthy conflict resolution skills. Because children are concrete thinkers, this lesson focuses mainly on differences that are more concrete rather than abstract.

Introduction: Ask what the students remember about the Family Resource Center. Remind them that we help people who have been abused, or hurt by others.

Pre-Test: Laminate 2 pictures of people, cut out from magazines. Hold up the pictures and ask the children, "How are these people the same?" and "How are these people different from each other?" Record how many different responses you get. Then, explain that there are lots of ways that people are the same and different. Name a few that the children have not named. For example, people can have the same or different eye color, hair color, be tall or short, men or women. Some people like the same foods and some people like to watch different shows on TV. Even if someone is different than we are, it doesn't mean that we should make fun of them or hurt them or that they can't be our friend. Sometimes people hurt and make fun of other people just because they are different. This kind of hurting is very sad because it's very important that we have differences.

Standards of Learning:⁸

1. **Knowledge and Skills:** The student will describe the influences and factors that impact health and well-being. Key concepts include:
2.3e self-image related to personal success

⁷ This lesson adapted from RPE Curriculum by Project Horizon.

⁸ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

2. Community Health and Wellness: The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts include:
2.5a: the impact of verbal and nonverbal aggressive behaviors

Supplies Needed: The Sneetches and Other Stories⁹ books, copy of sneetch coloring sheet for each student

Introduction: Ask what the students remember about the Family Resource Center. Remind them that we help people who have been abused, or hurt by others.

Pre-Test: Laminate 2 pictures of people, cut out from magazines. Hold up the pictures and ask the children, "How are these people the same?" and "How are these people different from each other?" Record how many different responses you get. Then, explain that there are lots of ways that people are the same and different. Name a few that the children have not named. For example, people can have the same or different eye color, hair color, be tall or short, men or women. Some people like the same foods and some people like to watch different shows on TV. Even if someone is different than we are, it doesn't mean that we should make fun of them or hurt them or that they can't be our friend. Sometimes people hurt and make fun of other people just because they are different. This kind of hurting is very sad because it's very important that we have differences.

Activity #1: Today we're going to talk about how people are different from each other. We will also learn why it is important that we accept that we are different from each other. We all have some things about us that are the same as other people, and some things that are different. We're going to play a game to see what some of them are. Call out different categories and ask the students to stand up if they fit into the category.

Are 6 years old
Are 7 years old
Like chocolate ice cream
Wear glasses
Have curly hair

⁹ Dr. Suess. The Sneetches and Other Stories: Random House, 1961.

Have a pet
Have no pets
Have a younger brother
Have a younger sister

Point out that some of us are the same in a lot of ways and we are all different in ways, too. Should we be mean to someone who is different than us? Should someone be mean to you or hurt you because you're different?

Activity #2: Read The Sneetches. Then, ask the following questions:

1. What was this story about?
2. How did the plain bellied sneetches feel before they got stars on their bellies?
3. What did the plain bellied sneetches want?
4. Why do you think that the star bellied sneetches thought they were better than the plain belled sneetches?

Explain that we learn a lot of different things from other people. Sometimes we like something just because our friends like it. So, how do we know if we like something or not if we don't try it? It is okay to try a new food or talk to someone new and not like it. We don't all like the same things- that's what makes us different. But if we don't like someone, it is important not to pick on them or make fun of them. What can you do if you see someone being mean to someone else because they're different?

Activity #3: Art Bellies

Dismiss the children to their seats and give each child a coloring sheet with a plain-bellied sneetch on it. Then, explain that one of the ways we can show our differences is in art. Let the children color their sneetch any way they want, and decorate its belly. They could put their favorite food on its belly, make a design, draw their pet, anything that they want. Walk around as the children are coloring and comment on how many different ways the students are decorating their sneetches.

Activity #4: Read the story Too Many Daves from The Sneetches and Other Stories story book. Then ask the following questions:

1. What things were the same about the people in the story?
2. What things were different about the people in the story?
3. What was the problem with all the children being named Dave?
4. Is it good to be different and special?

Closure/Post-Test: Hold up the 2 pictures of people again and ask the following questions:

1. How are they the same?
2. How are they different?
3. Even though they're different, can they still be friends?

Second Grade: Session #5

Recap Session

Objective: Students will participate in four activities that allow them to practice the following skills: expressing feelings, identifying healthy ways to express anger, identifying positive aspects of self and recognizing differences.

Rationale: Reviewing material covered increases the dosage, or number of times participants are exposed to the material. Reviewing increases the likelihood that the information will move from the short-term memory to the long-term memory. Repetition aids in the learning process and helps reinforce prior learning.

Standards of Learning:¹⁰

1. **Knowledge and Skills:** The student will identify the basic components and functions of the systems of the human body. Key skills include:
 - 2.2e: the use of nonviolent strategies to resolve conflict
 - 2.3e: self-image related to personal success
2. **Community Health and Wellness:** The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts include:
 - 2.5a: the impact of verbal and nonverbal aggressive behaviors

Supplies Needed: a pair of silly glasses, a hat, a wig, a small ball, a large piece of butcher paper, glue sticks, scissors, magazines, happy and sad faces, warm fuzzy, cold prickly, pictures of sneetches, and Andrew's Angry Words book

¹⁰ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Introductory Activity: Explain that today you will do some review activities that help everyone remember the things we've been learning. Show the children the following items and ask them what they remember about them.

1. happy face/sad face
2. Andrew's Angry Words book
3. pictures of sneetches
4. warm fuzzy
5. cold prickly

Use each item to help the children remember some of the different topics they have covered.

Activity #1: Identifying Feelings Practice

Have the children sit in a circle. Show the children the following items and tell them each item's name: the Mad Hatter (a hat), the Happy Hair (a wig), and the Goofy Glasses (silly glasses). Put the items in a bag and let the children take turns choosing an item from the bag, wearing it, and saying something that makes them experience that feeling. For example, if a child draws the Mad Hatter from the bag, the child should put on the hat and say, "I feel mad when _____." or if a child draws the wig, "I feel happy when.....", etc. The teacher should model this with several of the props before letting the children take turns saying what makes them feel mad, happy or silly.

Activity #2: Healthy Ways to Express Anger¹¹

Sometimes anger can be like a hot potato. We don't want to hold onto it for too long, and we want to let ourselves cool down when we're angry. Have the children sit in a circle and play "Hot Potato". The game works like this: you pass a ball (the hot potato) around the circle as quickly as possible while you say the following chant:

One potato, two potato, three potato four
Five potato, six potato, seven potato more

¹¹ This activity adapted from RPE curriculum by Project Horizon.

When the rhyme is over, the child who is holding the hot potato should say one healthy choice they can make when they are angry. (Examples are: walking away, taking a deep breath, drawing a picture, talking about what made them angry, etc.)

Activity #3: Identifying Positive Aspects of Self

Let the students work together to create a collage of things they are good at. Give the students magazines to look through and let them cut out a picture of something that they are good at. Tape up a long piece of butcher paper and write the words, "We Are Good At....." at the top. Let the children use glue sticks to paste their pictures to the mural. Ask children to write their names by the picture they glue on the mural.

Activity #4: Recognizing Differences

Play the "find someone" game. Students simply follow the directions as someone calls out instructions. Students can stand next to more than one person if they need to.

1. Stand next to someone who has the same color hair that you do.
2. Stand next to someone who has a different color of hair than you do.
3. Stand next to someone who is about the same height as you.
4. Stand next to someone who is taller or shorter than you are.
5. Stand next to someone who is wearing the same color shirt as you.
6. Stand next to someone who has on a different color shirt than you do.
7. Stand next to someone who has the same color eyes as you do.
8. Stand next to someone who has different color eyes than you do.
9. Stand next to someone who has the same favorite food as you.
10. Stand next to someone who has a different favorite food than you do.
11. Stand next to someone whose hair is the same length as you do.
12. Stand next to someone who has longer or shorter hair than you do.
13. Stand next to someone whose name starts with the same letter as your name.
14. Stand next to someone whose name starts with a different letter than your name.

After the game, talk about how sometimes it was hard to find someone who was the same, who had the same favorite food or the same colored shirt, etc. Explain that everyone is so different and special that we'd miss out on having a lot of friends if everyone had to be just like us to be our friend.