

Health Area: Alcohol, Tobacco, and Drug Use Prevention

VDOE Standards:

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
- 2.3 The student will describe the influences and factors that impact health and wellness.

Essential Health Concepts

2.1.g. Describe the harmful effects of medicine, alcohol, and tobacco, to include poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.

Healthy Decisions

2.2.h. Recognize the harmful effects of drugs, alcohol, and tobacco.
 2.2.i. Recognize that tobacco smoke is harmful to health and should be avoided.
 2.2.j. Describe the use of refusal skills to make good decisions.

Advocacy and Health Promotion

2.3.f. Explain why it is dangerous to sniff, taste, or swallow unknown substances.

Essential Understandings:

- Understand that drugs harm the body.
- Understand that ingesting unknown substances can cause harm to the body.
- Understand that medicine is a drug and should only be taken as directed under adult supervision.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • It is important to follow the safety regulations and expiration dates posted on prescription medicines. • Tobacco smoke is harmful to be around, as the smoker or a bystander. The smoke around a bystander is called secondhand smoke, and it can harm the lungs. • The nicotine and other poisonous chemicals in tobacco cause lots of diseases, like heart problems and some kinds of cancer. If you smoke, you hurt your lungs and heart each time you light up. It also can make it more difficult for blood to move around in the body, 	<p>Health Education Resources for all of Grade Two</p> <ul style="list-style-type: none"> • Grade Two Health Education Standards of Learning • Grade Two Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 2 - Avoiding Alcohol Tobacco or Other Drugs 	<ul style="list-style-type: none"> • Create an antidrug slogan and poster. Write a short paragraph on the back explaining the poster and why drugs are harmful. • Write a letter to your future self about the harmful effects of drugs, alcohol, and tobacco and why it is important to avoid. • Create safety rules for medicines. • Talk with the students about harmful effects of tobacco, alcohol, and drugs, on young children; role-play refusal skills. • Discuss how difficult it is sometimes to tell the difference between medicine and other drugs. 	<p>Health Smart Virginia Resources for Grade 2 including the following identified resources:</p> <ul style="list-style-type: none"> • Alcohol, Tobacco, Drugs (NCPC) Grades 2-3 • Department of Alcoholic Beverage Control • Drugs – Brain Pop • Heart Power • Information on tobacco, alcohol, and drugs NIH / NIDA • KidsHealth.org, Smoking, Alcohol and Drugs Teacher’s Guides: <ul style="list-style-type: none"> ○ Drugs (Grades K-2) ○ Alcohol (Grades K-2) ○ Smoking (Grades K-2)

<p>so smokers may feel tired and cranky. The longer you smoke, the worse the damage becomes. More smoking problems include bad breath, yellow teeth, smelly clothes, more colds and coughs, difficulty keeping up with friends when playing sports, and empty wallet — cigarettes and tobacco products are very expensive!</p> <ul style="list-style-type: none"> • But alcohol is actually a depressant. That means it's a drug that slows down or depresses the brain. Like many drugs, alcohol changes a person's ability to think, speak, and see things as they really are. A person might lose his or her balance and have trouble walking properly. The person might feel relaxed and happy and later start crying or get in an argument. • In most cases, medicines are good things as long as they are used correctly. Too much of a medicine can be harmful, and old or outdated medicines may not work or can make people sick. Taking the wrong medicine or medicine prescribed for 		<ul style="list-style-type: none"> • Discuss medication labeling, poison control stickers and role-play calling 9-1-1. • Discuss how important it is to take medicine only from a parent or other trusted adult. • Provide worksheets for students to identify trusted adults. • Role-play avoidance and refusal skills related to medicine, drugs, alcohol, and tobacco. • Role-play strategies for avoiding tobacco smoke. 	<ul style="list-style-type: none"> • National Crime Prevention Council • National Institute on Drug Abuse Brain Power
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<p>someone else is also very bad news. You should always follow your doctor's instructions for taking medicine and only take medicines that your parents/guardians give you.</p>			
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Health Area: Body Systems

VDOE Standards:

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
- 2.3 The student will describe the influences and factors that impact health and wellness.

Essential Health Concepts

2.1.a. Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones(skeletal system), and muscles (muscular system).

Healthy Decisions

2.2.a. Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.
 2.2.f. Explain the need for regular health checkups and screenings.
 2.2.g. Explain why parents/guardians keep health records for their children.

Advocacy and Health Promotion

2.3.a. Describe how heredity influences health and wellness.

Essential Understandings:

- Major body structures work together to compose our body systems.
- Taking care of the major body systems impact health.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • The major parts of the cardiorespiratory system include the heart and lungs. The system’s function is to provide oxygen and blood to the body’s muscles and organs. • The skeletal system is composed of the body’s bones. Its function is to hold the body up, aid in movement, and protect organs. • The muscles of the body make up the muscular system. The major function of the muscular system is to work with the skeletal system to provide movement. • Systems work together to help the body function – 	<p>Health Education Resources for all of Grade Two</p> <ul style="list-style-type: none"> • Grade Two Health Education Standards of Learning • Grade Two Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 2 - Body Systems and Disease • Unit 2 - Grade 2 - Body Systems • Unit 3 - Grade 2 - Heart Day 	<ul style="list-style-type: none"> • Label a diagram of the human body that shows where to find major parts/organs. • Write a few sentences to describe what would happen if the major body systems were not taken care of. • Run 25 yards and place hands over their hearts to count heartbeats per minute • Count the pulse. • Identify parts of the digestive system and explain what each part does. • Assemble a mock human skeleton. • Demonstrate ways to increase muscle strength 	<p>Health Smart Virginia Resources for Grade 2 including the following identified resources:</p> <ul style="list-style-type: none"> • AAAS Science NetLinks All Systems Go! • BrainPop Body Systems Resources • Education.Com Worksheets • Human Biology • Human Body for Kids Games, etc. • Human Body – Science Kids • Interactive Sites for Education-Body Systems • Kids Health Human Body PreK-2 • Kids Health How the Body Works

Health Area: Body Systems

VDOE Standards:

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<p>Example: when running, the lungs work to provide more oxygen to the body; the heart beats more rapidly to increase the amount of blood to the body; and the muscles work to move the bones. By breathing more quickly, there is more oxygen available for the cardiorespiratory system to circulate oxygen through the blood to the muscles to help move the bones and the body.</p> <ul style="list-style-type: none"> • It is important to keep organs such as the heart, lungs, bones, and muscles healthy so the body can function effectively. • Ways to keep the heart, lungs, bones, and muscles healthy include regular physical activity, eating healthy foods, staying away from cigarette smoke and other air pollution, and limiting the use of electronics. 		<p>and flexibility in their arms, trunk, and legs.</p> <ul style="list-style-type: none"> • Write down or draw traits they may have inherited from relatives. 	<ul style="list-style-type: none"> • Kids Health How the Body Works YouTube Video Series • KidsHealth - Bones • My Senses Tell Me • PBS Arthur Family Health • Printable worksheets and videos <p>Lesson Plans</p> <ul style="list-style-type: none"> • Amazing Body Systems • Anatomy: A Fun Look at the Digestive System • Every Body Is Special • Heart Power • No Bones About It! • Our Systematic Body • Project Heart for Educators Grade 2 Curriculum • Straight from the Heart • Super Hero Fitness • The Circulatory System • Top Five Body Shop • What Happens When You Eat? • What Is Blood and How It Circulates In and Out of the Heart • What Makes This Machine of Ours Work?
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Health Area: Healthy Environment

VDOE Standards:

- 2.3 The student will describe the influences and factors that impact health and wellness.

<p>Essential Health Concepts None.</p>	<p>Healthy Decisions None.</p>	<p>Advocacy and Health Promotion 2.3.1. Describe how the environment influences health and how to protect the environment.</p>
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Essential Understandings:

- Understand that the environment effects personal health and everyone has a part in taking care of it.

Essential Knowledge and Skills	Sample Instructional Activities (What the Teacher Will Do)	Sample Student Assessments (What the Students Will Do/Demonstrate)	Sample Resources
<ul style="list-style-type: none"> • Recycling is an important part of taking care of our environment. Many communities have a recycling program, and if not, students can learn about a school-wide program. • Living in an area that is heavily polluted can harm individual health in a variety of ways. • Children are often more vulnerable to pollutants than adults due to differences in behavior and biology, that can lead to greater exposure and/or unique windows of susceptibility during development. (US Environmental Protection Agency) • Children can improve the environment by reducing waste, and reusing and recycling materials. 	<p>Health Education Resources for all of Grade Two</p> <ul style="list-style-type: none"> • Grade Two Health Education Standards of Learning • Grade Two Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 2 - Protecting the Environment for Our Health 	<ul style="list-style-type: none"> • Create a neighborhood or school recycling plan that includes cleanup and lists categories for recycling various items. • Describe in writing what it would feel like to live in an area that was affected by air and water pollution. • Create posters with drawings that show how our physical environment affects our health and how to reduce pollution. • Set 2 goals to reduce pollution in their school and community. 	<p>Health Smart Virginia Resources for Grade 2 including the following identified resources:</p> <ul style="list-style-type: none"> • Fairfax County Public Schools Get2Green • Kids Health – Be a Green Kid • National Wildlife Federation (Eco-schools) • CT Environmental Health Curricula For Health Teachers • Eartheasy – Recycling basics for the home • EPA Games and Quizzes • EPA Student Resources • Go Green • IDAHO Environmental Health Education – Lesson Plans for All Grade Levels • Reduce, Reuse, Recycle • Reduce, Reuse, Recycle (Brain Pop) • Stuffed Paper Hearts

Health Area: Health Promotion Including Nutrition and Physical Activity

VDOE Standards:

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
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Essential Health Concepts

- 2.1.b. Identify foods that come from plants and animals.
- 2.1.c. Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast.
- 2.1.d. Identify characteristics of foods that should be consumed in limited quantities.
- 2.1.e. Identify foods and beverages that contain sugar and caffeine.
- 2.1.f. Recognize that germs cause colds and flu and can be spread from person to person (communicable).

Healthy Decisions

- 2.2.b. Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy lifestyle.
- 2.2.c. Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.
- 2.2.d. Use a decision-making process to select healthy foods.
- 2.2.e. Identify ways to increase physical activity.

Advocacy and Health Promotion

- 2.3.b. Design a meal with food from each food group.
- 2.3.c. Explain how different dietary customs and traditions influence health.
- 2.3.d. Describe how to keep food safe from harmful germs.
- 2.3.e. Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.

Essential Understandings:

- Understand how to create a balanced diet.
- Understand how sleep, physical activity, and diet work together to make a healthy lifestyle.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Fruits and vegetables come from plants while most proteins such as meat or eggs come from animals. Other proteins, such as nuts and soy, come from plants. • Breakfast is the most important meal of the day because it prepares the body for the day. • The main food groups are proteins, fruits, vegetables, dairy, and grains. The body needs a small amount of fats and oils to balance out the other groups. • Make half your plate fruits and vegetables. Focus on 	<p>Health Education Resources for all of Grade Two</p> <ul style="list-style-type: none"> • Grade Two Health Education Standards of Learning • Grade Two Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 2 - Nutrition, Physical Activity and Health Promotion • Unit 2 - Grade 2 - Healthy Eating • Unit 3 - Grade 2 - Body Systems 	<ul style="list-style-type: none"> • Create a weekly calendar that shows meals, exercise, and sleep. • Have students log their physical activities, hours of sleep, and things they ate from the MyPlate food groups for one to three days. • Create a healthy meal that meets MyPlate. • Create a healthy snake. • Demonstrate the use of the decision making process for eating healthy breakfast, increasing physical activity, or getting the proper amount of sleep. 	<p>Health Smart Virginia Resources for Grade 2 including the following identified resources:</p> <p>Nutrition</p> <ul style="list-style-type: none"> • American Heart Association (AHA) - Elementary Lesson Plans • BAM! Body and Mind Teacher's Corner Nutrition • Food Plate Game • Fuel Up to Play 60- 101 Tips for Teaching Nutrition in Physical Education • Great Body Shop • Kids Health Teacher's Guides: <ul style="list-style-type: none"> • Breakfast

Health Area: Health Promotion Including Nutrition and Physical Activity

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<p>whole fruits (apple instead of apple sauce) and vary your veggies.</p> <ul style="list-style-type: none"> • Make half your grains whole grains. • Colas contain sugar and caffeine. Some fruit juices are sugary too. Limit soda and make sure fruit juices are 100% real fruit juice. Drink water. • Healthy food choices include a variety of fruits and vegetables, mixed in with healthy proteins and carbohydrates with limited amounts of fats, oils, and sugars. • Physical activity is movement that requires energy. • Physical activity includes walking, bike riding, swimming, rock climbing, playing on the playground or outside, sports, and archery. • Physical activity can be fun and is good for you. • Getting enough sleep is an important part of a healthy lifestyle. Lack of sleep can affect mood, energy, 		<ul style="list-style-type: none"> • Write about a traditional dish that is related to a culture. • Provide a variety of images that enable students to select healthy foods and describe how they help the heart and body. • Provide images for students to cut out to “prepare a healthy meal,” ensuring that all food groups are represented. • Describe food safety practices that keep foods safe from germs (e.g., washing, refrigeration, separation from meats and fats). • Have students write a story about how their family and friends influence their food choices. • Utilize the ChooseMyPlate.gov resources • Ask students to keep a record of all the foods they eat in a day and compare their log to the My Plate recommendations. • Review the activity cards at and identify activities 	<ul style="list-style-type: none"> • Food and Cooking Safety • Healthy Snacking • School Lunch • Learning to Give - What Is a Balanced Menu? • Learning to Give - What Is My Plate? • Learning to Give - World Hunger • My Plate Kids Place • NIH We Can! Eat Play Grow Site • NIH Eat Play Grow Curriculum • PBS Arthur Nutrition - Eat Well • PBS Fizzy’s Lunch Lab Site • PBS Fizzy’s Lunch Lab videos • PE Central Lessons • There’s a Rainbow on My Plate • Together Counts K-2 Nutrition curriculum <ul style="list-style-type: none"> • Food for Thought • Healthy Eating Patterns • Job of a Nutrient • USDA - Serving Up My Plate – A Yummy Curriculum Grades 1-2
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<p>attention, and academic performance.</p> <ul style="list-style-type: none"> • Healthy choices keep the body working and growing most effectively. Unhealthy choices can lead to injury or illness, feeling tired or frustrated, not being able to keep up with your friends, and not doing your best in school. • Decision making process – <ul style="list-style-type: none"> ○ Identify decision ○ Need help? ○ Make decision ○ Describe the outcome of the decision 		<p>that they might like to try one day.</p> <ul style="list-style-type: none"> • Discuss everyday activities that provide physical activity (e.g., walking, cleaning up, skipping rope, riding a bicycle, kicking a ball); have the students set goals to limit daily screen time and to increase two of these activities; students keep logs of how much time they engaged in it over a week-long timeframe. • Incorporate physical activity into classroom activities using various instant recess, brain breaks, and energizers. 	<p>Physical Activity</p> <ul style="list-style-type: none"> • Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers • Activity Breaks • American Heart Association (AHA) - NFL Play 60 Challenge • East Carolina University - Energizers for Grades K-2 • Fuel Up to Play 60 • Fast Breaks • Kids Health Teacher’s Guides: <ul style="list-style-type: none"> • Fitness • Sportsmanship • National Institutes of Health (NIH)- We Can! Eat Play Grow site • National Institutes of Health (NIH) Eat Play Grow Curriculum • PE Central Lessons Site • Safe Routes to School • SHAPE America – Space Jamming <p>Sleep and Hygiene</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • CDC Cover Your Cough Poster • CDC Hand Washing Experiment
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- [Germs – video](#)
- [Getting Ready for Bed](#)
- [Hand Washing - It's a Snap \(Middle School Curriculum\)](#)
- [Henry the Hand – 4 Principles of Hand Awareness](#)
- [How to Brush Your Teeth Properly - For Kids - video](#)
- [How to Wash Your Hands – video](#)
- KidsHealth Teachers Guides:
 - [Germs](#)
 - [Sleep](#)
- [Oral Health Education: Saving Smiles Series - Healthy Mouth, Healthy Body](#)
- [PE Central – Rush to Brush - Grades K-2](#)
- [Seuss Sleep Book Lesson Plan](#)
- [Sleep Education K-2](#)
- [Sleep – BrainPop](#)
- [Virginia Department of Health Dental Program](#)
- [When and How to Wash Hands](#)
- [Why We Need Sleep](#)

Health Area: Safety and Injury Prevention

VDOE Standards:

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
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- 2.3 The student will describe the influences and factors that impact health and wellness.

Essential Health Concepts

2.1.h. Explain the importance of assuming responsibility for personal safety.

Healthy Decisions

2.2.k. Identify why medicines should only be taken under the supervision of an adult.

Advocacy and Health Promotion

2.3.g. Identify emergency resources, services, and health care professionals in the community that influence health and wellness.

Essential Understandings:

- Understand personal behaviors that enhance safety and community resources for safety and emergency assistance.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Assuming responsibility means taking ownership of one’s actions and safety. • Many communities have a police station, fire station, and community centers where events are held to promote safety and health. • Health care professionals may include doctors, nurses, dentists, eye doctors, hearing specialists, other health care providers; and school personnel such as nurses, psychologists, social workers, and counselors. 	<p>Health Education Resources for all of Grade Two</p> <ul style="list-style-type: none"> • Grade Two Health Education Standards of Learning • Grade Two Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 2 - Personal Responsibility for Safety Includes Knowing When and How to Seek Help • Unit 2 - Grade 2 - Stay Safe 	<ul style="list-style-type: none"> • Create a safety poster for different areas around the school (hallways, lunch room, gym, classroom, playground) • Create rules for indoor and outdoor recess that students can follow to be safe. • Locate the nearest police station to his or her home on the city map • Find the section of the phone directory where emergency numbers are listed. • Identify emergency resources, services and health care professionals by uniforms or other images (e.g., fire house, uniforms). • Write short stories about situations that would require them to seek help from an emergency 	<p>Health Smart Virginia Resources for Grade 2 including the following identified resources:</p> <ul style="list-style-type: none"> • Media BAM Safety 2-6 • Bike Safety and Road Signs • Drugs and Medication Lessons for Pre-K – 2 • Fire Safety Printables • Home Alone Home • Job and Career Printables (e.g., fire, police, doctor) • Strangers

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		<p>responder and how they would reach out to them.</p> <ul style="list-style-type: none"> • Demonstrate dialing 9-1-1 on a disconnected phone and role-play: what they would say in an emergency; listening skills; and staying on the line. • Memorize and write out the phone numbers of their parents/caregivers. • List health care providers that keep children healthy. • Draw a picture of a favorite community helper and explain their job. 	
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Health Area: Social Emotional Health

VDOE Standards:

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
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Essential Health Concepts

2.1.i. Explain emotions associated with disappointment, loss, and grief.

Healthy Decisions

2.2.i. Explain healthy ways to express the emotions associated with disappointment, loss, and grief.
 2.2.m. Discuss how to express needs and wants appropriately.
 2.2.r. Describe how self-image influences personal success.

Advocacy and Health Promotion

2.3.h. Identify adults who can help with disappointment, loss, and grief.

Essential Understandings:

- Understand personal behaviors that enhance safety and community resources for safety and emergency assistance.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.</i>	Sample Resources
<ul style="list-style-type: none"> • Assuming responsibility means taking ownership of one’s actions and safety. • Many communities have a police station, fire station, and community centers where events are held to promote safety and health. • Health care professionals may include doctors, nurses, dentists, eye doctors, hearing specialists, other health care providers; and school personnel such as nurses, psychologists, social workers, and counselors. 	<p>Health Education Resources for all of Grade Two</p> <ul style="list-style-type: none"> • Grade Two Health Education Standards of Learning • Grade Two Crosswalk: Health Smart Lesson Search by Virginia SOL <p><u>Health Smart VA Lessons</u></p> <ul style="list-style-type: none"> • Unit 1 - Grade 2 - Emotions Lessons Overview.pdf • Unit 2 - Grade 2 - Feeling Disappointment or Grief? • Unit 3 - Grade 2 - Self Image 	<ul style="list-style-type: none"> • Create a safety poster for different areas around the school (hallways, lunch room, gym, classroom, playground) • Create rules for indoor and outdoor recess that students can follow to be safe. • Locate the nearest police station to his or her home on the city map • Find the section of the phone directory where emergency numbers are listed. • Identify emergency resources, services and health care professionals by uniforms or other images (e.g., fire house, uniforms). • Write short stories about situations that would 	<p>Health Smart Virginia Resources for Grade 2 including the following identified resources:</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • An ARTHUR Social, Emotional, and Character Development Curriculum K-5 • BAM! Life • Be the Boss: A Lesson Plan on Managing Feelings • Bullying prevention resources • Daniels Neighborhood - Feel So Mad that You Want to Roar – Strategy Song /Activity (Anger)

Health Area: Social Emotional Health

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		<p>require them to seek help from an emergency responder and how they would reach out to them.</p> <ul style="list-style-type: none"> • Demonstrate dialing 9-1-1 on a disconnected phone and role-play: what they would say in an emergency; listening skills; and staying on the line. • Memorize and write out the phone numbers of their parents/caregivers. • List health care providers that keep children healthy. • Draw a picture of a favorite community helper and explain their job. 	<ul style="list-style-type: none"> • Elementary School Counseling - Identifying and Expressing Feelings • Fit4TheClassroom – Mood Music Lesson • Joyful Mind – Mindfulness in the Classroom Activities • KidsHealth.org Teacher’s Guides for PreK-2: <ul style="list-style-type: none"> ○ Self Esteem ○ Empathy ○ Feelings ○ Feeling Sad ○ Stress • Learn to Be Healthy • Mindful Schools-Lesson: Introduction to Mindful Bodies and Listening • Mindful Schools • Mindful Teachers Site • PBS - Overview of Mindfulness • PE Central lessons <ul style="list-style-type: none"> ○ Emotions in Motion ○ Lesson on Feelings ○ The Feelings Hop ○ Yoga Unit – Feelings and Reactions ○ Stress Hot Potato • Reach Out-Asking
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Health Area: Social Emotional Health

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			<ul style="list-style-type: none"> • <u>students if they are okay</u> • <u>Rossier (USC.-Creating Safe Spaces: Social Emotional Lessons</u> • <u>Scholastic-Mind Up Curriculum</u> • <u>Scholastic-Social and Emotional Learning: Essential Lessons for Student Success</u> • <u>Technology-Mental Health and Stress Reduction</u> • <u>Together Counts-Smart From the Start: Every Body is Special</u> • <u>Together Counts-Energy Balance 1.2. Full Esteem Ahead</u> • <u>Together Counts-Foundations of Wellness</u> • <u>Wall Street Journal-Overview of Mindfulness</u> • <u>We Are Teachers-Resources for Social and Emotional Learning</u> • <u>Welcoming Schools-Bias, Bullying, and Bystanders</u>
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- [RCSD GRN-When Grief Enters the Classroom](#)
- [Y Project Cornerstone – Teasing and Putdowns Lesson](#)

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

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Essential Health Concepts

- 2.1.j. Describe positive interaction with family, peers, and other individuals.
- 2.1.k. Identify refusal skills and how to communicate directly, respectfully, and assertively.
- 2.1.l. Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
- 2.1.m. Explain the difference between bullying and conflict.

Healthy Decisions

- 2.2.n. Use appropriate strategies to object to teasing and bullying.
- 2.2.o. Describe the use of nonviolent strategies to resolve conflicts.
- 2.2.p. Describe characteristics of a trusted friend and a trusted adult.
- 2.2.q. Describe how to work and play cooperatively.

Advocacy and Health Promotion

- 2.3.i. Develop a plan to use appropriate strategies to object to teasing and bullying.
- 2.3.j. Demonstrate nonviolent strategies to resolve conflicts and support peers in school and in the community.
- 2.3.k. Identify and discuss how to show respect for similarities and differences between and among individuals.

Essential Understandings:

- Understand that any type of bullying is harmful.
- Understand that conflicts may be resolved or avoided.
- Understand that friends are important for healthy growth and development.
- Understand that everyone is different and that is okay.
- Understand that there are trusted adults who can help children.
- Understand how to express wants and needs effectively.
- Understand the power of nonviolent strategies to resolve conflict.
- Understand ways to deal with teasing and bullying.

Essential Knowledge and Skills	Sample Instructional Activities <i>(What the Teacher Will Do.)</i>	Sample Student Assessments <i>(What the Students Will Do/Demonstrate.)</i>	Sample Resources
<ul style="list-style-type: none"> • Communication is an effective and nonviolent strategy in conflict resolution. • Conflict is a strong disagreement between people or groups that often results in angry arguments; fight (Merriam-Webster) • Skills to address conflict can be taught to children (Responsive Classroom) <ul style="list-style-type: none"> ○ Cooling off when upset ○ Speaking directly to each other ○ Speaking assertively, honestly, and kind 	<p>Health Education Resources for all of Grade Two</p> <ul style="list-style-type: none"> • Grade Two Health Education Standards of Learning • Grade Two Crosswalk: Health Smart Lesson Search by Virginia SOL <p>Health Smart VA Lessons</p> <ul style="list-style-type: none"> • Unit 1 - Grade 2 - Violence Prevention Skills 	<ul style="list-style-type: none"> • Create a comic that demonstrates talking through a disagreement instead of using violence. • Write down a list of strategies for dealing with unwanted teasing and bullying. Use this list to create a comic illustrating the right way to deal with a bully, to include enlisting help 	<p>Health Smart Virginia Resources for Grade 2 including the following identified resources:</p> <ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices • BAM! Life • Bullying Prevention Lesson Plans • Book: Munson, Derek (2000). Enemy Pie. Chronicle Books: San Francisco, CA

Health Area: Violence Prevention and Healthy Relationships

VDOE Standards:

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
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<ul style="list-style-type: none"> ○ Listening carefully to others and accurately paraphrasing their words ○ Proposing solutions and agreeing on a solution to try • Refusal Skills <ul style="list-style-type: none"> ○ Verbal <ul style="list-style-type: none"> ▪ Say “no” ▪ Repeat the word “no” ▪ Suggest an alternative ○ Non-verbal <ul style="list-style-type: none"> ▪ Eye contact ▪ Leave the situation ▪ Have a serious expression • Decision making process – <ul style="list-style-type: none"> ○ Identify decision ○ Need help? ○ Make decision ○ Describe the outcome of the decision • Teasing is usually from a friend and not intended to be harmful. However, teasing can hurt. Unwanted teasing should be addressed. • Bullying is an intentional way to harm a targeted victim by teasing repeatedly and without rest. Bullying is a serious problem and oftentimes the victim does not know how to safely seek help. • For Adults: 	<ul style="list-style-type: none"> • Unit 2 - Grade 2 - Nonviolent Approaches and Strategies to Deal with Teasing, Bullying, and Conflict • Unit 3 - Grade 2 - Media Influence • Unit 4 - Grade 2 - Conflict Resolution • Unit 5 - Grade 2 - Be a Good Friend • Unit 6 - Grade 2 - You Are Special 	<p>from a trusted community member.</p> <ul style="list-style-type: none"> • Create a “no bullying” campaign for your school – create social media statements, slogans, posters • Role play ways to resolve conflict and to respond to bullying • Participate in cooperative group work and reflect on the positive feelings of working together and helping each other. • Role-play settling an argument in a responsible way. • Role-play words and actions that they will use to object to teasing and bullying. • Describe how they would help a friend who is being teased or bullied and the positive benefits of being a helper. • Identify ways that individuals are similar 	<ul style="list-style-type: none"> • Book: Raatma, Lucia (2009). Responsibility. Ann Arbor, Michigan: Cherry Lake. • Brain Pop Bullying • Brain Pop Friends • Brain Pop Anger • Bullying prevention resources • Collection of Social Emotional Lesson Plans for K-3. • Coaching children in handling everyday conflicts (Responsive Classroom) • Decision Making Model for various grade levels with student handouts/activities • Emotional Development Resources • Kids against Bullying • Kids talk about: Friends video • Olweus - Class Meetings That Matter: A Year’s Worth of
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<ul style="list-style-type: none"> ○ Intervene immediately. It is ok to get another adult to help. ○ Separate the kids involved. ○ Make sure everyone is safe. ○ Meet any immediate medical or mental health needs. ○ Stay calm. Reassure the kids involved, including bystanders. ○ Model respectful behavior when you intervene. ○ Avoid these common mistakes: <ul style="list-style-type: none"> ▪ Don't ignore it. Don't think kids can work it out without adult help. ▪ Don't immediately try to sort out the facts. ▪ Don't force other kids to say publicly what they saw. ▪ Don't question the children involved in front of other kids. ▪ Don't talk to the kids involved together, only separately. ▪ Don't make the kids involved apologize or patch up relations on the spot. • What can kids do? (stopbullying.gov) <ul style="list-style-type: none"> ○ Treat everyone with respect ○ Stand up for others 		<p>and different and create a cooperative art project that celebrates diversity.</p> <ul style="list-style-type: none"> • Create a comic strip that shows a conflict, bullying, and/or teasing and how to resolve it or get help. • After viewing clip on bullying, explain how children are affected by bullying (wearing certain clothes, wanting specific toys, wanting to be like a certain person) and how to take a stand. • Write a short story about what it means to be a good friend. • Make a plan to welcome a new student to the class. 	<p>Resources for Grades K-5</p> <ul style="list-style-type: none"> • Peaceful Schools • Social Emotional Learning K-5 • Time to Talk about Bullying • Video: Unity in Community: The Ant Show, Marsh Media, 2009 (bullying and appreciating differences) • We Are Teachers: Resources for Social and Emotional Learning
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<ul style="list-style-type: none"> ○ Look at the kid bullying you and tell him or her to stop in a calm, clear voice. You can also try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying you off guard. ○ If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot. ○ Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying. ○ Stay away from places where bullying happens. ○ Stay near adults and other kids. Most bullying happens when adults aren't around. • Skills to address conflict (Responsive Classroom) <ul style="list-style-type: none"> ○ Cooling off when upset ○ Speaking directly to each other ○ Speaking assertively, honestly, and kind ○ Listening carefully to others and accurately paraphrasing their words 			
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<ul style="list-style-type: none"> ○ Proposing solutions and agreeing on a solution to try • Teasing is a way to joke with friends that is not intended to be harmful. • Bullying is an intentional way to hurt someone’s feelings. It is usually targeted at the same person over time. • Three types of bullying <ul style="list-style-type: none"> ○ Verbal bullying is saying or writing mean things. Verbal bullying includes: <ul style="list-style-type: none"> ▪ Teasing (when done intentionally to cause hurt feelings) ▪ Name-calling ▪ Threatening to cause harm ○ Social bullying, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes: <ul style="list-style-type: none"> ▪ Leaving someone out on purpose ▪ Telling other children not to be friends with someone ▪ Spreading rumors about someone ▪ Embarrassing someone in public 			
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<ul style="list-style-type: none"> ○ Physical bullying involves hurting a person’s body or possessions. Physical bullying includes: <ul style="list-style-type: none"> ▪ Hitting/kicking/pinching ▪ Spitting ▪ Tripping/pushing ▪ Taking or breaking someone’s things • Conflict is a strong disagreement between people or groups that often results in angry arguments; fight (Merriam-Webster) • Skills to address conflict can be taught to children (Responsive Classroom) <ul style="list-style-type: none"> ○ Cooling off when upset ○ Speaking directly to each other ○ Speaking assertively, honestly, and kind ○ Listening carefully to others and accurately paraphrasing their words ○ Proposing solutions and agreeing on a solution to try • Media is designed to sell goods and services through a variety of outlets. • Trusted Friend <ul style="list-style-type: none"> ○ Someone who is trustworthy, honest, loyal, good listener, supportive in good times and challenging times, fun to be with (Adapted from Psychology Today) 			
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<ul style="list-style-type: none"> • Trusted Adult is someone you can talk to about anything; someone you feel happy being around; someone who is a good listener; or someone who has helped you before (adapted from NetSmartz) • Cooperation skills <ul style="list-style-type: none"> ○ following rules ○ encouraging others ○ complimenting others ○ controlling temper ○ wanting everyone to play well and succeed ○ working together toward a common goal ○ helping classmates ○ playing under control ○ sharing ○ showing concern for classmates' feelings • Respecting similarities and differences: Ways to respect people who are different from us. <ul style="list-style-type: none"> ○ Try to learn something from the other person. ○ Show interest and appreciation for other people's cultures and backgrounds. ○ Don't insult people, tease them, or make fun of them. ○ Listen to others when they speak. 			
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<ul style="list-style-type: none"> ○ Be considerate of people's likes and dislikes. ○ Don't talk about people behind their backs. • Be sensitive to other people's feelings. (Adapted from Elkind+Sweet Communications/Live Wire Media) 			
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