

SECOND GRADE
*Family Life
Curriculum*

BARTLETT CITY SCHOOLS

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SUPERINTENDENT

NOTICE

- This curriculum will be taught on the dates determined by the Department of Teaching and Learning. These dates will be determined annually.
 - Only teachers who have attended Family Life Workshops or training conducted or sponsored by the Bartlett City Schools Department of Teaching & Learning may teach this curriculum.
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- Family Life Curriculum Adopted 1991
 - Revised Summer, 1997
 - Updated Fall, 2001
 - Revised Summer, 2009

Second Grade Lesson 1

- **STANDARD 1: FAMILY LIFE**

The student will understand roles, values, responsibilities, and contributions of family members. To achieve this standard, the learner will:

- Compare the consequences of individual choices.

- **MATERIALS:** Owl pattern, pencil

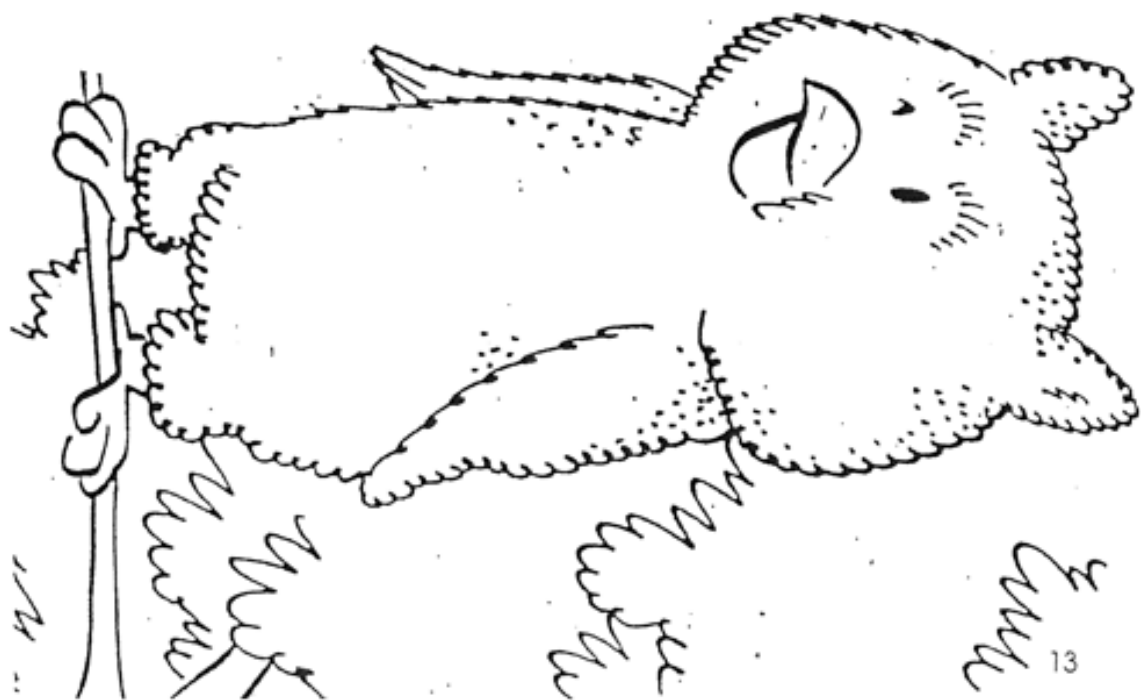
- **SET:** Tell students, “Today we are going to talk about choices. Think of one choice you have made today. Many people refer to the owl as a wise animal. You will be a member of the Wise Owl Club today.” Distribute individual copies of the owl to be used as name tags.

- **INSTRUCTION:** Discuss wise choices and saying no to things that cause harm. Emphasize the family influence on choices we make. Help students by reviewing rules for making wise choices.

1. Wise choices are healthful.
2. Wise choices are safe.
3. Wise choices follow rules and laws.
4. Wise choices show you care about others.
5. Wise choices follow family rules.

Say to students, "Now let's think about choices adults make. In addition to choosing fun or leisure activities adults must choose careers or jobs. We begin thinking of these jobs when we are children. Most of you have thought about what you would like to do when you grow up. Write the name of the job you would like to do." Allow children to share their job choices and discuss why these choices have been made.

- **CLOSURE:** Say, "Today we have talked about choices. Tell your neighbor one fun activity you chose to do with your friend. Let your neighbor tell you two possible reasons why you may have made that choice. What are the five rules for making wise choices?"



Second Grade Lesson 2

- **STANDARD 1: DISEASE PREVENTION**

The students will understand attitudes and behaviors for preventing and controlling disease. To achieve this standard, the learner will:

- Be aware of ways to prevent and control diseases.
- Understand the importance of good health habits and disease control.
- Know and understand the importance of universal precautions and be able to use as necessary.

- **Materials:** Paper, pencil, poster board, crayons

- **Set:** While introducing the lesson, pantomime feeling ill by sneezing, coughing, and acting like you are in pain. Tell students. "Today we will learn how to tell the difference between being ill and well. We will also discuss the difference between the two kinds of diseases."
- **Instruction:** Ask students, "Were you able to guess how I was pretending to feel today? People who are sick usually show signs or symptoms of illness. Sometimes people who are sick also have a fever. Have you ever had your temperature taken when you complained of not feeling well?"

Communicable diseases are passed from a sick person to a healthy person. Explain that childhood diseases such as chicken pox, colds, and pink eye are communicable diseases. Ask how a healthy child could develop this illness. Children will recall that they caught it from someone. Non-communicable diseases cannot be passed from one person to another. Examples include cancer, heart disease, and sickle cell anemia.

Students are to be instructed on the universal precautions. This includes not touching a fluid body spill and washing hands after using the restroom.

- **CLOSURE:** “Today we have learned about signs of being ill. Name two signs an ill person might display. We have also learned about communicable and non-communicable diseases. Tell your neighbor the difference between the two.”

Second Grade Lesson 3

- **STANDARD 1: FAMILY LIFE**

The student will understand roles, values, responsibilities, and contributions of family members. To achieve this standard, the learner will:

- Discuss ways children can contribute to healthy family life.
- Recognize the rights and privileges of every family member.

- **STANDARD 3:** The student will understand the need and process of personal standard setting and effect on future outcomes. To achieve this standard, the learner will:

- Identify appropriate/inappropriate behaviors that directly affect the family.

- **MATERIALS:** None

- **SET:** Ask students, “Have you ever been upset because someone in your family wanted to watch a different television show than the one you wanted to watch? Have you wanted to eat at McDonald’s and your parents wanted vegetables at Piccadilly? Most of us have had a time when we disagreed with someone else. We call these disagreements conflict. Today we are going to discuss ways to resolve these differences.”

- **INSTRUCTION:** "Let's talk about some differences which happen in families and discuss ways of resolving these differences."
- Discuss the two examples listed above, and how these conflicts could be resolved.
- Help students verbalize the stress they feel when they are unable to resolve differences with the people they love.
- Remind them of the importance of healthy relationships.
- Explain to students that part of being healthy is learning to work out problems. Students need to realize that they do not have to be alone with their problems.
- Suggest talking to someone they trust such as a parent or another family member, teacher, counselor, or other responsible adult.
- **CLOSURE:** "Today we have discussed several reasons for resolving differences. Why do you feel it is important to resolve differences? Tell your neighbor one way to resolve differences."

“Dealing With Feelings”

4-Step Method

1. ACCEPT your feelings. Say to yourself: "I am sad." "I am frightened." "I am angry." "I am embarrassed." It's all right to have feelings.

2. RELAX and take "Time out" before you act. Take slow deep breaths and relax all the muscles of your body. Pretend you are in a safe place.

3. THINK about ways to help yourself. Thinking helps you do something smart instead of harming yourself or making things worse.

4. DO something to help yourself. Maybe it would help to talk to someone, or to do something you enjoy. If it doesn't work, go back to step 3.

Second Grade Lesson 4

Standard 1: Emotional/Social/Mental Health

- The student will understand that there are things that can be done to change the way they are feeling.

- **Set:** As a warm up, have the group think of synonyms for each of the feelings in this list.
 - a) I am feeling bored. I would like to feel enthusiastic.
 - b) I am feeling fidgety and anxious. I would like to feel calmer.
 - c) I am feeling afraid. I would like to feel secure.
 - d) I am feeling sad. I would like to feel happier.
- **Materials:** Poster board, markers
- **Instruction:** Together with the students, design a "Dealing with Feelings" poster that illustrates the four-step method at the top of this column. Keep it displayed on a wall. Say, "Sometimes we feel good, and sometimes we feel bad. Both kinds of feelings are normal. Of course, we all enjoy good feelings. But when we don't like the way we are feeling, sometimes we don't know what to do about it. Here is a plan that will help you help yourself when your feelings are bothering you."

Second Grade Lesson 5

Review

Read Lessons for Lizzie

Discuss as a class how Lizzie is feeling at the beginning of the story, middle, and end.

How would they feel if this was their day?

Closure-

What have you learned this week that would help Lizzie make wise choices?

Lessons for Lizzie

This is a story about a girl named Lizzie. Lizzie has problems handling her anger and expressing her feelings. She tends to keep her feelings to herself and then all of a sudden responds in anger. Well, one particular school day, Lizzie had an unusually bad day. As you listen to this story, I want you to think about how Lizzie might feel about the things that happen during the day and how she probably felt at the end of the day.

Lizzie gets up and starts to get ready for school. She goes to her closet to find her favorite shirt, but it isn't there. She looks all over and can't find it. Then her sister walks in the room wearing Lizzie's favorite shirt. Lizzie is really angry, but she doesn't do anything. She just stuffs her anger inside.

Lizzie puts on a different shirt and goes downstairs for breakfast. Right in the middle of her breakfast, the cat jumps on the table and spills Lizzie's orange juice all over her, but Lizzie doesn't do anything. Even though Lizzie is angry, she says nothing as she goes upstairs to change her clothes.

When Lizzie arrives at school, she sees two of her friends. She yells for them to wait for her, but they keep walking. Although Lizzie is angry with her friends for ignoring her, she says nothing and just keeps walking.

Finally, it's recess time and Lizzie goes outside to play with her friends. Just as the class is coming in, someone grabs Lizzie's hat and throws it in a mud puddle. Lizzie reaches down and picks up her hat without saying anything, even though she is feeling very angry!

Lizzie manages to survive the rest of the day without another incident and is looking forward to listening to her brand new CD's when she gets home. As she walks in the den, she sees her little brother playing her new CD's. By this time, she has stuffed so much anger, she is full. She explodes, by yelling and punching her brother in the arm. Then Lizzie picks up her CD's, stomps up the stairs, and slams her bedroom door.

Well, Lizzie had quite a day! Have any of you ever had a day when everything seemed to go wrong?