



Grade 2 Sample Lesson Plan: Violence Prevention Skills

Objectives/Goals

- This document provides selected lessons, resources, and activity ideas that can also be implemented for addressing the violence prevention SOLs. Friendship and social skills should be introduced on the first day of class and reinforced throughout the year.

Materials

- There are several school wide anti-bullying, violence prevention, and positive behavior approaches that have been recognized as promising practices, including:
- Positive Behavior Interventions and Supports <https://www.pbis.org>
- Olweus School-wide Bullying Prevention Program <http://olweus.sites.clemson.edu>
- Additional information on school based violence prevention and positive youth behavior programs is available on the Center for Disease Control and Prevention (CDC) website at <https://www.cdc.gov/policy/hst/hi5/violenceprevention/index.html> , on the BluePrints for Healthy Youth Development site at <http://www.blueprintsprograms.com> , and on SAMHSA's National Registry of Evidence Based Programs and Practices (NREPP) at <http://www.nrepp.samhsa.gov/landing.aspx>.
- Health education lessons and activities should be aligned with any schoolwide approaches in place.

Stop Bullying Webisodes

This federal government site <https://www.stopbullying.gov/kids> provides well-researched information, games, and web episodes to enable children to recognize bullying and explore appropriate responses. The web episodes are available on the StopBullying.gov site at <https://www.stopbullying.gov/kids/webisodes> and on YouTube at <https://youtu.be/HgePlkvqtFU?list=PL0495AF703CB0B72C>

As a supplemental class activity, have students illustrate posters depicting one strategy of how to object to teasing and bullying.

Worksheets.

Four versions of worksheets to help children reflect and learn from bullying or other inappropriate behaviors that they have engaged in are appended to the end of this document.

Lesson Plans and Programs

Al's Pals: Kids Making Healthy Choices - <http://wingspanworks.com> - is a classroom curriculum and teacher training to develop young children's social-emotional and life skills.

Bullying Lesson (National Crime Prevention Council) helps students recognize different types of bullying and practice communication and social skills.

<http://www.ncpc.org/topics/bullying/teaching-kids-about-bullying/bullying-grades-2-3>

Bullying Teachers Guide (KidsHealth.org) includes a friendship chain activity to demonstrate friendship helps prevent bullying.

<https://classroom.kidshealth.org/classroom/prekto2/problems/emotions/bullying.pdf>

Conflict Resolution Teachers Guide (KidsHealth.org) provides teacher resources to help children understand and practice ways of dealing with conflict.

https://classroom.kidshealth.org/classroom/prekto2/personal/growing/conflict_resolution.pdf

Diversity Lesson (National Crime Prevention Council) helps students realize that boys and girls are good at many of the right thing. <http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/diversity-grades-1-2>

Getting Along (KidsHealth.org) provides teacher resources to help children explore ways of

getting along and learn behaviors for getting along with classmates and celebrate positive social interactions

https://classroom.kidshealth.org/classroom/prekto2/personal/growing/getting_along.pdf

Lets Be Friends (Ophelia Project) is a prevention curriculum for 2nd and 3rd grade that Teaches young children positive social skills and fosters kindness, compassion and responsibility. Lessons address: *Positive Attributes; Internal & External Strengths; What is a Friend?; Qualities of Friends; Understanding Conflict; Building Empathy; Ways to be a Friend; and Reflecting on Friendship.*<http://www.opheliaproject.org/teaching/LetsBeFriends.pdf>

LlamaLlama Be Nice is one of the posters and activities to encourage kindness available at this site. <https://www.teachervision.com/teaching-strategies/social-emotional-issues>

Media Literacy Lesson (National Crime Prevention Council) helps children recognize violence on children's television programs and identify alternatives to settling arguments in a violent manner. <http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/media-literacy-grades-1-2>

Self Esteem Teachers Guide (KidsHealth.org) provides teacher resources to help children acknowledge their talents and recognize ways to maintain their self esteem.http://kidshealth.org/classroom/prekto2/personal/growing/self_esteem.pdf

Sportsmanship Teachers Guide (KidsHealth.org) provides teacher resources to help children understand good sportsmanship when playing with others.
<https://classroom.kidshealth.org/classroom/prekto2/personal/fitness/sportsmanship.pdf>

The Good Behavior Game is a classroom behavior management game providing a strategy to help elementary teachers reduce aggressive, disruptive behavior and other behavioral problems in children, particularly highly aggressive children, while creating a positive and effective learning environment. <http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game>

Trustworthiness (Keller Independent School District) is a lesson for grades K-4 that helps students understand characteristics of trusted children and adults.
http://www.kellerisd.net/studentsandfamilies/know/community-of-character/documents/traits/coc_trustworthiness_k-4.pdf

- *Wall of Caring Lesson Plan* engages students in identifying positive characteristics of their classmates and collaboratively building a class wall of caring as an act of kindness.
<https://rossieronline.usc.edu/bullying-prevention-lesson-plans>

Modified Simon Says Game to Appreciate Differences

Have children play a version of Simon Says that allows them to learn about similarities and differences. Tell students that each classmate must tell one new thing they learned about a classmate at the end of the game. Lead a game of Simon says. Instruct students with statements such as:

Simon says, "Everyone with brown eyes, stand up."

Simon says, "Everyone who has a dog as a pet, put your right hand on your head." Simon says, "Everyone whose favorite sport is soccer, stand on one foot."

Simon says, "Everyone who speaks more than one language jump up and down."

and so on, choosing categories appropriate for your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something that they didn't know before playing the game. Students might say, for example, "I didn't know that Katie spoke Spanish" or "I didn't know that Jose was left handed." Source: Linda Starr, Education World http://www.educationworld.com/a_lesson/00-2/lp2061.shtml.

Discussion on Respect

The following questions can help guide a class talk:

"Do people have to be just the same as you are to be your friend?"

"How does liking people just the way they are help us get along better with our classmates or others?"

"How can we show that we appreciate others?" [e.g., say hello, be kind, compliment them, tell them you like them, or invite them to play]

"What are some ways we can show appreciation and respect for each other?"

"How can you tell someone is being disrespectful?" [e.g., they criticize, they leave

someone out, they make fun of something that is different about another person]

Summarize with a statement like, *"If someone is showing you disrespect or if you see someone showing disrespect to someone else, tell your teacher or an adult at home. I care about you and will help."*

Source: Respect Lessons, Olweus Class Meetings That Matter, Hazelden 2009

Thinking of Others – Scenarios - What Could You Do?

Instructions: Select two or three of the following dilemmas to read to the class. For each dilemma, discuss what students could do to show respect for others. After students share their responses to each dilemma, hold a discussion to help them process by asking questions such as: *Was it easy or hard to decide what to do? What made it hard? What made it easy? Do you think*

there was just one right choice or several good choices you could make? What are some of the things you and others can do to show kindness and caring for your friends and family?

Dilemmas

1. You break your friend's toy by accident. *What could you do?*
2. You find (an action figure or other toy) on the playground. You are pretty sure it belongs to another student in your class who lost one just like it. *What could you do?*
3. Everyone is trying to get into the buildings at the same time. A student next to you drops her lunchbox and everything falls out. *What could you do?*
4. You accidentally knock something off the teacher's desk when no one is looking and it breaks. *What could you do?*
5. Someone takes another student's hat and is playing keep-away with it. *What could you do?*
6. A friend lets you borrow his or her library book and its due today, but you don't know where the book is. *What could you do?*
7. You put your lunchbox on a shelf in the coatroom. When you go to get it you see that it leaked out all over someone else's jacket. *What could you do?*
8. You notice another student crying on the playground. *What could you do?*

Source: Thinking of Others Lesson, Class Meetings that Matter, Hazelden 2009

Lean on Me- Collaboration and Trust Activity

Cooperative activities demonstrate trust to children as being able to depend on people to take care and do what is best for us. In the following activity students have to depend on their classmates to be able to stand up. Source: Lean on Me Lesson, Class Meetings that Matter, Hazelden 2009.

Give the following instructions to students;

"Pair up."

"Sit on the floor, back-to-back with your legs stretched out."

"Link arms together with elbows bent to stay connected (teacher demonstrates)."

"When I say "Go!" keep your arms linked (don't let go) and try to stand up."

"Ready, Go!"

"This is hard! You will have to work together to stand up."

"Talk together to decide how to do this."

"Try leaning one way or the other so your partner can move to get ready to stand."

"Once both your legs are steady, carefully push back against each other's back to stand up."

Have a discussion with students to help children process the activity and expand their learning about trust and friendship:

“How many of you were able to stand up with a partner?”

“What worked to help you do this?”

“What was the hardest thing for you and your partner?”

“When did you have to depend on each other the most?”

“Which people in your life can you trust? Why?”

“Most of the time, we don’t need to trust a friend or classmate to physically hold us up, but we need to trust that we can depend on a friend or classmate in other ways? In what ways, do you depend on your classmates or friends?”

“How do you let your friends know that they can trust and depend on you?”

“How do you show them? [e.g., tell the truth, stop when they say no, don’t laugh at them, help them]”

References

- Al’s Pals: Kids Making Healthy Choices - <http://wingspanworks.com>
- BluePrints for Healthy Youth Development site at <http://www.blueprintsprograms.com>
- Bullying Teachers Guide (KidsHealth.org)
<https://classroom.kidshealth.org/classroom/prekto2/problems/emotions/bullying.pdf>
- Bullying Prevention Lesson Plans <https://rossieronline.usc.edu/bullying-prevention-lesson-plans/>
- Bullying Lesson (National Crime Prevention Council)
<http://www.ncpc.org/topics/bullying/teaching-kids-about-bullying/bullying-grades-2-3>
- Collection of Social Emotional Lesson Plans for K-3 <http://www.tnvoices.org/wp-content/uploads/A-Collection-of-Social-Emotional-Lesson-Plans-Website-Version-3-23-20152.pdf>
- Conflict Resolution Teachers Guide (KidsHealth.org)
https://classroom.kidshealth.org/classroom/prekto2/personal/growing/conflict_resolution.pdf
- Diversity Lesson (National Crime Prevention Council) <http://www.ncpc.org/topics/by-audience/law-enforcement/teaching-children/activities-and-lesson-plans/diversity-grades-1-2>
- Emotional Development Resources - <https://www.teachervision.com/emotional-development/teacher-resources/32913.html>
- Getting Along Teacher’s Guide (KidsHealth.org)
https://classroom.kidshealth.org/classroom/prekto2/personal/growing/getting_along.pdf
- Kids against Bullying <http://www.pacerkidsagainstbullying.org/kab/>
- LlamaLlama Pledge to Be Nice Poster and Activities
<https://www.teachervision.com/teaching-strategies/social-emotional-issues>
- Lets Be Friends Curriculum (Ophelia Project)
- <http://www.opheliaproject.org/teaching/LetsBeFriends.pdf>
- Media Literacy Lesson (National Crime Prevention Council)
<http://www.ncpc.org/topics/by-audience/law-enforcement/teaching->

[children/activities-and-lesson-plans/media-literacy-grades-1-2](#)

- Olweus School-wide Bullying Prevention Program <http://olweus.sites.clemson.edu>
- Olweus Class Meetings That Matter: A Year's Worth of Resources for Grades K-5 - http://www.hazelden.org/OA_HTML/ibeCCTpItmDspRte.jsp?item=13746&sitex=10020:2372:US
- Peaceful Schools <http://peacefulschoolsinternational.org>
- Positive Behavior Interventions and Supports <https://www.pbis.org>
- SAMHSA's National Registry of Evidence Based Programs and Practices (NREPP) at <http://www.nrepp.samhsa.gov/landing.aspx>.
- School Violence Prevention (CDC) website at <https://www.cdc.gov/policy/hst/hi5/violenceprevention/index.html>
- Simon Says, Education World http://www.educationworld.com/a_lesson/00-2/lp2061.shtml
- Self Esteem Teachers Guide (KidsHealth.org) [.http://kidshealth.org/classroom/prekto2/personal/growing/self_esteem.pdf](http://kidshealth.org/classroom/prekto2/personal/growing/self_esteem.pdf)
- Sportsmanship Teachers Guide (KidsHealth.org) <https://classroom.kidshealth.org/classroom/prekto2/personal/fitness/sportsmanship.pdf>
- Social Emotional Learning K-5 <http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans/search?query=&subject%5B%5D=912>
- StopBullying.gov Kids <https://www.stopbullying.gov/kids>
- The Good Behavior Game <http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game>
- Time to Talk about Bullying - <http://store.samhsa.gov/product/15-Make-Time-To-Listen-Take-Time-To-Talk-About-Bullying/SMA08-4321>
- Trustworthiness (Keller Independent School District) http://www.kellerisd.net/studentsandfamilies/know/community-of-character/documents/traits/coc_trustworthiness_k-4.pdf
- Wall of Caring Lesson Plan <https://rossieronline.usc.edu/bullying-prevention-lesson-plans>
- We Are Teachers: Resources for Social and Emotional Learning <http://www.weareteachers.com/lessons-resources/social-emotional-learning-classroom-resources>

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

THE WALL OF CARING

'CREATING SAFE SPACES' LESSON PLAN

Objective: The wall of caring is designed to help students participate in acts of kindness and caring while building a safe space around those topics

- **Lesson Instructor:** Teacher, school social worker or guidance counselor.
- **Materials:**
 - 1 [You Matter Care Card](#) [🔗](#) per student [[Download](#) [🔗](#)]
 - Colorful pens or markers
 - Stickers, glitter, glue, tape (all optional to decorate the card)
- **Procedure:**
 1. **Choose a date** when the theme of bullying prevention and kindness may be relevant:
 - World Bullying Prevention Day: The first Monday in October
 - Random Act of Kindness Week: The second full week in February
 - MLK Jr. Day of Service: The third Monday in January
 - Another holiday you think is appropriate
 2. **Introduction:** Lead a discussion about the importance of being kind and caring and showing support for your peers. Explain the importance of caring for friends and telling friends why they matter.
 3. **Activity.** Give a You Matter Care card to each student. Ask each student to think of another student whom they would like to send an anonymous message to and then fill in the blank: “You Matter because _____.” Encourage students to decorate the cards to add a personal touch.. Note: Cards should be anonymous so that the final compilation of messages will apply to all students.
 4. **Build the Care Wall:** Have students take their completed You Matter Care cards and place them on the Care Wall. Once each card is up on the wall, the facilitator invites the class to read all of the messages.
 5. **Reflection:**
 1. How do you feel that one of the cards may have been written with you in mind?
 2. How did it feel to tell someone else that they matter to you?
 3. Why do you think it’s important to express the positive thoughts we have about our classmates?
 4. Encourage students to vocalize their positive thoughts when they have them and perform acts of kindness that show their classmates that they matter.
 5. Ask the class to keep this theme in mind in the coming days and weeks. Encourage them to keep adding to the Care Wall when they have something nice to say about a classmate.

'Time to Think Sheet'

I was feeling...



SAD



SILLY



MAD



EMBARRASSED



AFRAID/
WORRIED



BOSSY

I wanted...

___attention ___to have fun ___to get my own way ___to be left alone

___someone to listen to me ___I was already mad ___other

I hurt _____'s ___body ___feelings

___friendships/reputation ___property when I _____

I could have _____

Student Signature _____

Parent Signature _____ Date _____

Please Return to the School Office Tomorrow!

Source: Central Elementary School
www.pbisworld.com/wp-content/uploads/Bullvina-Time-To-Think.doc

Becoming A Problem Solver

Problem: Tell who, what, how and why it happened

What was the result?

How should I have solved the problem? List 2 better methods.

1.

2.

How could I have prevented the problem?

What will I do from now on?

My Signature _____

<http://specialed.about.com>

Behavior Think Sheet

What did you do?

Why was that a bad thing to do?

Who did you hurt?

What were you trying to accomplish?

Next time you have that goal, how will you meet it without hurting anybody?

Source: www.pbisworld.com/wp-content/uploads/Think-Sheet-2.doc

Think Sheet

Name:

I was not: Following Rules Being Respectful Being Safe Listening
(Circle all that apply) Following Directions Being Cooperative Being Responsible Other:

And
describe what happened

.....
.....
.....

I should have

.....

Then.....

.....

.....

So from now on I

.....

.....

.....

.....

My Signature _____