

<b>COURSE:</b> Health	<b>GRADE(S):</b> 2 <sup>nd</sup> Grade
<b>UNIT:</b> Feelings	<b>TIMEFRAME:</b> 1 Lesson

<b>NATIONAL HEALTH EDUCATION STANDARDS:</b>	
<b>STRAND 1:</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<b>STRAND 4:</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
<b>STRAND 5:</b>	Students will demonstrate the ability to use decision-making skills to enhance health.
<b>STRAND 7:</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

<b>STATE STANDARDS:</b>	
<b>10.3. Safety and Injury Prevention</b>	
10.3.3.A. Recognize safe/unsafe practices in the home, school and community.	
<i>Reading Assessment Anchors:</i>	
<b>R3.A.2. Understand nonfiction appropriate to grade level</b>	
R3.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.	
<b>R3.B.3. Identify and interpret concepts and organization of non-fictional text</b>	
R3.B.3.2 Distinguish between essential and nonessential information within text.	

<b>UNIT OBJECTIVES:</b>	<b>CONTENT:</b>
Identify uncomfortable feelings and ways to deal with these feelings.	I. Dealing with Feelings <ul style="list-style-type: none"> <li>- Review what feelings are (brainstorm)</li> <li>- Discuss comfortable and uncomfortable feelings.</li> </ul> <p><i>Comfortable:</i> Feelings that feel good  <i>Uncomfortable:</i> Feelings that feel bad</p> <p>Where to go if you are feeling good or bad feelings?</p> <ul style="list-style-type: none"> <li>→ Parents</li> <li>→ Teachers</li> <li>→ Guidance Counselor</li> <li>→ Adults that you trust; Trusted adults in family and school.</li> </ul> <p>Self-Esteem</p> <ul style="list-style-type: none"> <li>- Define Self-Esteem: Self-Esteem is the way you feel about yourself.</li> <li>- Things that make you special.</li> </ul>
Identify qualities that are unique about themselves.	

<p><b>ACTIVITIES:</b></p> <p>Discussion of terms in content (Interpersonal communication)</p> <p>Brainstorm a list of trusted adults.</p> <p><i>"You are so very special"</i> (Grade 2, Mieks/Heit, p. 392)</p> <p>Students will play charades acting out different feelings. (interpersonal communication)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p><b>RESOURCES:</b></p> <p>Meeks, L &amp; Heit, P. (1995) <i>Violence Prevention</i></p>	<p><b>ASSESSMENTS:</b></p> <p>Match pictures to correct feelings.</p> <p><b>REMEDIATION:</b></p> <p>Students pair up with another student to help give examples of good and bad secrets and or examples (verbal) of good and bad touches.</p> <p><b>ENRICHMENT:</b></p> <p>Students create a role play and incorporate information about good/bad feelings and trusted adults.</p> <p>Students will write a story about a situation when they experienced a strong feeling.</p>

