

## SECOND GRADE

- 2.1 **The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.**  
Descriptive Statement: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worth-while. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.
- 2.2 **The student will realize that adults other than parents also provide care and support for children.**  
Descriptive Statement: Adults, other than parents, who provide care and support for children (include Foster parents; child-care providers; day-care teachers; extended family members; neighbors; family Friends; and personnel of community support agencies, civic organizations, and religious Organizations) will be discussed and their importance will be emphasized.
- 2.3 **The student will become aware that babies grow inside the mother's body in a special place called the uterus.**  
Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct mis-information.
- 2.4 **The student will become aware of the need to take responsibility for the effects of his or her behavior on others.**  
Descriptive Statement: Through daily classroom experiences, the teach can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior. School personnel will use positive mental health practices to resolve problem behavior.
- 2.5 **The student will demonstrate appropriate ways of dealing with feelings.**  
Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger rejection, isolation, and failure) are discussed. The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships. The concept of virtual relationships will be introduced. Appropriate behavior, in response to pleasant and unpleasant feelings is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.
- 2.6 **The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**  
Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affections are healthy for the individual and for the family. The student will recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.

2.7 **The student will advance in readiness to say “no” and tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.

2.8 **The student will be conscious of how commercials use our emotions to make us want products.**

Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image.

2.9 **The student will review the facts about HIV/AIDS as a serious infectious (communicable) disease.**

2.10 **The student will define drugs as substances that affect the mind and/or body functions.**

## OBJECTIVE 2.1

**The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.**

**Descriptive Statement:** The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that no everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.

### CONTENT

### SUGGESTED TEACHING/LEARNING STRATEGIES

I. All human beings are worthwhile.

1. Discuss parent's occupations and how important this occupation is to our well being.
2. Have different children interview and make a report on each person responsible for our school. Emphasize the importance of each job ranging from principal to janitor.
3. Drawing the family tree will help children see the importance of each family member and his/her relationship to the family unit.

III. Recognition of weaknesses.

1. Each child will write something nice about a member of the class. Some method such as name drawing can be used to make sure that all students are the subject of a "nice" writing.
2. Each child can be the center of a flower. All the petals surrounding the center will have something good or important to that child.
3. A different child is chosen each week to be the "Child of the Week". The teacher will guide the discussion about all the child's good qualities. The children will compose sentences which the teacher will copy on the board. Children will copy suggested sentences from the board and draw a picture of the special child.

III. Recognition of Weaknesses

1. Read aloud the story of Helen Keller.
2. Talk about other people who have handicaps and how they contribute to society.
3. Discuss ways to show affection and respect for people who are different (i.e., those who may be disabled, aged, physically different, ethnically different, etc.).

# **RESOURCES**

## **PEOPLE**

**School Nurse  
Guidance Counselor**

## **AUDIOVISUAL MATERIALS**

**Dr. Seuss: My Many Colored Days – Video from Teachers' Video Co.**

## OBJECTIVE 2.2

**The student will realize that adults other than parents also provide care and support for children.**

**Descriptive Statement:** Adults, other than parents, who provide care and support for children (include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations) will be discussed and their importance will be emphasized.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Family	1. Brainstorm the question <u>“What make a family?”</u> Examples would be (1) father, mother, child (2) grandparents and child (3) stepparents and child (4) single parent and child (5) parents and adopted child.
II. Families provide care and support	1. Discuss <u>what families do for each other:</u> A. <u>Provide Care</u> 1. Feed us healthy foods 2. Keep us clean 3. Keep us safe 4. Dress us appropriately for weather 5. etc.  B. <u>Provide Support</u> 1. Encourage us 2. Love us 3. Listen & offer advice 4. Help with homework 5. etc.
III. Trusted Adults other than family	1. Identify by brainstorming <u>who would be a trusted adult:</u> foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; personnel of community support agencies, civic organizations, and religious organizations.
IV. Extended Families in literature	1. Discuss the <u>trust between Snow White and the 7 Dwarfs</u> (who were not members of her family). Another example would be Peter Pan, Wendy, and the lost children.

## OBJECTIVE 2.2

### CONTENT

V. Trusted adults provide care and support

VI. Procedures for contacting trusted adults for Help.

### SUGGESTED TEACHING/LEARNING STRATEGIES

1. Provide specific problems and have children suggest who might help with each. Some examples might be:
    - A. Becoming sick: Parent, school, nurse, doctor.
    - B. Toothache: Dentist
    - C. Becoming frightened while home alone: Neighbor, call parent, police
    - D. Getting lost while shopping: Security Officer, sales clerk
    - E. Not understanding subtraction: Teacher
    - F. etc.
  2. In conclusion, have an oral lesson on “If I were alone on a desert island, who (besides my parents) would I want with me and why?”
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1. As a homework assignment, have each student, with the help of parents, make a list of people and phone numbers the student can contact in an emergency (home and at work). For example: mother, father, teacher, police, hospital, doctor, fire, religious representative, neighbor, relative.
  2. Students should know procedures for using a pay phone (without money) in an emergency situation.

# **RESOURCES**

## **PEOPLE**

**Guidance Counselor**

## OBJECTIVE 2.3

**The student will become aware that babies grow inside the mother's body in a special place called the uterus.**

**Descriptive Statement:** The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.

<u>CONTENT</u>	<u>SUGGESTED LEARNING/TEACHING STRATEGIES</u>
I. Provide basic, age-appropriate information.	<ol style="list-style-type: none"><li data-bbox="857 428 1516 527">1. <u>Show pictures of adult and young animals</u> for students to match including human baby and mother.</li><li data-bbox="857 575 1479 642">2. Have children <u>compare and contrast physical appearance of young and adults.</u></li><li data-bbox="857 684 1455 751">3. <u>Classify pictures into hatched and born groups.</u></li><li data-bbox="857 793 1458 861">4. Discuss that animals which are <u>hatched develop inside an egg.</u></li><li data-bbox="857 903 1524 968">5. Discuss that <u>animals which are born develop in a special place called the uterus.</u></li></ol>
II. Correct misinformation.	<ol style="list-style-type: none"><li data-bbox="857 1014 1516 1081">1. Discuss that <u>babies grow in the uterus not the stomach which is an organ for digestion.</u></li><li data-bbox="857 1123 1503 1188">2. Can show a drawing or model to locate the position of the uterus.</li></ol>



## **RESOURCES**

### **PEOPLE**

School Nurse

### **PRINTED MATERIALS**

**Before You Were Born by Jennifer Davis**

## OBJECTIVE 2.4

**The student will become aware of the need to take responsibility for the affects of his or her behavior on others.**

**Descriptive Statement:** Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior. School personnel will use positive mental health practices to resolve problem behavior.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Awareness of positive behavior	<ol style="list-style-type: none"><li>1. Discuss the <u>importance of rules in helping people to live and get along with each other, at home, school, and community.</u></li><li>2. Suggested topics:<ol style="list-style-type: none"><li>a. <u>Why do rules exist?</u></li><li>b. <u>What might happen if we don't follow these rules?</u></li></ol></li><li>3. Encourage responsible behavior through activities such as:<ol style="list-style-type: none"><li>a. Letting students become involved in making a list of rules for his or her classroom.</li><li>b. Encourage students to discuss the rules they follow at home.</li></ol></li><li>4. Create a <u>hypothetical situation that involves the enrollment of a new student in class.</u> Select two groups of students from the class for a role-play situation. <u>One group will demonstrate excluding behaviors, and the second group will demonstrate including behaviors toward the "new kids" in the group.</u> Discuss the impact of these behaviors on the new student and on the entire class atmosphere of the class.</li></ol>
II. Identification of hurtful behavior	<ol style="list-style-type: none"><li>1. Analyze situations that would create hurtful behavior. Example:<ol style="list-style-type: none"><li>a. I ate a candy bar today. I threw the wrapper on the ground. My friend yelled out at me. She said the wrapper is litter and that litter belongs in the trash can. Litter doesn't belong on the ground. I'm not sure I agree with my friend. I only threw one wrapper on the ground. How can one wrapper make a difference?</li></ol></li></ol>

## OBJECTIVE 2.4

### CONTENT

### SUGGESTED TEACHING/LEARNING STRATEGIES

III. Restitution for hurtful behavior.

- b. Mike pushed me down at recess today. We were playing tag. He pushed me instead of tagging me. I told Mike that pushing isn't nice. Mike called me a cry baby. He said games are more fun when everyone plays rough. Do you agree or disagree with Mike?
- c. I wore new sneakers to school today. Joey made fun of my sneakers. He said my feet look really big. He called me "Big Foot" all day long. David yelled at Joey for teasing me. He said teasing can hurt a person's feelings. Joey said that he was just trying to be funny. Do you think this is a good way to be funny? Why or why not?
- d. We had a test in school today. Robin didn't study for it. She didn't know some of the answers. She tried to look at my test. I covered my test so Robin couldn't see it. Now Robin is angry with me. I wonder if I did the right thing. What do you think?

Let students demonstrate through activities such as role playing how restitution could be made for the problem caused by the hurtful behavior identified in the situations that they analyzed in Part II.

## OBJECTIVE 2.4

### CONTENT

#### IV. Definition of family and friend

##### Behaviors that contribute to the Happiness of a family

- Helping with chores
- Using courtesy and good manners
- Cooperating in work and play
- Caring for personal belongings
- Playing with or helping siblings

##### Behaviors that contribute to good Friendships

- Being dependable
- Sharing
- Cooperating in work and play
- Being honest and kind
- Listening to others with respect
- Not saying things to hurt others' feelings
- Helping others when they need help
- Being cheerful about work and play
- Using good manners and courtesy
- Accepting others' attitudes and feelings
- Providing positive reinforcement to others

### SUGGESTED TEACHING/LEARNING STRATEGIES

1. Ask volunteers to name qualities of a family and a friend. Write responses on the chalkboard or chart paper. Create definitions for family and for friend that encompass the major qualities students have mentioned.
2. Ask students to brainstorm a list of behaviors that help to create happy feelings in the family. Create another list of characteristics of a good friend. As a group, ask students to complete such statements as:
  - “I try to create a happy family attitude by . . .”
  - “I try to be a good friend by . . .”

Have students bring pictures to make a class Collage showing different facets of family Life and friendship. Students may want to Bring pictures of their own families.

# **RESOURCES**

## **PEOPLE**

**School Health Nurse  
Guidance Counselor  
DARE Officer**

## OBJECTIVE 2.5

**The student will demonstrate appropriate ways of dealing with both good and bad feelings.**

**Descriptive Statement:** Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger rejection, isolation, and failure) are discussed. The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships. The concept of virtual relationships will be introduced. Appropriate behavior, in response to pleasant and unpleasant feelings, is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Awareness of feelings	1. Discuss the <u>importance of being able to express feelings openly</u> . Explain that it is <u>natural to have bad feelings about making mistakes, but it is often good to learn from these mistakes</u> .
II. Nature of feelings	1. Explain that <u>feelings are natural and should be appropriately expressed</u> . 2. Have buzz groups to discuss selected situations concerning feelings and report the results to the entire group.  Suggested topics: a. <u>How one feels when he or she is teased</u> . b. <u>What to do when someone makes you feel good/bad</u> . 3. Discuss that a <u>caring family and real friends will like/love us and want the best for us at all times</u> . <u>Caring family and friends will never ask us to do things that are wrong or harmful</u> .
III. Identification of different feelings	1. Analyze situations that <u>would create good and bad behavior</u> . For example: a. Susie had studied for the spelling test. The teacher gave back the test, and Susie had missed two words. She got angry, tore up her paper, and threw it away Without even looking at it. b. Mark was helping his mother do the dishes. He had just washed one bowl when his mother handed it back to him because it was dirty. Mark got angry and threw the bowl down. It broke.

## OBJECTIVE 2.5 (continued)

### CONTENT

### SUGGESTED TEACHING/LEARNING STRATEGIES

- c. Erica was suppose to catch the bus for school right after the cartoon show was over. Instead began to watch the beginning of another show. She missed the bus for school. She was angry with herself, and her mom was upset because she had to drive Erica to school.
- d. Don's dad had asked him not to leave his toys out in the living room. Don forgot, and his sister tripped and fell over his toy. Don was upset, and his dad was angry.
- e. Sarah knew that she should not talk in the library, but her best friend was there. She was holding a long conversation with her friend when the librarian told her she would have to go back to her classroom. Sarah felt embarrassed and got angry.
- f. Today is Marie's birthday. Her mother and father give her a surprise party.
- g. Karen's favorite subject is math. She always gets A's on her assignments.
- h. Your friend invites you to a party.
- i. Your pet is hit by a car.
- j. Your friend cannot play today.
- k. It is raining outside.
- l. You bake cookies with grandmother.
- m. Act out ways of dealing with situations that cause good and bad feelings.
- n. Have students tell the following stories:  
"When I feel good I \_\_\_\_\_"  
"When I feel bad I \_\_\_\_\_"
- o. How would you feel if a family member or friend sent someone an inappropriate message?

# **RESOURCES**

## **PEOPLE**

**Guidance Counselor**



## OBJECTIVE 2.6

**The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**

**Descriptive Statement:** The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. The student will recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Nature of “good” touches	1. Have children suggest ways people show <u>affection which makes them feel good</u> . List responses. Examples: a. Pat on the back b. Smile c. Hug from mother, father, teacher, etc. d. Goodnight kiss from parents e. Holding hands for comfort f. Listening attentively.
II. Identify situations in which physical Affection occurs.	2. Children may <u>role-play</u> , draw pictures or use puppets to demonstrate the following situations:  a. Lora studies hard and makes a good grade on a test. Her teacher smiles, pats Lora on the back, and praises her for a Job well-done.  b. Adam comes home from school upset. His father asks, “What happened today?” Puts Adam on his lap, and listens to his Problems.  c. Karen is having a birthday party. Her sister kisses her on the cheek and says “Happy Birthday”. Other guests bring presents, shake hands, smile, pat her on the back, and gives her hugs.  d. Mother puts Billy to bed, tucks him in and kisses him goodnight.  e. Jim’s father has a new job. He and his family must move to a different town. Jim tells his best friend Rick. They put their arms around each others shoulders and talk about the situation.

## OBJECTIVE 2.6

### CONTENT

III. Affect of physical affection on family and friendships.

### SUGGESTED TEACHING/LEARNING STRATEGIES

f. Other situations might include reactions to:

1. Loss of a pet
  2. Visiting grandparents
  3. Sharing time with parents, siblings, or friends
  4. Care during an illness
  5. Reward for helpfulness
1. Discuss how appropriate physical affection makes children feel. Does it make them happy or feel a special closeness to the people involved? Do their family members get along better? Are friendships stronger?

# **RESOURCES**

## **PEOPLE**

**Guidance Counselor**

## OBJECTIVE 2.7

**The student will advance in readiness to say “no” and tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.

### CONTENT

I. Awareness of good touching

II. Awareness of bad touching

### SUGGESTED TEACHING/LEARNING STRATEGIES

1. Use pictures of good touching and encourage the children to discuss how the people feel in the picture. Ask them to start collecting pictures of good touching to make a class collage. Assembling the collage and writing a story about it presents opportunities to discuss positive feelings about good touching.
1. Show pictures of people touching someone in an uncomfortable way. The children might make up stories about the pictures. Encourage discussions about how the pictured people feel and react to the touching. Care must be taken to avoid defining discipline as “inappropriate” or “unwanted” touches. This is a good time to review the Touching Code with your children. It is:
  - a. No one should touch your private body parts, except to keep you clean and healthy.
  - b. Don't keep secrets about touching
  - c. Tell someone about the uncomfortable touching immediately.
2. There are several activities that can be used appropriately here. They are:
  - a. The Personal Bubble  
Find a partner and stand across the room from him. While you stand still, your partner takes small steps toward you. Look into the face of your partner the whole time. As soon as you feel uncomfortable tell your partner to stop. The space between you is your personal Bubble of space.

## OBJECTIVE 2.7

### CONTENT

III. Identify how to handle inappropriate approaches

### SUGGESTED TEACHING/LEARNING STRATEGIES

The warning signal you felt as your partner came too close was your body's way of protecting your bubble. What were your warning signals? Discuss them. This can be either an individual or group activity.

b. The "Touch Continuum"

As a class project, fill out a "Touch Continuum". It can help the children better understand what "uncomfortable touch" means.

Touch Continuum

Good Touch    Confusing Touch    Bad Touch

Begin on the left side with good touch. Ask the children to tell you some ideas of what good touching would include. Write them down. From there go to bad touch. Write down their ideas of what would be included in bad touch, etc.

This could also be an individual project.

1. We need to encourage children to realize that they can choose when, how, and by whom they want to be touched.

Definition/examples of trust

A. Questions to ask when making a decision

- Is it safe?
- Would my parents/teachers approve?
- What are the consequences?
- Is it legal?

B. Refusal skills

- Say "no" loudly and as soon as possible.
- Look the person in the eyes.
- Look as if you mean it.
- Walk away.

2. In order for children to be able to make good decisions in difficult situations, it helps to think of "what to do" in imaginary situations so they'll be better able to think in abusive situations.

## OBJECTIVE 2.7

### CONTENT

### SUGGESTED TEACHING/LEARNING STRATEGIES

Role play “What Would You Do If . . .?”:

- a. You forgot your lunch money.
- b. A person asks you to take a picture of someone undressing.
- c. Your father is lying on the couch. He doesn't answer when you talk to him.
- d. On the bus a big kid lifts up your dress to see what you're wearing underneath.
- e. You left your umbrella on the bus.
- f. An adult asks to see under your swimsuit area.
- g. Someone is tickling you hard & you don't like it.
- h. Someone says they'll give you something you want (a doll, ice cream cone, toy car) if you do something secret
- i. You're with your mom and dad shopping. You get lost.
- j. Someone would send you pictures or messages that are not appropriate.

3. Play the game “who would you tell” with children. Who would you tell if someone touched you in an uncomfortable way? Who would you tell if she didn't believe you? Ask this about four times. It'll help the children understand that if one person doesn't believe them, to go to another. If you keep telling, someone will believe them.
4. You could use this as a brief writing exercise to discover each child's resource people. This would be a good opportunity for the teacher to encourage individual children to continue this list to include all their adult caretakers.
5. Have students design posters encouraging other students to say “no” to inappropriate approaches.
6. List and discuss with students various electronic devices that can be used to communicate and how they affect someone's feelings. Examples: Texting, cell phones and social networking (i.e. email, Facebook, Twitter, My Space, etc.)

## OBJECTIVE 2.7 CONTINUED

### CONTENT

IV. Definition and examples of trust

### SUGGESTED TEACHING/LEARNING STRATEGIES

1. Define the term trust as a feeling of confidence in someone (e.g., trusting someone with a secret, talking with a classroom teacher or guidance counselor openly and sharing your feelings, sharing personal possessions with friends when you know they will be returned intact).

## **RESOURCES**

### **PEOPLE**

**Guidance Counselor**

**School Nurse**

### **AUDIOVISUAL MATERIALS**



## OBJECTIVE 2.8

**The student will be conscious of how commercials use our emotions to make us want products.**

**Descriptive Statement:** Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
I. Media influences	<ol style="list-style-type: none"><li>1. <u>Discuss with the class reasons for purchasing the particular items that we do. Explain that the primary goal of advertisers is to sell their products to make money for their companies, not to make us more popular, prettier, or healthier.</u></li><li>2. Suggested Activities:<ol style="list-style-type: none"><li>a. Discuss <u>some</u> of the commercials and how they promote their product.</li><li>b. Hold a “<u>brain-storming</u>” session to find out the reasons we buy particular products that we have seen advertised.</li><li>c. The teacher will cut out and mount pictures of products advertised in magazines. Two or three products of the same type should be included in each set. Have children study the pictures and <u>vote on the one from each group that they would want to buy. Discuss reasons for the choices. Graphs</u> would be incorporated to show results.</li><li>d. Children could “create” an imaginary product that they would promote to the class with their original commercials.</li></ol></li></ol>
II. Techniques in advertising.	<ol style="list-style-type: none"><li>1. <u>Analyze and discuss terms, phrases, packaging ideas, and any other special techniques used by advertiser to promote their products.</u><ol style="list-style-type: none"><li>a. “In a national survey . . .”</li><li>b. “More doctors, dentists, hospitals, etc. recommend . . .”</li><li>c. “Fortified with vitamins”</li><li>d. Use of colors in packaging</li></ol></li></ol>

## OBJECTIVE 2.8

### CONTENT

### SUGGESTED TEACHING/LEARNING STRATEGIES

- |    |   |
|----|---|
| e. | Use of silly or cute jingles  |
| f. | Use of animals in commercials   |
| g. | Use of animated characters  |
| h. | Use of young children   |
| i. | Ideas depicting instant happiness, beauty, popularity, etc. from buying this product  |
| 2. | Encourage children to <u>look at labels, price, ingredients before asking parents to purchase things</u> . Encourage looking for <u>safety features</u> and <u>duration</u> of toys and appliances. |

# **RESOURCES**

## **PEOPLE**

**Guidance Counselor**

## **PRINTED MATERIALS**

**Picture/advertisements from magazines or newspapers**

## **AUDIOVISUAL MATERIALS**

**Difference Between Wants and Needs – Economics Collection**

## OBJECTIVE 2.9

The student will review the facts about HIV/AIDS as a serious infectious (communicable) disease.

### CONTENT

1. Definition of the disease AIDS (acquired immune deficiency syndrome) – usually a fatal condition caused by the HIV virus that breaks down the body’s immune system, making it unable to fight off infections and cancers.
2. Some of the ways HIV/AIDS is transmitted:
  - By exchanging blood with an infected person (as is becoming “blood brothers” or giving first aid without gloves)
  - By sharing needles (injectable drug, tattoo, or ear-piercing) with an infected person
  - By an infected mother to her unborn baby

Some of the ways HIV is not transmitted:

  - By playing together
  - By using public toilets
  - By sharing toys or food
  - By kissing
  - By coughing or sneezing
  - By insect bites
  - By pets
  - By using public swimming pools
  - By donating blood
3. Emphasis is on alleviating the fear of contracting HIV/AIDS

### SUGGESTED TEACHING/LEARNING STRATEGIES

1. Review information that HIV infection and the disease AIDS can be transmitted to other people but that most young children do not have to worry about getting the virus. Explain that HIV/AIDS cannot be transmitted by holding hands or touching objects an infected person has touched. If a student does not have the virus, he or she does not have to get it.
2. If the idea of the sexual transmission of HIV/AIDS is mentioned by students, deal with their questions simply. Limit your responses to what is asked and what is in accordance with your school division’s guidelines for this grade level. If there is an HIV infected child in your school, you will especially want to allay children’s fears about getting the disease through casual contact. The point is to make students aware of HIV/AIDS, not to frighten them.

# **RESOURCES**

## **PRINTED MATERIALS**

## **AUDIOVISUALS**

**Healthy Habits: ABC's of Hygiene – Video from Teacher's Video Company**

## OBJECTIVE 2.10

The student will define drugs as substances that affect the mind and/or body functions.

<u>CONTENT</u>	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>
<p>1. Definition of terms</p> <ul style="list-style-type: none"><li>-<u>Drugs</u></li><li>-<u>Habit-forming (addictive)</u></li><li>-<u>Toxic</u></li></ul> <p>2. Identification of drugs (legal and illegal)</p> <ul style="list-style-type: none"><li>-<u>Alcohol</u> (found in beer, wine, wine coolers)</li><li>-<u>Nicotine</u> (found in cigarettes, smokeless tobacco, liquor)</li><li>-<u>Caffeine</u> (found in coffee, tea, chocolate, and some soft drinks)</li><li>-<u>Prescription drugs</u> (penicillin, antibiotics, etc.)</li><li>-<u>Street drugs</u> (cocaine, heroin, crack, etc.)</li></ul> <p>3. <u>Ways drugs</u> can affect the mind and/or body functions</p> <ul style="list-style-type: none"><li>-<u>Positive effects</u> of prescription or over-the-counter medication, if taken properly</li><li>-Helps the body maintain balance when it is out of balance (sick)</li><li>-Immunizes against disease</li><li>-Prevents, controls, and treats infection</li><li>-Prevents fever, discomfort, and pain due to accident, injury, or illness</li><li>-<u>Adverse effects</u> of other drugs, such as alcohol, nicotine, caffeine, and street drug</li><li>-Alcohol<ul style="list-style-type: none"><li>-Causes sleepiness</li><li>-Makes a person dizzy</li><li>-Makes a person act silly</li><li>-Makes a person sick</li><li>-Damages liver, brain, heart</li><li>-Is habit forming (addictive)</li></ul></li><li>-Caffeine<ul style="list-style-type: none"><li>-Increases heart rate</li><li>-Causes insomnia</li><li>-May be linked to heart disease, cancer, kidney disturbances, low blood sugar, hyperactivity</li></ul></li></ul>	<p>1. Define <u>drugs</u> as <u>substances that change the way the mind and/or body works</u>. Identify <u>legal drugs, such as prescription drugs, over-the-counter medicines, alcohol, nicotine, caffeine, &amp; illegal drugs, such as street drugs heroin, cocaine, crack, etc.</u>.</p> <p>2. <u>Explain that prescription &amp; over-the-counter medicines, when used properly, can have positive effects on the body &amp; that alcohol, nicotine, caffeine, &amp; street drugs have negative effects on the body</u>. Emphasize that <u>any medicine can be dangerous if it is taken improperly</u>. Caution students <u>never to take medicine unless it is given by a parent, doctor, dentist, or trusted adult</u>.</p> <p>3. Ask students to <u>tell of incidents they have seen on TV or in movies or have read about that show the negative effects of alcohol, nicotine and other drugs</u>. List these negative effects on the chalkboard paper.</p> <p>4. Help students understand that <u>commonly used chemical and household substances can be toxic (poisonous) and that some substances can be habit forming (addictive)</u>. Therefore, it is <u>dangerous to ingest, sniff, or touch poisonous substances such as gasoline, cleaners, acids, solvents, glue, hairspray, plant food, soap, etc.</u></p> <p>5. Caution students that <u>poisonous household substances can often look like another substance if these substances are stored in glass jars</u> (e.g., <u>rubbing alcohol can resemble water</u>).</p> <p>6. Also, some prescription medicines (i.e., pills, or capsules) <u>may look like candy</u>.</p> <p>7. Caution students <u>NEVER to eat/drink substances they find around the house unless students are sure of what they are eating or drinking</u>. It is always safe to consult an adult first.</p>

## OBJECTIVE 2.10

### CONTENT

- Street Drugs
- Can cause infants to be premature, stillborn, or addicted (of pregnant drug-using mothers)
- Elevates blood pressure, heart rate, respiratory rate, body temperature
- Can cause convulsions, seizures, coma
- Can cause death (from overdose)
- Can lead to HIV/AIDS, hepatitis (from sharing needles)
- Causes brain damage
- Can create psychological and physical dependency

### SUGGESTED TEACHING/LEARNING STRATEGIES

8. Have students work in small groups to create slogans to discourage the use of alcohol and drugs (e.g., “Nicotine is Nasty, Drugs are Dumb, Drugs are Deadly”). Display these slogans around the room.

# **RESOURCES**

## **PEOPLE**

**D.A.R.E. Program  
Guidance Counselor  
School Health Nurse**

## **PRINTED MATERIALS**

**Health text**