

Grade 2

Sample Lessons



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Join us in *Positive Action*

Welcome to *Positive Action*.

In this lesson bundle, you will discover a tool that directly addresses the most pressing issue we have in education today: responding to the mental, social and emotional demands of our students and our educators. The pandemic has magnified the issue of our wellbeing almost beyond our understanding. We need help, and *Positive Action* can provide it.

For 40 years, schools have been successfully using the *Positive Action* program. This span of experience allows us to put a high sheen on the program's materials ensuring that they are of the highest quality and user-friendly. It also provides time for robust, randomized trials that take many years but ultimately establishes the program as one of the most highly evidence-based programs, which is duly recognized by many creditable groups.

Positive Action is a unique program that explains how profoundly our actions, positive or negative, affect us and our lives, one of those intuitive truths we recognize when we see it. The *Positive Action* philosophy makes it all clear: *you feel good about yourself when you do positive actions, and there is a positive way to do everything*—even in this daunting and unparalleled time.

The philosophy implies that we have a desire to feel good about ourselves, which we all do. To feel good about ourselves is a very powerful motivator. It is called intrinsic motivation, which is in all of us and one of the most influential forces to motivate us to do right.

Positive Action graphically represents the philosophy with the Thoughts-Actions-Feelings about Self Circle (TAF). It makes applying the philosophy easy to understand and, therefore, use. The TAF Circle demonstrates how thoughts lead to actions, actions lead to feelings about self (as in self-worth and *not* emotions, i.e., anger, fear, worry, etc.), and feelings about self lead back to thoughts. Whether the TAF Circle is positive or negative, it is always self-reinforcing.

The program aims to teach the philosophy, TAF Circle, and key positive actions for our whole self: physical, intellectual, social, and emotional areas.

All the components of the *Positive Action* program are organized into six units:

- Unit 1—The program foundation: Philosophy and TAF Circle
- Unit 2—Positive Actions for the physical and intellectual areas

(Units Three through Six are positive actions for the social and emotional areas)

- Unit 3—Positive Actions for Self-Management (thoughts, actions, feelings, time, energy, money, possessions, and talents)
- Unit 4—Positive Actions for Getting Along with Others
- Unit 5—Positive Actions for Honesty with Self and Others
- Unit 6—Positive Actions for Continual Self-Improvement

The program components are:

- Pre-K–12 curricula
- Supplemental curricula: Drug Education, Bullying Prevention, and Conflict Resolution

- School Climate Development
- Counselor's Kit
- Family Kit
- Family/Parenting Classes

Together, *Positive Action* is a unified but flexible system for the whole school community that provides a common language and shared goals. It is a powerful approach that generates innovative thinking that is needed, especially in overwhelmingly challenging times, as they are today.

The program has all the materials prepared for ease of use. The lessons/activities are planned and scripted, with all supporting materials assembled into a kit. You have the advantage of having an extensive amount of work done for you to assure that what you do is coherent, complete, and effective. You can quickly and easily get to the heart of the matter in just the right way with these well-developed materials.

For implementation, we suggest that you adapt the materials within the guidelines of honoring the concepts and strategies, while at the same time, considering your students—their needs, challenges, and cultures. With *Positive Action*, you are giving your students a wonderful gift: a way to view and achieve in life—by using positive actions—no matter the barriers.

The universality of the program's philosophy also works for you as a professional and personally. Your life experiences provide you with evidence of the validity of the concepts. Sharing your experiences with your students as you teach the lessons enhances their understanding of the value of positive actions even more deeply.

The end goal of *Positive Action* is to realize that when you feel good about yourself by doing positive actions, you are happy and successful. Success and happiness, as defined by *Positive Action*, is feeling good about who you are and what you are doing—this is the *Positive Action* way. It works for everyone, and it will work for you and your students too. This approach is needed now more than ever as we face these unprecedented challenges to how we think about happiness and success. There is a positive path through these dark days, and *Positive Action* is poised to help us discover it.

We warmly invite you to join us in creating a learning environment where potentials are reached and dreams achieved even in the challenging times of Covid-19 and other critical obstacles. By acting positively and working together, we, individually and collectively, can become even stronger and our wellbeing more improved than ever before.

Enclosed are sample lessons to provide you with a glimpse at what *Positive Action* has to offer. There are lessons for each of the six units. Some lessons are more appropriate for in-class use and others for hybrid/distance learning use. These lessons have been extracted from the complete instructor's manual. They have been edited to better stand alone; some have been modified omitting a few of the traditionally used materials that are provided in the complete kit. Images of posters, visual aids, activity sheets, and manipulatives can be requested through our support portal, allowing you to preview what you would receive in a complete kit.

LESSON 1 • UNIT 1 • GRADE 2

SELF-CONCEPT: ITS DEFINITION, FORMATION, AND IMPORTANCE

Purpose: To define positive actions, and to briefly explain the nature of the *Positive Action* program.

Materials Needed: Chalkboard and chalk, whiteboard and dry erase marker, or virtual platform, tape or tacks, art supplies, audio device (laptop, phone, etc.) and internet access

Materials Provided: Image of “Eric the Elephant” Poster 1-1-2, “*Positive Action* Theme Song (I Am A *Positive Action* Kid)” music and lyrics under Teach on *Positive Action* website

Procedure:

- 1) SAY, “In second grade you will learn many new things. This year we are going to learn how to do positive actions. Do you know what those are? (*Allow time for responses.*) “You know that actions are things you do, good or bad. **Positive actions are when you do or cause good things to happen.**”

*TEACHER: Write the words “**Positive Action**” on the board, and then write the Word of the Week definition: “**To do or cause good things to happen.**” Have the children recite the words and definition with you, and then have them repeat it together several times.*

SAY, “So, why should we do positive actions? Because we feel good when we do! Everything we learn in *Positive Action* will be based around the philosophy: ‘You feel good about yourself when you do positive actions, and there is a positive way to do everything.’ First, we’ll learn how and why positive actions make us feel good about ourselves, and then we’ll learn what those positive actions are and how to do them. Let’s start by practicing the philosophy.”

TEACHER: Have the students repeat the phrase several times.

- 2) SAY, “It is easy and fun to learn about positive actions, but sometimes it is hard to remember to use positive actions. Our lessons will help remind us, and so will our new friend. Would you like to meet him?”

TEACHER: Display “Eric the Elephant” Poster 1-1-2.

- 3) SAY, “This is Eric the Elephant. One of the things an elephant does best is remember. As we learn about positive actions this year, Eric will help us remember to use them every day. When I see you using positive actions, I will add your name to the ‘Eric the Elephant’ Poster to show that you can also remember to use positive actions.”

LESSON 1 • UNIT 1 • GRADE 2 (Continued)

TEACHER: In the following weeks, keep track as you see your students using positive actions and add or let each student sign his or her name on the “Eric the Elephant” Poster. When all names are added, call attention to the fact that everyone can remember to use positive actions. Refer to the “Eric the Elephant” Poster often to remind students to continue using positive actions.

- 4) SAY, “We’re going to learn the *Positive Action* Theme Song: ‘I Am a *Positive Action* Kid.’ We’ll use it a lot throughout the year. We just learned about positive actions, and this song will help us remember to live positively.”

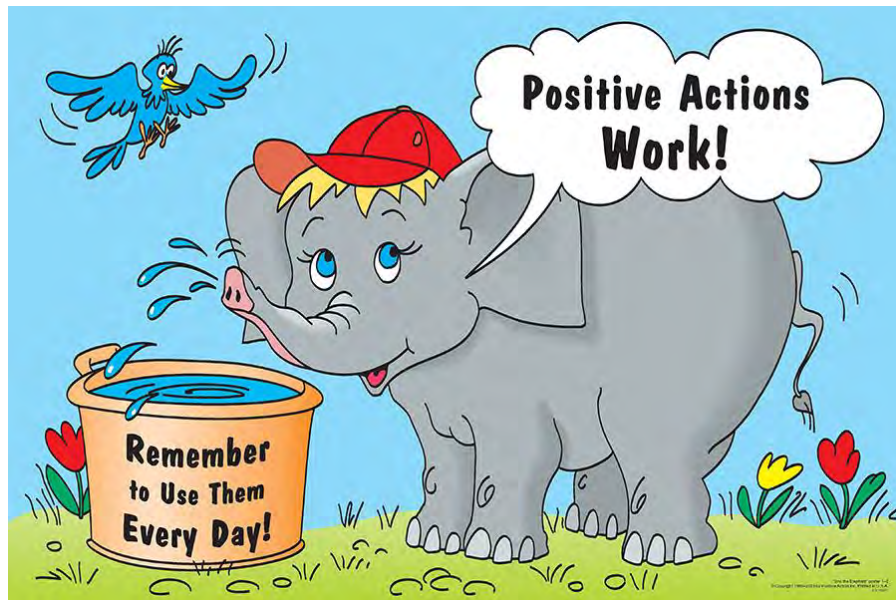
TEACHER: Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Program Music page under Teach or at www.positiveaction.net/program-music. Play “Positive Action Theme Song (I Am A Positive Action Kid)” once and have students listen. Then play it again and have them sing along. Use this song and others you will learn often to set a positive tone and remind students to do positive actions.

WORD OF THE WEEK ALERT!

Positive Action

To do or cause good things to happen.

Lesson 1



LESSON 14 • UNIT 1 • GRADE 2

SELF-CONCEPT: ITS DEFINITION, FORMATION, AND IMPORTANCE

Purpose: To introduce the *Positive Action* Philosophy and the Thoughts-Actions-Feelings Circle: positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts.

Materials Needed: Tacks, audio device (laptop, phone, etc.) and internet access, crayons, scissors, paper

Materials Provided: Image of “Thoughts-Actions-Feelings Circle” Poster, “Thoughts-Actions-Feelings” music and lyrics under Teach on *Positive Action* website

Procedure:

- 1) **TEACHER:** Display images of both sides of the “Thoughts-Actions-Feelings about Self Circle” Poster before class or at the beginning of class. Be sure students are able to see both the negative and positive sides.

SAY, “Does anyone know what a self-concept is? (*It’s how you think and feel about yourself.*) Did you know that we can improve our self-concept by using positive actions? When you have a good self-concept, it is much easier to think positively! Did you know that when you make the effort to think positive thoughts, it’s easier to begin positive actions? And then, when you practice positive actions, you feel good about yourself. This is the *Positive Action* philosophy: you feel good about yourself when you do positive actions and there is a positive way to do everything. (*Have students repeat this a couple times.*) This positive feeling makes it easy to think more positive thoughts. These positive thoughts, positive actions, and positive feelings make a circle, which we call the **Thoughts-Actions-Feelings about Self Circle.**”

- 2) **TEACHER:** Indicate the steps on the positive side of the “Thoughts-Actions-Feelings about Self Circle” Poster. Then point out the negative side of the poster and explain that negative thoughts will lead to negative actions and then negative feelings will follow.



“Let’s repeat this phrase together so we can remember how the Circle works: positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts.”

LESSON 14 • UNIT 1 • GRADE 2 (Continued)

TEACHER: Have the students repeat the phrase several times.

SAY, “As a reminder for us all to stay in the positive Thoughts-Actions-Feelings about Self Circle, I’m going to refer to this poster often throughout the rest of the year.

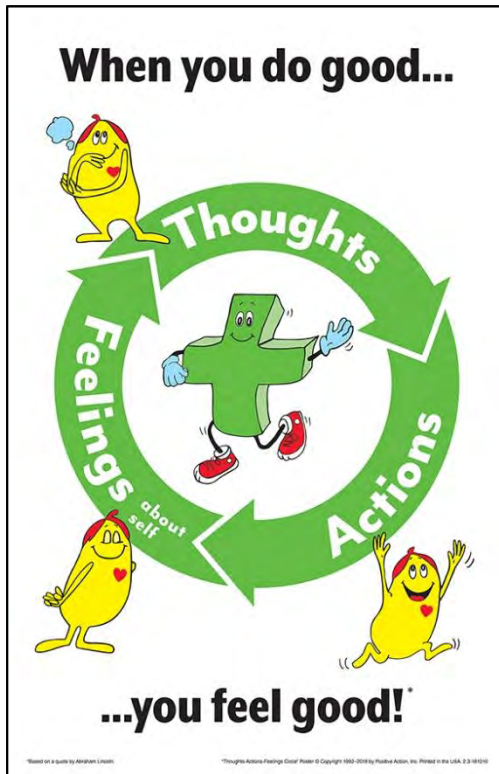
TEACHER: There are a variety of ways you can use the poster throughout the year. Here are a few ideas:

- Ask students how they are feeling. Are they in the positive circle or the negative circle?
- Have students respond to questions about the Thoughts-Actions-Feelings about Self Circle by saying the positive or negative side.
- Respond to individual or group disciplinary situations by having them tell you which Circle they are in, and then working through the Circle until they can move to the positive side.

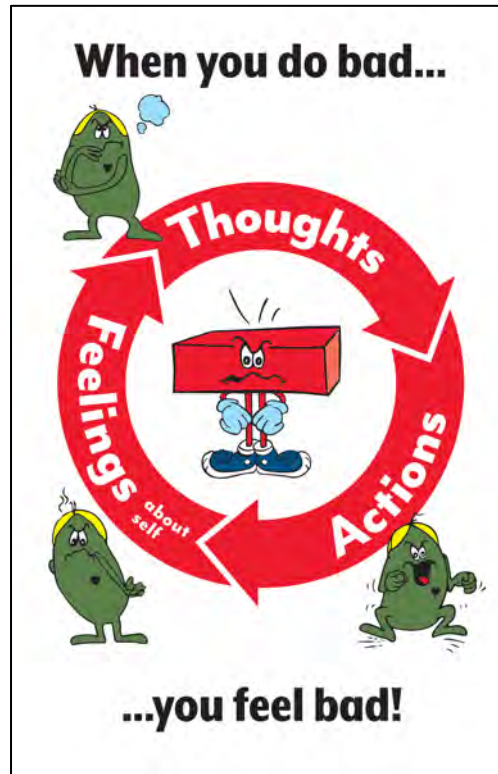
4) SAY, “Let’s learn a song called ‘Thoughts-Actions-Feelings.’ Are you ready?”

TEACHER: Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Program Music page under Teach or at www.positiveaction.net/program-music. Play the “Thoughts-Actions-Feelings,” song once and have students listen. Then play it again and have them sing along. Use this song and others you will learn often to set a positive tone and remind students to do positive actions.

Lesson 14



Front



Back

LESSON 24 • UNIT 2 • GRADE 2

PHYSICAL AND INTELLECTUAL POSITIVE ACTIONS FOR A HEALTHY SELF-CONCEPT

Purpose: To introduce the positive actions necessary for personal cleanliness.

Materials Needed: Tape or tacks, chalkboard and chalk, whiteboard and dry erase marker, or virtual platform

Materials Provided: Image of “Don’t Be a Slouch” Poster 21-2-2 with “Cleanliness” Visual Aid 24-2-2 attached

Procedure:

- 1) SAY, “Today’s *Positive Action* lesson is about a need everybody has: **personal cleanliness**. That means keeping your body clean. There are several reasons why it is important to keep our bodies clean. Germs and bacteria, which can spread diseases, cannot grow as easily on a clean, healthy body. When you keep your body clean, you enjoy being around yourself, and you get that good feeling inside that is so important for your self-concept. Let’s read a bit about ‘Scrappy the Slouch’ and whether or not Scrappy was clean.”

TEACHER: Display the “Don’t Be a Slouch” Poster 21-2-2 with “Cleanliness” Visual Aid 24-2-2 attached, and then read the following section from the “Scrappy the Slouch” story.

SCRAPPY THE SLOUCH

Cleanliness

“And we only wanted to help you, Scrappy,” said Melissa. “We want to clean up this place for you.”

“I don’t want anything clean. I like it just the way it is,” said Scrappy.

“But it’s not healthy to live this way,” said Eddie. “Where do you wash up? It’s important to bathe regularly, you know.”

“The only time I ever get wet is when it rains,” said Scrappy. “I don’t like water much, but I do like what it makes.”

“I like what the rain makes, too,” said Eddie. “I just love the smell of fresh air, the sight of bright flowers and the sound of a bubbling brook.”

“Well, that’s not what I like about the rain, soapface,” said Scrappy. “What I like is that it makes my favorite thing—mud!”

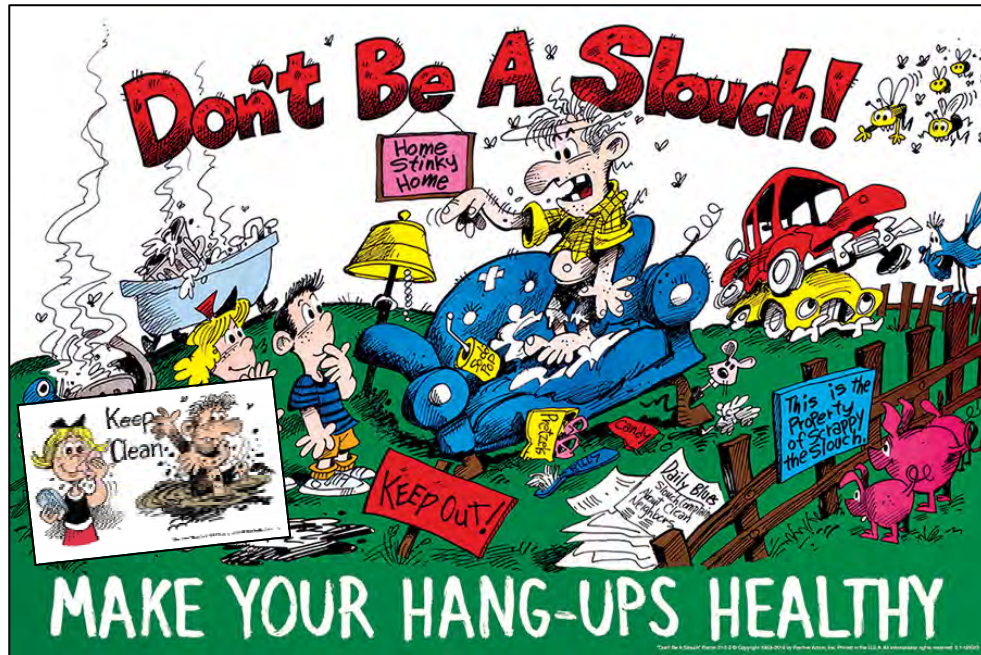
DISCUSSION QUESTIONS

- Does Scrappy keep himself clean? (*No.*)
- What does Eddie say it’s important to do? (*Bathe regularly.*)

LESSON 24 • UNIT 2 • GRADE 2 (Continued)

- What are some positive actions all of us can do to practice personal cleanliness? *(We can wash our hands, comb our hair, wear clean clothes, and brush our teeth.)*
- 2) *Assign some students to act out a positive action for personal cleanliness while the other students try to guess what it is. As positive actions are guessed, list them on the board/screen. (Examples: brushing teeth, bathing, washing hands, flossing, and combing hair.)*
- 3) *Referring to the list of positive actions on the board, remind students that these must be practiced daily for a healthy body. Plan to ask students the following day if they remembered that morning to use the positive actions for cleanliness.*

Lesson 24



LESSON 27 • UNIT 2 • GRADE 2

**PHYSICAL AND INTELLECTUAL POSITIVE ACTIONS
FOR A HEALTHY SELF-CONCEPT**

Purpose: To introduce the positive actions necessary for adequate sleep and rest.

Materials Needed: Tape or tacks, paper and pencils

Materials Provided: Image of “Don’t Be a Slouch” Poster 21-2-2 with “Sleep and Rest” Visual Aid 27-2-2 attached

Procedure:

- 1) SAY, “There are many positive actions that we should all use to meet the needs of our bodies. One positive action for a healthier life is to make sure our bodies **get enough sleep and rest.**”

TEACHER: Display “Don’t Be a Slouch” Poster 21-2-2 with the “Sleep and Rest” Visual Aid 27-2-2, and then read the following section from the “Scrappy the Slouch” story.

SCRAPPY THE SLOUCH
Sleep and Rest

“And I’m glad that they do,” said Scrappy. “That’s why I spend my nights out on the streets looking for junk.”

“But when do you sleep?” asked Eddie. “You need a healthy amount of sleep and rest each day or you could get run down and catch a cold or the flu.”

“Listen, didn’t I just tell you I don’t mind being sick,” retorted Scrappy. “Now will you get out of here? I have a lot of work to do. I have to mess this place up.”

SAY, “Scrappy the Slouch did not get much healthy sleep and rest, did he? He said he liked to spend his nights out on the street looking for junk, and Eddie thought that might make him get sick. Let’s read a poem about how important it is to get plenty of sleep and rest.”

- 2) *TEACHER: Read the following poem, and then elicit discussion with the questions that follow.*

MY BODY NEEDS REST

“Time to rest,” Johnny’s mother said,
But like most little kids he didn’t want to go to bed.

While sleeping and resting, your body will grow
Even if in the morning it doesn’t show.

LESSON 27 • UNIT 2 • GRADE 2 (Continued)

After running and jumping and skipping all day,
Bones and muscles need rest for the next round of play.

Kids need to sleep ten hours each night
So their minds will be clear and their eyes will be bright.

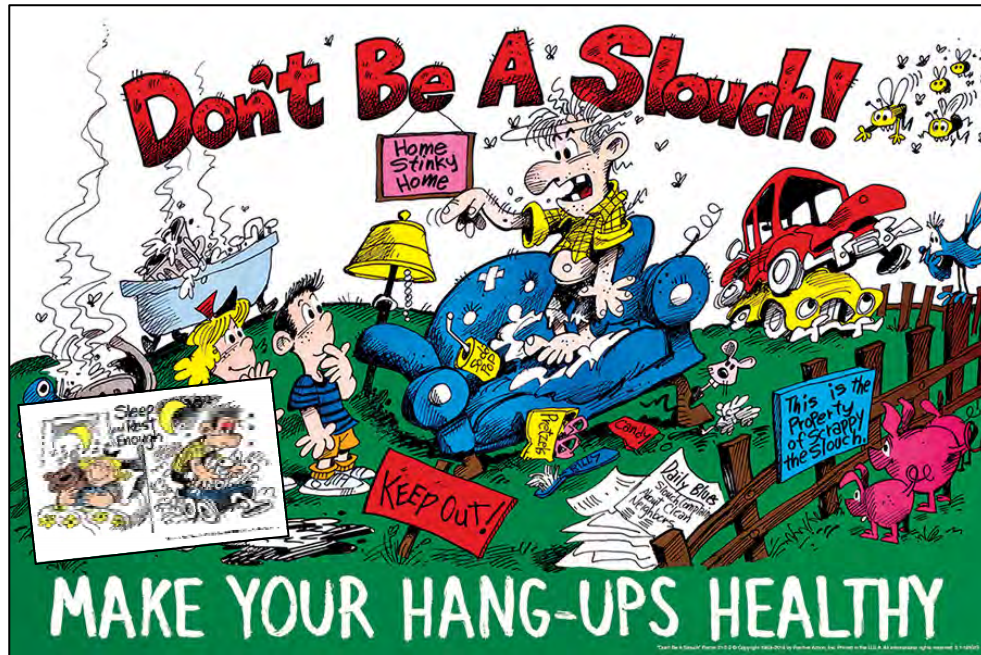
So, hop into bed—pull the covers up high.
When you wake up, you'll feel like flying to the sky.

DISCUSSION QUESTIONS

- Is it important to get enough sleep every night? *(Yes.)*
- You know what sleep is, but do you know how to simply rest your body when it needs it? *(Lay down and close your eyes, read a book, or, just relax.)*
- Have you ever tried to work and play one day when you hadn't slept enough the night before? Tell about that day. *(Allow children to give examples.)*
- The poem mentions ten hours of sleep a night because that is about the right amount for a second-grader. How many hours of sleep do you get every night? *(Allow the children time to answer.)*

ENRICHMENT: Ask students to record the time they go to bed this evening and the time they wake-up tomorrow. They may wish to do this for a few days on their own to determine how much they are actually sleeping.

Lesson 27



LESSON 44 • UNIT 3 • GRADE 2

MANAGING YOURSELF USING SOCIAL/EMOTIONAL POSITIVE ACTIONS

Purpose: To introduce the positive actions for self-discipline.

Materials Needed: Chalkboard and chalk, whiteboard and dry erase marker, or virtual platform, audio device (laptop, phone, etc.) and internet access, pencils, crayons

Materials Provided: “Managing Me,” music and lyrics under Teach on *Positive Action* website, Activity Sheet 44-3-2

Procedure:

1) **TEACHER:** Write the word “**Self-Discipline**” on the board. Go over these concepts with the students.

- Young children should be disciplined by the adults who care for them. Someone else has charge or control of their lives.
- As you get older you can learn positive actions that help you to take charge of your own life. This is called self-discipline.
- Self-discipline is making yourself do something that is important or necessary, or keeping yourself from doing something that you shouldn’t do.
- Even if your parents still discipline you, you can be a self-manager and practice some self-discipline by choosing positive actions.

Discuss some examples of self-discipline with students. (Proper exercise, healthy eating habits, refusing to abuse.) Then, present the following scenario and ask for responses.

SAY, “Your mom told you not to eat any cookies while she was at the store, but you walk by the kitchen and smell the warm cookies fresh out of the oven. Your tummy grumbles. Your mom won’t be home for a few minutes, and she might not know. Or, maybe you could say the dog ate it. What would you do?” *(Use self-discipline by not eating any cookies, even if your mom might not find out. Choose a cracker or carrot instead, or distract yourself by doing something else.)*

2) “One of our social/emotional needs is fulfilled when we manage ourselves wisely and we are self-disciplined. We can be proud of who we are and feel good about ourselves. One way we can learn more about self-management is to practice the ‘Managing Me’ song. Let’s learn it now.”

TEACHER: Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Program Music page under Teach or at www.positiveaction.net/program-music. Play the “Managing Me” song once and have students listen. Then play it again and have them sing along. Use this song and others you will learn often to set a positive tone and remind students to do positive actions.

SAY, “I’m going to read a poem about a frog who just would not give up.

LESSON 44 • UNIT 3 • GRADE 2 (Continued)

3) *TEACHER: Read the following poem.*

BUTTER

Two frogs fell in a deep blue bowl.
One was an optimistic soul,
The other took the gloomy view.
“We’ll drown,” he cried, “both me and you!”

So with a last despairing cry,
He flung up his legs and waved goodbye.
The other frog, with a merry grin,
Said, “What a lovely mess I’m in!”

“Well, giving up is not my style.
Now let me think a little while
By now I know me well enough
To trust myself when things are rough.”

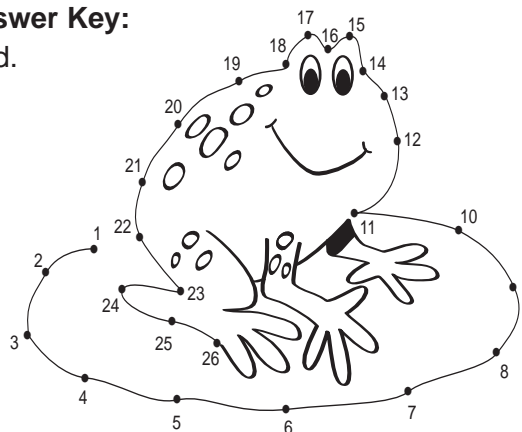
He thought and thought, then in a flash
He started to jump and kick and splash.
He dove and swam until it seemed
This little frog had churned the cream.

On top of the butter at last he stopped,
And out of the bowl he gaily hopped.
What of the moral? Make this your plan:
You can do anything when you think you can!

4) *Distribute Activity Sheet 44-3-2. Have the students complete it according to the directions on the sheet. Discuss the statements with the students. If this is an area in which your class needs help, now would be a good time to discuss the problems of self-discipline.*

Activity Sheet 44-3-2 Answer Key:

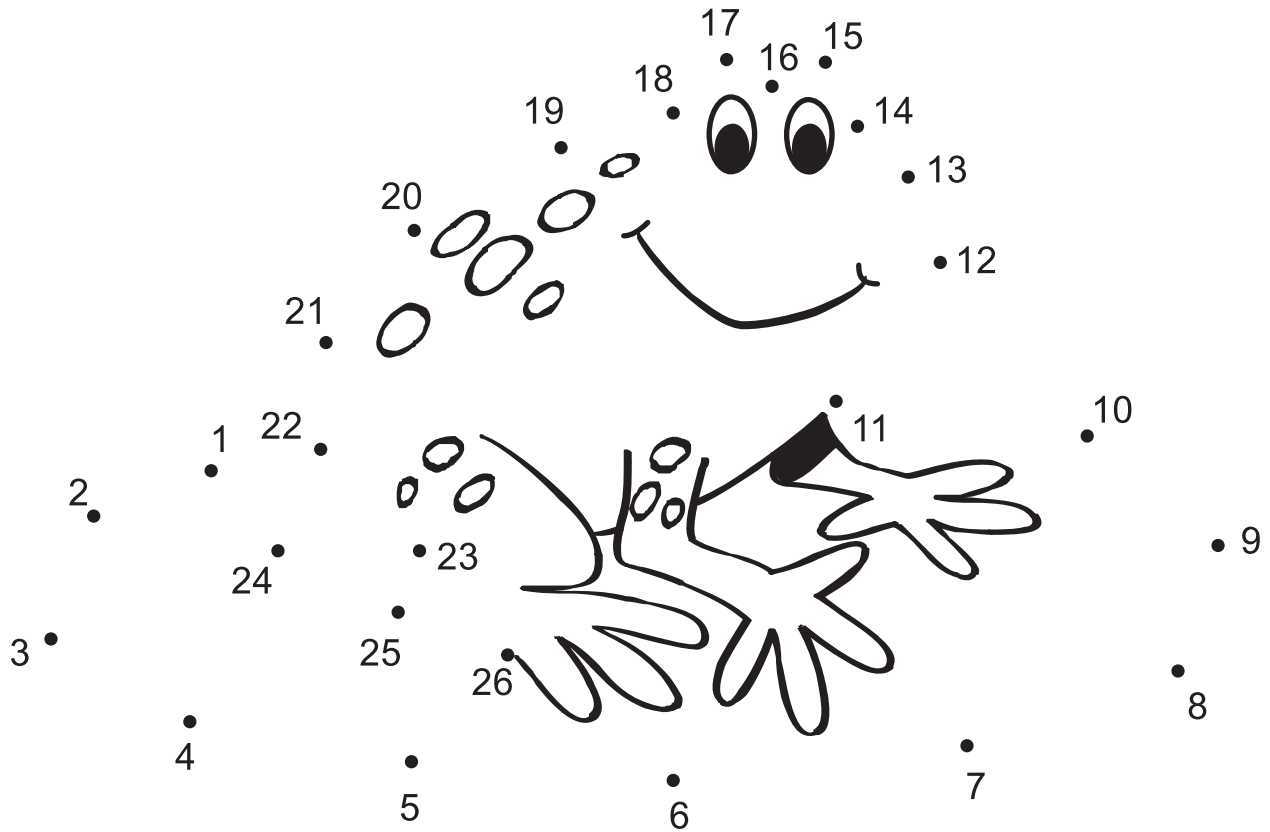
Answers 1–5 will be circled.



Name: _____

Hop on to Self-Discipline

DIRECTIONS: Connect the dots to see your positive friend. Color your friend and give it a name. Write the name in the blank below it. Then, draw a circle around the statements your positive friend would say.



(Name of your positive friend)

1. I won't give up.
2. Self-discipline means the decision is mine.
3. I have self-control—I am old enough now.
4. I will depend on myself.
5. I will look at myself and be honest and true.

LESSON 65 • UNIT 3 • GRADE 2

MANAGING YOURSELF USING SOCIAL/EMOTIONAL POSITIVE ACTIONS

Purpose: To introduce the positive actions for managing feelings of fear.

Materials Needed: None

Materials Provided: None

Procedure:

- 1) SAY, “We all have feelings, and it is important to know how to identify and manage these feelings. When we manage our feelings positively, we feel good about ourselves and we are able to achieve. Today we are going to talk about the **feeling of fear**.”

TEACHER: Read the following poem.

FEAR IS A FEELING

Fear is a feeling
Every living thing knows,
It shakes you sometimes
from your head to your toes.

Things you don't know about
Scare you as a rule,
Like learning to swim and
The first day of school.

Think about, tell about
The fears you've had
Once you've done that,
They don't seem so bad!

Fear of things that can hurt you
if you are all alone,
Like talking to strangers,
Here's what you should know.

These are good kinds of fear
And ones you should show!
They will keep you safer
Wherever you go.

Elicit discussion using the bolded statements. Encourage students to explain each one.

LESSON 65 • UNIT 3 • GRADE 2 (Continued)

- **Fear is a feeling everyone has.** It is normal to be scared now and then.
 - **Not everyone has the same fears.** For example, some people are afraid of high places, yet others love to fly or climb mountains. Although our fears are not all the same, each person's fear is real.
 - **It is even good at times to be afraid.** I am afraid to get into a car with someone I don't know. This is a healthy fear because it keeps me safe. Having certain fears about real dangers helps us think of our safety in a positive way.
 - **When you are afraid, don't let fear manage you.** Fear can make you alert in a dangerous situation, but you have to control it for it to be useful. You must manage your fear by taking positive action.
- 2) *As time allows, ask students to share some of their fears with the class. Then, discuss positive actions that can be used to dispel those fears. Although children may express realistic, troublesome sources of fear, keep the tone of this lesson positive. Remember to emphasize that having certain fears about real dangers helps us be safe, such as not talking to strangers, or not getting into a car with someone we don't know. Explain that if they are ever in a fearful situation and don't know what to do, a possible positive action for managing their fear can be seeking out an adult they trust or even a police officer.*

LESSON 76 • UNIT 4 • GRADE 2

**GETTING ALONG WITH OTHERS USING
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

Purpose: To introduce the positive action of looking for the good in others.

Materials Needed: Scissors, a real magnifying glass (optional), audio device (laptop, phone, etc.) and internet access

Materials Provided: Image of “Magnifying Glass” Visual Aid 76-4-2, “Get Along” music and lyrics under Teach on *Positive Action* website

Procedure:

- 1) *TEACHER: Display the “Magnifying Glass” Visual Aid 76-4-2 and ask if the children know what it is. Explain that magnifying glasses are used by people like detectives and scientists to see things more closely than they can without them. Explain that magnify means to make larger and that looking through a magnifying glass will help you see something you may have overlooked before.*
- 2) SAY, “Today we are going to learn about getting along with others. One important positive action for doing this is to always **look for the good in others**. There are good things about everyone, but often we don’t see those good things because we aren’t looking for them. Our *Positive Action* magnifying glass will remind us to use the positive action of looking for the good in others. When we choose that positive action, not only will we see the good in others, but we will feel good about ourselves. We feel good whenever we choose positive actions.”
- 3) *TEACHER: Look through the magnifying glass and, using your students’ names, say one positive thing about each student until you have complimented every child in your class.*
- 4) *Use the magnifying glass visual to look around your room/screen while you read the following poem.*

LOOKING FOR GOOD IN OTHERS

As I look at you I see,
The good I want to see in me.

When you smile to say hello,
It is my promise to let you know—

That your kindness is so true,
It makes me see the good in you!

When I treat all others well,
I will have something good to tell.

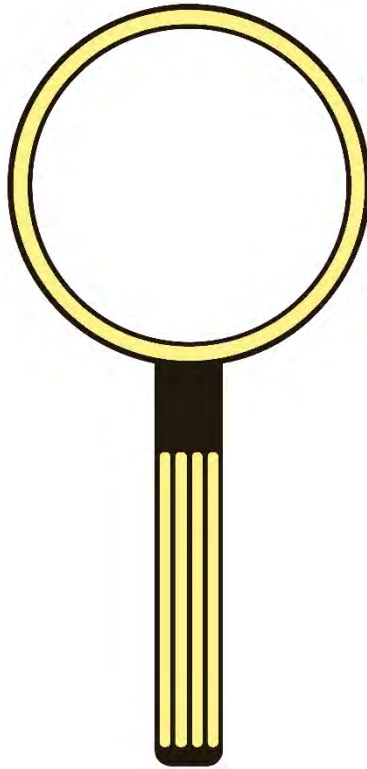
I can say I’m glad to know,
The Code of Conduct is the way to go!

LESSON 76 • UNIT 4 • GRADE 2 (Continued)

- 5) SAY, “Now we’re going to learn a song called ‘Get Along’ that will help us remember some of the ways to get along with others and teach us other ways as well.”

TEACHER: Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Program Music page under Teach or at www.positiveaction.net/program-music. Play the “Get Along” song once and have students listen. Then play it again and have them sing along. Use this song and others you will learn often to set a positive tone and remind students to do positive actions.

Lesson 76



LESSON 85 • UNIT 4 • GRADE 2

**GETTING ALONG WITH OTHERS USING
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

Purpose: To introduce the positive action of saying nice things about others.

Materials Needed: Chalkboard and chalk, whiteboard and dry erase marker, or virtual platform

Materials Provided: Image of “Friendship Tree” Poster 78A-4-2 with “Strawberry” Visual Aid 85-4-2 attached

Procedure:

- 1) SAY, “Saying nice things to others is a positive action for getting along with our friends. It is often easier to say nice things to others when they are around, but has anyone said something about you when you weren’t around?” (*Allow time for responses.*) “Would you want what was said to be nice or not nice?” (*Allow time for responses.*) “I think we all want people to say nice things about us, even when we’re not around. If we want to be treated a certain way we must treat others that way too. We must **say nice things about others**, even when they are not there. Treating others as we would want to be treated even when they are not there is being fair to them. **Fairness is to treat others with justice.**”

*TEACHER: Write the word “**Fairness**” on the board, and then write the Word of the Week definition: “**To treat others with justice.**” Have the children recite the word and definition with you, and then have them repeat it together several times.*

SAY, “You have to practice certain positive actions if you want to harvest many friends. Today, we are harvesting a strawberry for our ‘Fruits of Friendship’ Tree, and it says ‘Say nice things about others behind their backs!’ So, don’t forget to choose this positive action of saying nice thing about others—even when they are not there.”

- 2) *TEACHER: Display the “Friendship Tree” Poster 78A-4-2 with “Strawberry” Visual Aid 85-4-2 attached. Let children act out examples of nice things to say about others. Some suggestions to encourage role-playing:*
 - Mrs. Pig really likes Mr. Pig’s new hat. What does she say about it to Mrs. Hen? (*Mr. Pig got a new hat and its beautiful!*)
 - Sister Pig thinks Brother Pig is very smart. What might she say when Brother Pig is not around? (*Brother Pig is the smartest pig I know!*)
- 3) *Remind students that saying unkind things about others especially when they are not there is not how they want to be treated, and it’s a negative action.*

WORD OF THE WEEK ALERT!

Fairness

To treat others with justice.

Lesson 85



LESSON 93 • UNIT 5 • GRADE 2

**TELLING YOURSELF THE TRUTH USING
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

Purpose: To introduce the concept of self-honesty by telling yourself the truth using social/emotional positive actions.

Materials Needed: Chalkboard and chalk, whiteboard and dry erase marker, or virtual platform, scissors

Materials Provided: Image of “Happy Bear/Sad Bear” Poster 93-5-2

Procedure:

- 1) SAY, “Today we are going to talk about **telling yourself the truth** about you and the things that happen to you. Does everyone know what that means? **The truth is something you can count on.** When you tell yourself the truth, that’s a positive action you can count on. Telling yourself the truth is called self-honesty.

*TEACHER: Write the word “**Truth**” on the board, and then write the Word of the Week definition: “**Something you can count on.**” Have the children recite the word and definition with you, and then have them repeat it together several times.*

SAY, “We’ll read a story about two bears that will help us to begin.”

TEACHER: Read the following story, and then elicit discussion with the questions that follow.

HAPPY BEAR/SAD BEAR

Once upon a time, there were two fluffy, little, brown bears. One bear always smiled and was cheerful and a lot of fun to be around. His friends called him Happy Bear. The other fluffy, little bear always frowned and was grouchy and no one wanted to be around him—he didn’t have many friends, but those who knew him called him Sad Bear.

One day Sad Bear was sitting all alone in the woods when a little woodpecker flew by and landed in a tree. “Why are you so sad?” asked the woodpecker. “Where are your friends?”

“I don’t have any,” said Sad Bear, “and I don’t know why!”

“Maybe I can help you find out,” said the woodpecker as he flew away. He flew to another tree and there he saw Happy Bear talking with all his friends. “I am so happy,” said Happy Bear, “now that I’ve learned how to be truly honest with myself.”

“What do you mean—‘honest with yourself’?” asked the deer.

“Well,” smiled Happy Bear, “I try to learn all I can about myself and my strengths, and I really do like myself. I have learned how to admit my mistakes and I never blame others when it’s not their fault. I always try to tell the truth and keep my word or any promises I make. You won’t ever hear me making excuses for things or feeling sorry for myself. I can be honest with myself so I can be honest with all of you, too. That makes me a very happy bear!”

LESSON 93 • UNIT 5 • GRADE 2 (Continued)

The little woodpecker listened to all of this carefully. He then flew back as fast as he could to the log where Sad Bear was sitting alone. “I think I have some answers to your problem,” said the woodpecker. “You must learn to be honest with yourself.”

“How? How?” asked Sad Bear.

“There are many things you can do—I hear people sometimes call them positive actions. I don’t have time to teach them to you myself because I’m so busy pecking these days. But, as I flew over the school, I heard that *(say your name here)*’s class is starting a new unit in *Positive Action* about it this very day! Maybe they would let you go to class to learn the positive actions with the class. It wouldn’t hurt to ask.”

“Oh, I will, I will!” exclaimed Sad Bear.

- 2) SAY, “Boys and girls, do you think we should let Sad Bear come to class today with Happy Bear so that he can learn the positive actions of telling yourself the truth?” (*Display “Happy Bear/Sad Bear” Poster 93-5-2.*) “Happy Bear is happy because he has learned how to tell himself the truth.
- 3) “Let’s welcome Happy Bear and Sad Bear to our class.”
- 4) *TEACHER: Refer to the poster often to emphasize to students that Happy Bear uses positive actions for self-honesty and Sad Bear uses negative actions for self-honesty.*

Lesson 93



Front



Back

TELLING YOURSELF THE TRUTH USING SOCIAL/EMOTIONAL POSITIVE ACTIONS

Purpose: To make students aware of the negative action of blaming others.

Materials Needed: None

Materials Provided: Image of “Happy Bear/Sad Bear” Poster 93-5-2

Procedure:

- 1) SAY, “There are lots of ways you can tell yourself the truth. This is called self-honesty. When you tell yourself the truth, you are also using self-responsibility. I’m sure you have heard the word responsible before, from a teacher or your parents? It means that you are supposed to be in charge of taking care of an item or maybe a chore. In most families, there is someone responsible for paying bills, or for taking care of animals. In today’s lesson, we’ll talk about why blaming others is a negative action. If we blame others, we aren’t using **self-responsibility, which means to answer for your actions**. It means that you are responsible for you.”

*TEACHER: Say the Word of the Week: “**Self-responsibility**” and then read the definition: “**To answer for your actions.**” Have the children recite the word and definition with you, and then have them repeat it together several times.*

SAY, “Self-responsibility is related to self-control. Self-control is being in charge of what our bodies, minds and hearts do. Practicing positive actions means using self-control to make the right choice, and it helps us to achieve the best we can be. Self-responsibility is also connected to self-discipline, which is making yourself do something that is important or necessary, or keeping yourself from doing something that you shouldn’t do. It’s being a self-manager. When we are positive self-managers, we use self-discipline to make sure we do positive actions. Do you see the word they all have in common? Self. It’s no coincidence that ‘self’ is also part of the word self-concept. We must use self-control, self-discipline, and self-responsibility to feel good about ourselves, what we are doing, and how we treat others. It makes us happy and successful!”

“Let’s read a story about Sad Bear when he uses the negative action of blaming others instead of the positive action of self-responsibility.”

- 2) *TEACHER: Read the following story, and then elicit discussion with the questions that follow.*

SAD BEAR BLAMES OTHERS

Sad Bear was walking home from the Animal School one day. He didn’t feel good about himself and he growled a little under his breath. Just then, a bird flew by and accidentally

LESSON 100 • UNIT 5 • GRADE 2 (Continued)

dropped a leaf on Sad Bear's head. "Watch out!" yelled Sad Bear, and he grumbled a little more. Sad Bear didn't see a little spot of mud on the ground, so he slipped and fell on his back.

"Oh, can I help?" cried a voice near Sad Bear's feet. It was Willie Worm.

"No!" snapped Sad Bear. "It's your fault that I slipped in the first place!"

"How was it my fault?" thought Willie, as he sadly wiggled away.

Sad Bear continued to walk, feeling grouchier than ever. He came to a little stream and decided to walk across it on the log someone had laid down. Sad Bear had trouble balancing on the log. He was about halfway across when he heard a voice say, "Be careful, Sad bear. That log's slippery!" Sad Bear turned to see who had spoken and slipped off the log. "Now look what you've made me do!" yelled Sad Bear at Billy Beaver.

"But I was only trying to help," said Billy Beaver, as he swam out to help Sad Bear.

"Go away! I'm tough! I can swim by myself. You'll just slow me down!" Sad Bear was so full of blaming words, he didn't even realize what he was doing.

No one came to play with Sad Bear after school that day. He sat alone on the log outside his house and wondered, "Why doesn't anyone want to play with me? What have I done wrong?"

3) SAY, "Can you help Sad Bear answer that question?"

DISCUSSION QUESTIONS

- Who did Sad Bear blame first? (*The bird.*) Next? (*The worm.*) And third? (*The beaver.*)
- Were the other animals to blame for Sad Bear's accidents? (*No.*)
- Was anybody to blame for Sad Bear's accidents? (*No.*)
- Have you ever blamed someone when it wasn't their fault?
- Have you ever been blamed for something that wasn't your fault? How did you feel?

"Blaming others is not a positive action for self-honesty. It is a negative action and choosing it will cause you to feel bad about yourself. Don't blame your friends unfairly; you may find yourself without any friends to blame. Accepting responsibility for your own actions is a positive action that can make you feel better about yourself."

4) *TEACHER: Using the poster as a visual aid, emphasize to students that Happy Bear uses the positive action of not blaming others. Sad Bear blames others and doesn't feel good about himself.*

WORD OF THE WEEK ALERT!

Self-Responsibility

To answer for your actions.

Lesson 100



Front



Back

LESSON 115 • UNIT 6 • GRADE 2

**IMPROVING YOURSELF CONTINUALLY USING
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

Purpose: To introduce self-improvement as it relates to social/emotional needs.

Materials Needed: None

Materials Provided: None

Procedure:

- 1) SAY, "Today we are going to discuss ways we can improve understanding and control of our feelings or emotions. We will call these **social and emotional improvements**."

"By using positive thoughts and actions, we can learn to control our emotions and use them in a more positive way. If you remember our Thoughts-Actions-Feelings about Self Circle, positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts. Using the Circle will help us understand how to make social and emotional improvements. Even learning our *Positive Action* lessons is an action to improve ourselves socially and emotionally."

"What can you do now socially/emotionally that you couldn't do as a baby?" (*Help students think of three or four things. Examples: thinking how others feel, being honest about their feelings, knowing that crying doesn't fix things, sharing.*)

"Those of you that have younger brothers or sisters can help us look at the different stages of social/emotional improvement. What are some ways that your baby brothers and sisters behave socially and emotionally?" (*Help students think of three or four things. Examples: crying until they get their way, having tantrums when they are angry, etc.*)

- 2) "You see how many social and emotional improvements you've made since you were younger? You used positive actions to make these improvements. You can do so much improvement socially and emotionally with potential and positive actions. Now, can you think of any social and emotional improvements you can make as you grow older? I'd like you to think of certain social/emotional self-improvements that a second-grader or older person can do. Maybe you want to treat others with kindness, or think of other's feelings. These are all types of social/emotional improvements."

LESSON 117 • UNIT 6 • GRADE 2

**IMPROVING YOURSELF CONTINUALLY USING
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

Purpose: To introduce the concept that having potential is necessary for self-improvement, and that students choose their attitudes about their potential for self-improvement.

Materials Needed: Tape or tacks, chalkboard and chalk, whiteboard and dry erase marker, or virtual platform, scissors, glue

Materials Provided: Image of “Follow the Yellow Brick Road” Poster 117-6-2, Activity Sheet 117-6-2

Procedure:

- 1) *TEACHER: Activity Sheet 117-6-2 requires a cut and paste activity. Alternatively, students could draw on the activity sheet.*
- 2) *Display the “Follow the Yellow Brick Road” Poster 117-6-2 and use it as a visual aid to point out the four steps to self-improvement, ending with potential.*

SAY, “Not only do we all need to improve, but we are all able to improve. When you say that you have the power to make yourself better, that means you have the potential it takes to improve.

Potential is the power to do. We all have the **potential for self-improvement**, or the power to improve ourselves. You can do so many things if you believe in your potential and use positive actions to improve. There is no limit to what you can do. I’d like to tell you the story of a woman named Wilma Rudolph. I’ll ask you some questions at the end of the story, so listen carefully.”

*TEACHER: Write the word “**Potential**” on the board, and then write the Word of the Week definition: “**The power to do.**” Have the children recite the word and definition with you, and then have them repeat it together several times.*

Read the following story, and then elicit discussion with the questions that follow.

WILMA RUDOLPH

Wilma was born into a poor African American family in Tennessee in 1940. She was the 20th of 22 children! Wilma was sick a lot as a child. She had measles, mumps, scarlet fever, chicken pox, and double pneumonia. Then, when she got a little older, the doctor discovered that Wilma had polio. She had to wear leg braces for many years. Her parents, brothers, and sisters took turns massaging her legs to help her walk better. As she grew older, she became stronger and stronger, but everyone who knew her was surprised when she decided to try out for the track team. She was sure she could run if she wanted to. She believed she could, and she had the courage to try. She ran many races without winning, but she had persistence. That means she kept trying to improve her running, no matter what got in her way. She was not disappointed when she lost; she looked at a loss as a problem, but one she could do something about. She

LESSON 117 • UNIT 6 • GRADE 2 (Continued)

learned each time she lost. She looked closely at the winner, and used the race as an opportunity to improve. Wilma went on to win three Gold Medals at the 1960 Olympics in Rome. Can you imagine how she must have felt then? She had the potential even as a crippled child because she felt good about herself. She wanted to become a famous runner and believed she could. She tried something many people were sure she couldn't do. She knew how to turn problems, the things she couldn't change, into opportunities to improve herself.

DISCUSSION QUESTIONS

- Potential means the power to do something if you believe you can or want to do it. Do you think Wilma Rudolph had potential even though she was crippled?
- Name something Wilma Rudolph did to show she had courage.
- Many people in sports have persistence. What does that mean?
- How many of you have potential to improve yourselves? Yes, all of you have potential; you can improve if you really want to.

3) *After discussing the questions, point out that realizing we have potential is the first step toward self-improvement.*

Distribute Activity Sheet 117-6-2, and direct students to cut out the banner for "Potential" and paste it on the banner-pole on the Yellow Brick Road to Self-Improvement that has the same banner shape, as pictured on the "Follow the Yellow Brick Road" Poster.

4) SAY, "We are going to learn a little saying to help us remember that we all have the potential to do anything if you believe or want to do it:

When I believe, it gives me the power to do
anything in the world that I want to!"

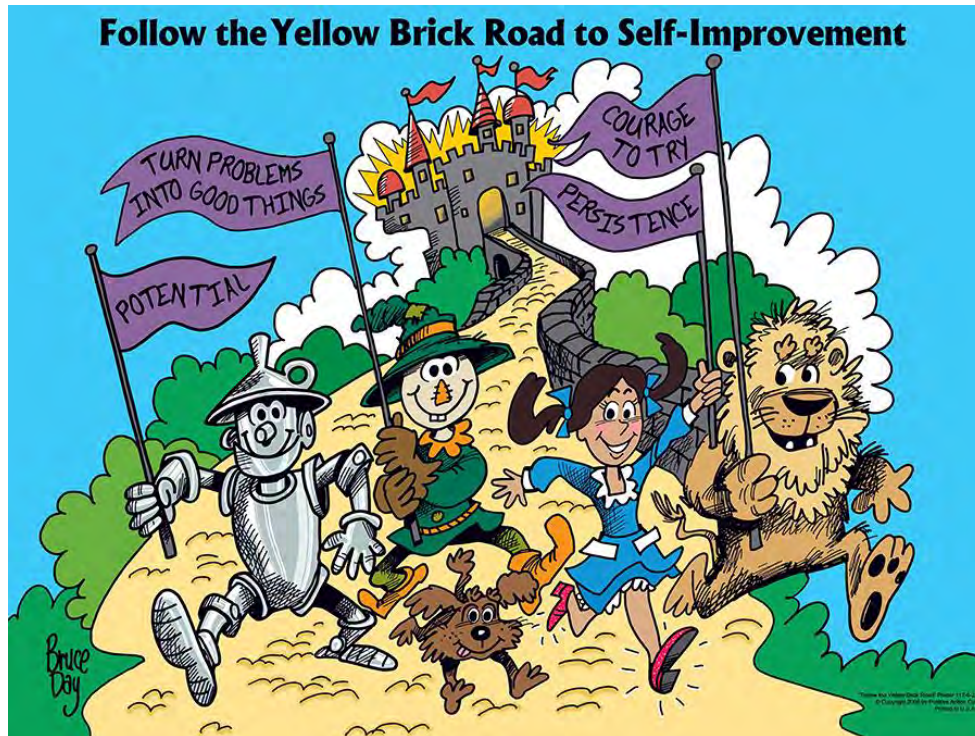
TEACHER: Have the students repeat the verse together a couple of times. Give children the chance to repeat the saying individually.

WORD OF THE WEEK ALERT!

Potential

The power to do.

Lesson 117

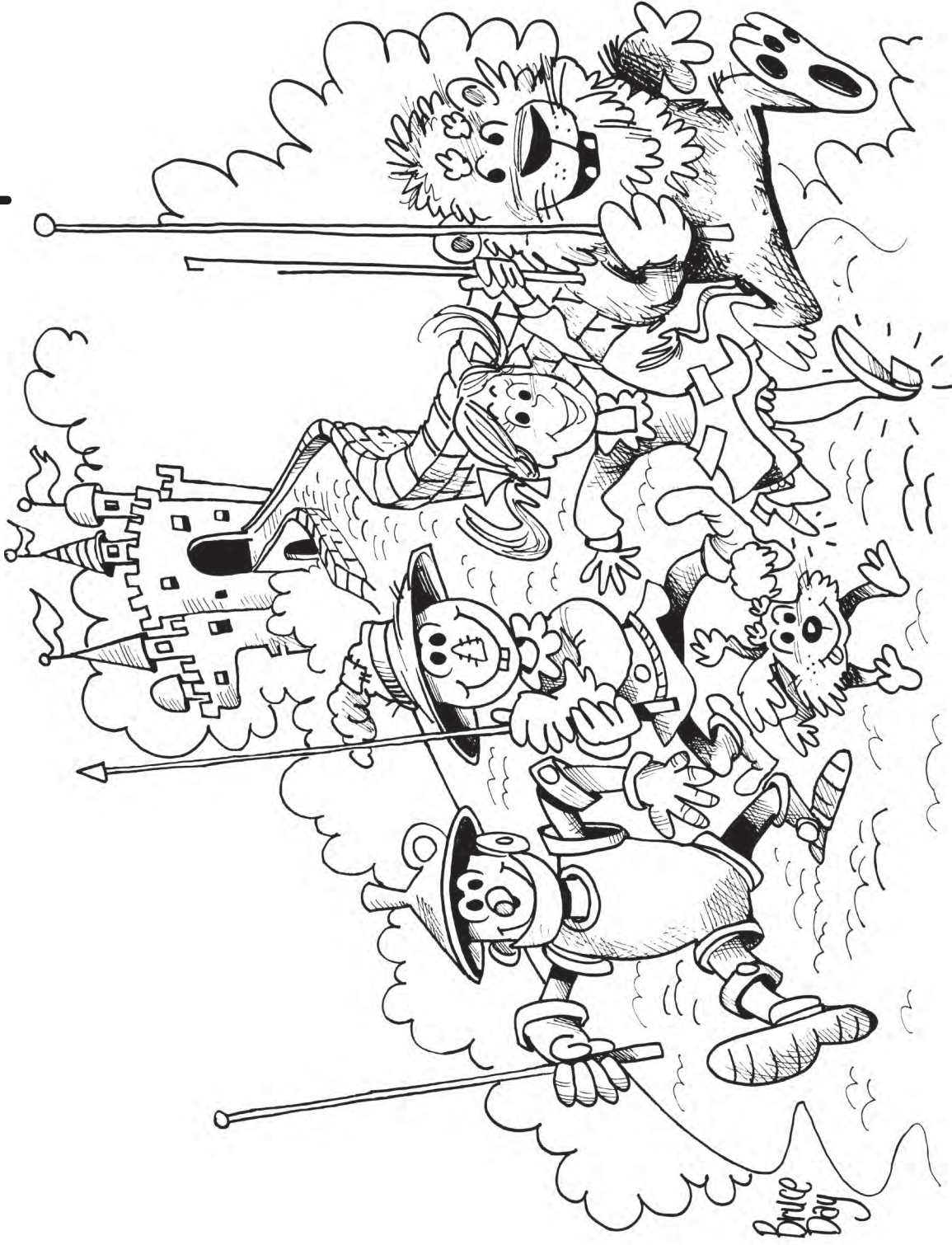


Name: _____

Follow the Yellow Brick Road to Self-Improvement

DIRECTIONS:

During each lesson, cut out the banner with the correct concept on it and paste it to one of the banner poles. You can color the whole sheet when you have completed the lessons.



Persistence

Courage
to Try

Turn Problems
Into Opportunities

Potential



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