

Second Grade- Life Skills Lessons Update

Weeks 18-24 (1/5-2/13)

*Look for the blue writing for at home ideas!

Week 18: Winter Break- No School

Week 19: **Making Friends is an Art**

-Students discussed different friend traits that important for healthy friendships. They also created “Friendship crowns” with words that are supposed to describe them as a friend.

*Ask your child what traits they think make a good friend and share your answer as well. While watching a show or out in the community point out good friend acts.

Week 20: **Wilma Jean the Worry Machine**

-Students read a story about worries and learn different strategies for getting rid of worries:

1. Tell someone you trust
2. Pretend to lock it up and throw away the key
3. Tell it to “go away!”
4. Think of something happy or funny
5. Focus on what you can control rather than things that cannot be controlled

Week 21: **Teasing**

-Students hear the story called Simon’s Hook, a story about how teasing is often about students trying to get attention from another. When a student gives another attention for teasing, it’s like they are being “hooked.” Students are encouraged to try the following strategies:

1. Ignore
2. Walk away
3. Make a joke
4. Agree (“I do have curly hair and I love it!”)

*Have your child practice “I feel ____” statements at home to express his/her needs. Point out characters in stories/movies/shows and discuss how individuals could handle teasing.

Week 22: **Enemy Pie**

-Students discussed what to do when they struggle getting along with someone after reading the book, Enemy Pie. In the book, a child’s dad convinces his son to spend an entire day with his “enemy.” During the day, dad is supposed to be making a disgusting pie for the enemy. Instead,

he's making a regular pie knowing that at the end of the day, the two boys are going to find things they have in common and even become friends. Finding things in common can be a great way to make friends and also find common ground to help get along with another.

Week 23: **Bullying Behavior**

-Students discuss what bullying behavior looks like through a story. In this story, students learn to talk to an adult they trust if they witness bullying behavior. Many students were struggling with the difference between teasing and bullying. Teasing is often a one-time occurrence while bullying involves intentional, repetitious behavior. Bullying makes the target's life extremely difficult while teasing tends to dissipate or stop when an individual says, "Please stop". Some students also questioned the difference between a conflict and bullying. A conflict is two-sided such as a disagreement or argument between two or more students while bullying involves a target and one or more students who are doing the bullying. See below for official definitions:

-Our school district's policy (based on DPI's definition) on bullying includes the definition:

Definition of Bullying Behavior: Bullying is deliberate and intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, national origin, race, ethnicity, religion, gender, gender identification, sexual orientation, physical attributes, physical or mental ability or disability, and social, economic, or family status.

Bullying behavior can be:

1. Physical (e.g., assault, hitting or punching, kicking, theft)
2. Verbal (e.g., threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the Internet – also known as cyber bullying)

**Role play different scenarios with your child to determine what bullying behavior looks like and what teasing looks like.*

Week 24: **Making and Keeping Friends Challenge**

-This week students are challenged to try and play with someone who they haven't played with before or don't often play with. They are especially challenged to try and include students who are left out.

**Explore feelings with your child about what it feels like to be left out.*