



# Lesson Overview

## Title: Building Healthy Connections

Grade Level

2-3

Lesson Type

Individual/Class

Duration

Subject

Social Studies

Drama

Phys. Ed and Health

Skill(s) Developed

Critical Thinking

Collaboration

Creative Thinking



Topic: Understanding conflict in relationships

### Learning Goals :

By the end of this lesson, learners will be able to differentiate between healthy and unhealthy connections with others. This will include family and friend relationships. Learners will recognize, analyze and resolve conflicts within these relationships and its connection to people experiencing homelessness.

### Materials Needed:

- Chart Paper
- Markers
- Conflict Reflection activity worksheet (included)
- Name the Behaviour activity worksheet (included)
- Staying SAFE role play activity worksheet (included)

### Pre-Requisites:

Introduction to the Shoebox Project

Introduction to the Shoebox Project 2



# Building Healthy Connections

## Lesson Plan: Gr. 2-3

### OBJECTIVE

Understand healthy and non-healthy communication at home

### PREPARATION

To prepare yourself and the learners for the lesson, instructor should review the **Teacher's glossary** at the end of this lesson for definitions/explanations related to: domestic conflict and conflict resolution skills. Instructor should review all activities and discussion questions prior to beginning the lesson.

### ACTIVITIES

- Activity 1: Conflict Reflection
- Activity 2: Name the Behaviour
- Activity 3: Staying SAFE Role Play

### RESOURCES

Hands are not for hitting - Read aloud

Words are not for hurting- Read aloud

### LESSON OUTLINE

Begin this lesson by asking the learners the following question: How do you show others that you care about them? Instructor will create a chart with the learners and ask them to identify ways that you can show someone that you love or care about them. After initial discussion, learners will complete **Activity 1: Conflict Reflection** followed by **Activity 2: Name the Behaviour** and **Activity 3: SAFE Role Play**. These activities will introduce the learners to domestic conflict and its connection to people who are experiencing homelessness.

### EVALUATION

After the completion of activity 1-2, instructor may use the Evaluation rubrics to assess learning goals.

**Evaluation Rubric(s): Critical Thinking Skills and Collaboration Skills, Creative Thinking Skills**





# Activity



## Title: Conflict Reflection

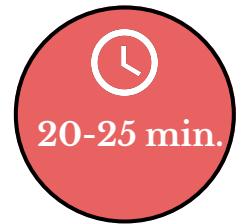
Grade Level

2-3

Lesson Type

Class Activity

Duration



Subject

Social Studies

Skill(s) Category

Speech  
Problem Solving

**Topic:** Domestic Conflict and Violence

**Materials Needed:**

- Chart Paper
- Markers
- Conflict Reflection activity worksheet (included)

**Instructions :**

**1** Begin this activity by reading '**Hands are not for hitting**' by Marlene Agassi followed by '**Words are not for Hurting**' by Elizabeth Verdick.

**2** Complete the Conflict Reflection activity worksheet as a class.

**3** Instructor may record learner responses on chart paper.

**4** Evaluation Rubric(s): Critical Thinking skills Communication skills



# Conflict Reflection



**Instructions:** Read the short stories then discuss the questions below as a class.

1

**What is a conflict?**

2

**What causes conflict?**

3

**What are different types of conflict?**

4

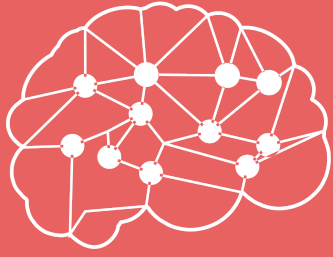
**How may someone react during a conflict?**

5

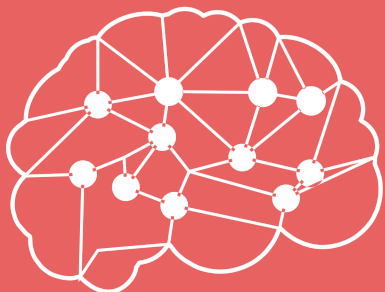
**If someone hit you (violence) during a conflict, what would you do?**

6

**How can hurtful words make someone feel?**



# Activity



## Title: Name the Behaviour

Grade Level

2-3

Lesson Type

Individual

Duration



Subject

Social Studies

Skill(s) Category

Analyze  
Compare and Contrast

Topic: Healthy vs. Unhealthy Connections

Materials Needed:

- Name the Behaviour activity worksheets

### Instructions :

- 1 Begin the activity by asking learners discussion question 1 and 2 and explain the difference between a healthy and unhealthy connection (communication)
- 2 After discussion, print out a copy of the Name the behaviour activity worksheets for each learner to complete
- 3 Learners will complete activity followed by discussion questions 3-5
- 4 Evaluation rubric(s): Critical Thinking Skills

### Discussion Questions:

1. What activities do you enjoy doing with your family?
2. Do you ever disagree with your family?
3. How do you tell your family that you disagree with something?
4. How do you deal with these disagreements?
5. What is a healthy relationship? unhealthy?



# Name the Behaviour



**Instructions:** Pick 3 words from the -ING word bank to describe what is happening in the image below. Write each word on the lines below.

Fighting

Crying

Running

Scratching

Pushing

Yelling

Stomping

Laughing

Playing



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# Name the Behaviour



**Instructions:** Pick 3 words from the -ING word bank to describe what is happening in the image below.

Fighting

Crying

Running

Scratching

Pushing

Yelling

Stomping

Laughing

Playing



# Name the Behaviour



**Instructions:** Put an **H** (for Healthy) next to the images that show good ways to deal with conflict at home. Put a **U** (for Unhealthy) next to the images that do NOT show a good way to deal with conflict at home. Then discuss your answers with the rest of the class.



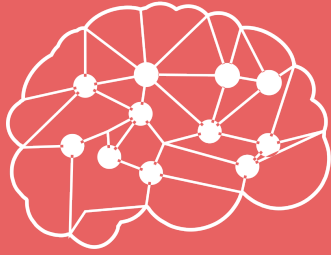
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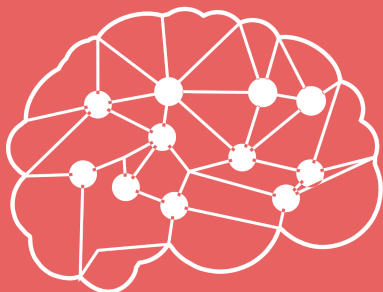


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# Activity



## Title: Staying SAFE Role Play

Grade Level

**Gr. 2-3**

Subject

**Drama**

Lesson Type

**Class**

Skill(s) Category

**Analyze  
Problem Solving  
Team Building**

Duration



**Topic:** Conflict Resolution

**Materials Needed:**

- Staying SAFE role play activity worksheet

**Instructions :**

1. In this activity, the instructor will introduce conflict resolution skills to the learners
2. Instructor will review the definition of a conflict and ask the learners discussion question 1
3. Instructor will review the SAFE acronym with the learners and then complete the staying SAFE Role play activity as a class followed by discussion question 2
4. Evaluation Rubric(s): Collaboration , Critical Thinking , Creative Problem Solving

**Discussion Questions:**

1. How do you resolve conflict/problems with others?
2. How can conflict at home lead to homelessness?

# Staying SAFE Role Play



**Instructions:** Discuss conflict resolutions skills by reviewing the SAFE acronym below. Once discussed, instructor will read and discuss each scenario and then choose a volunteer from the class to respond using the SAFE acronym.

S- say STOP!

A- get AWAY

F- FIND someone you trust

E- EXPLAIN what happened

Everyone has a right to feel safe whether they are at home, school or in the community. If someone does not respect your boundaries or you are experiencing a conflict, we can use the acronym SAFE to help us resolve our conflicts.

## Scenario 1

Andrew and Ellis are classmates in Ms. Coco's class but Ellis is always picking on Andrew, saying his lunch is smelly and looks like baby food. Andrew is getting sick of it. Using the **SAFE** model, what should he do?

## Scenario 2

Amanda won an award for good grades and her best friend Layla called her a mean name. Using the **SAFE** model, what should she do?

## Scenario 3

Terri and Kelly are good friends, but Kelly dislikes how Terri sometimes makes mean comments about her appearance. She doesn't feel comfortable confronting Kelly about this. When she finally decides to, Terri denies this and says Kelly is overreacting and refuses to listen to her. After talking to Terri, Kelly feels worse and more unsafe in this friendship. Using the **SAFE** model, what should she do?

## Scenario 4

Sandra's mom is always yelling at her. If Sandra makes a mistake her mom will scream at her and send her away. Sometimes Sandra feels like her mom is mean to her. Using the **SAFE** model, what should she do?



# Glossary



## Grade Level

Gr. 2-3

## Subject

**Social Studies**  
**Drama**

## Lesson Title

**Building Healthy Connections**

## Description

The glossary section provides definitions and explanations for the lesson.

## DEFINITIONS

### Conflict

A conflict is a struggle between people which may be physical, or between conflicting ideas. Conflicts can either be with one person, or they can involve several people or groups. [Full definition here](#)

### Conflict Resolution

Conflict resolution is a set of ideas and ways to reduce sources of conflict. successful conflict resolution usually involves fostering communication among disputants and problem solving that meet their underlying needs. [Full definition here](#)

### Healthy vs. Unhealthy relationships

In healthy relationships, people can feel safe, respected and accepted for who they are. In unhealthy relationships, people may feel anxious, confused, uncertain and even unsafe. [For more information click here.](#)

### Domestic Conflict and Homelessness

People can become homeless because of challenges they experience within their families. Conflicts – whether related to abuse, mental health, or other issues of young people or family members – can often lead people to the streets. [For more information click here](#)

## LESSON RESOURCES

1. **Teacher's Guide**- The teachers's guide provides an introduction to The Shoebox Project lessons. This includes information about The Shoebox Project, why it matters and the learning objectives for these lesson plans. Please [click here](#) for details.
2. Feeling SAFE activity- [Advocates for Youth.Org](#)
3. Evaluation rubrics- [Click here](#) to download