**Second Step: A Violence Program**

**Grade 2: End-of-Course Test**

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**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_**

**Part 1: True/False.** Circle “True” if the statement is true or “False” if the statement is false.

1. It is O.K. to be angry. True False
2. I am responsible for my actions. True False
3. If someone makes me angry, it is O.K. to hit him or her. True False
4. My friend and I must agree on all things. True False
5. Every action has a consequence. True False

**Part 2: Fill in the blank.** Select a word form the word bank to complete each sentence.

feelings apology amend criticism anger buttons

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are those things that cause us to be angry.
2. All \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are O.K. It is what we do with them that is good or bad.
3. If I accidentally hurt someone, it is important to give an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. It is important to use cool down skills when accepting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is what we do to make up for a wrong we have done to another person.

**Part 3: Multiple Choice.** Circle the letter of the best answer to each of the following.

1. When someone criticizes me, I should do which of the following:
2. get angry, and tell the person to get lost
3. calm down, decide if what the person has said is true, choose what to do and say
4. calm down, tell the person that they have no business sharing an opinion
5. When I am angry or upset, I can calm down by doing which of the following:
6. call the teacher, go for a drink of water, shout at my friend
7. take deep breaths, count slowly, think calm thoughts
8. shout at the person bothering me, tattle to the teacher, tell my parents
9. What should I do if I am left out of a game?
10. pout and sit away from the other kids in a corner
11. beg the others to let me play, tattle to the teacher
12. calm down, decide whether I’m being left out on purpose, ask to play
13. If I have done something to hurt someone, I should:
14. admit what happened, say I’m sorry, offer to make things better (amend)
15. deny what happened, say I’m sorry anyway but it wasn’t my fault
16. blame the accident on someone else, say I’m sorry for what happened
17. The following are steps that can be used in dealing with consequences:
18. argue your side of the story and refuse to accept punishment
19. keep calm, think about why you were given the consequence, accept the consequence
20. point out why you are not at fault, blame the other person for the problem