

Too Good for Violence – Social Perspectives Grade 4 2020 Edition

Correlated with Wyoming Health Education Content and Performance Standards

Lesson 1 Goal Boosters and Goal Busters – *Setting Reachable Goals*

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and recite the goal-naming steps
- Name a personal goal
- Identify resources that can help someone reach a personal goal

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.6 Describe criteria for setting personal health goals.

HE4.4.7 Set a measurable short-term personal health goal and monitor progress on achieving the goal (e.g., brush teeth two times per day, walk 10,000 steps every day).

Lesson 2 Major Intersection – *Making Responsible Decisions*

Objectives

Following this lesson, the student will be able to:

- Identify and follow the steps of the decision-making model
- Identify the benefits and consequences of a particular decision
- Determine when decisions should be made alone or with the help of a trusted adult

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

HE4.2.2 Explain when assistance is needed for making health related decisions.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.4 Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option).

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

Lesson 3 I See Me – *Identifying and Managing Emotions*

Objectives

Following this lesson, the student will be able to:

- Name a variety of emotions
- Recognize the physical signals associated with specific emotions
- Demonstrate an awareness of one's own feelings in a variety of situations
- Identify healthy and unhealthy ways to express emotions
- Identify the value of talking about feelings with parents and other trusted adults
- Demonstrate healthy ways to express and manage emotions
- Recognize the emotions of others by observing facial expressions

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.4 Describe a range of emotions and the situations that cause them.

HE4.4.5 Describe and demonstrate the ability to express emotions in a socially acceptable manner (positive ways to express anger, alternatives to violence, etc.).

Lesson 4 More than Words – *Effective Communication*

Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the roles of the speaker and the listener
- Differentiate effective and ineffective listening skills
- Differentiate effective and ineffective speaking skills

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.1 Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks.

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

Lesson 5 Community Garden – *Bonding and Relationships*

Objectives

Following this lesson, the student will be able to:

- Identify examples of pro-social behaviors
- Explain the importance of being sensitive to the feelings of others
- Compare healthy and unhealthy friendship qualities
- Apply effective communication skills to support others

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

Lesson 6 The Respect Effect – *Respect for Self and Others*

Objectives

Following this lesson, the student will be able to:

- Define respect
- Recognize the positive effects of self-respect on attitudes, behaviors, and relationships
- Discuss the role of cooperation, respect, and communication in friendships
- Identify that people can have different points of view about the same situation
- Demonstrate respectfully listening to and responding to different points of view

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.8 Describe how to work effectively with those who are different from oneself.

Lesson 7 Work It Out – Conflict Resolution

Objectives

Following this lesson, the student will be able to:

- Define conflict
- Discuss conflict as universal, natural, and normal
- Discuss the possible consequences of an unresolved conflict
- Differentiate cooperation and competition
- Demonstrate the effectiveness of cooperation and the ineffectiveness of competition in a conflict situation
- Demonstrate problem solving skills and evaluate the effectiveness of the solution

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.1 Describe situations or circumstances that help or hinder healthy decision making.

HE4.2.2 Explain when assistance is needed for making health related decisions.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).

HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

HE4.3.3 Describe refusal skills to avoid or reduce health risks.

HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.2 Explain behaviors that help avoid or reduce health risks.

Lesson 8 Cool Down & Turn it Around – Anger Management

Objectives

Following this lesson, the student will be able to:

- Define “escalation” and “de-escalation” as they relate to conflict
- Describe the process of conflict escalation
- List signs that a conflict is escalating
- Identify verbal and non-verbal conflict escalators
- Effect the de-escalation of a conflict
- Construct neutral problem statements

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.1 Describe situations or circumstances that help or hinder healthy decision making.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.2 Explain behaviors that help avoid or reduce health risks.

HE4.4.4 Describe a range of emotions and the situations that cause them.

HE4.4.5 Describe and demonstrate the ability to express emotions in a socially acceptable manner (positive ways to express anger, alternatives to violence, etc.).

Lesson 9 Building an Inclusive Community – *Identifying and Managing Bullying Situations*

Objectives

Following this lesson, the student will be able to:

- Understand that bullying is different from conflict
- Recognize and identify different types of bullying behaviors
- Define bully, target, and witness
- Identify ways the target or the witness can stop a bullying situation
- Perform role plays to deal with aggression and/or bullying
- Demonstrate assertive responses to bullying behavior

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.1 Describe situations or circumstances that help or hinder healthy decision making.

HE4.2.2 Explain when assistance is needed for making health related decisions.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).

HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

HE4.3.3 Describe refusal skills to avoid or reduce health risks.

HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.2 Explain behaviors that help avoid or reduce health risks.

HE4.4.9 Define bullying and the role of the aggressor in bullying situations.

Lesson 10 Positively Influential – *Being a Positive Role Model*

Objectives

Following this lesson, the student will be able to:

- Define role model
- Identify the qualities of a positive role model
- Name ways to influence others positively
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes
- Recognize how student role models can positively impact school climate

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.2 Explain behaviors that help avoid or reduce health risks.