

Too Good for Violence – Social Perspectives

Grade 4 Revised Edition

Correlated with Arkansas Physical Education and Health Curriculum Framework, Revised 2011

Lesson 1: *Goal Boosters and Goal Busters* – Goal Setting

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

None apply at this time

Lesson 2: *Major Intersection* – Decision Making

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

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships: Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote wellness.

HW.9.4.1

Predict consequences of various choices

HW.9.4.2

Apply strategies that demonstrate care, consideration, and respect for others

Strand: Health and Wellness

Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks.

HW.11.4.9

Discuss strategies to avoid or reduce harmful situations

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

Strand: Health and Wellness

Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks.

HW.11.4.1

Demonstrate the ability to monitor personal feelings and behaviors

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

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships: Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote wellness.

HW.9.4.4

Apply verbal and nonverbal communication skills in different types of relationships

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

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships: Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote wellness.

HW.9.4.3

Apply skills that promote positive relationships

HW.9.4.4

Apply verbal and nonverbal communication skills in different types of relationships

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

Strand: Physical Education and Leisure

Standard 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings

PEL.5.4.1

Identify responsible decisions according to the rules and boundaries associated with physical activities

PEL.5.4.2

Exhibit responsible and respectful behavior in different social situations (e.g., being a “good” loser, being a “humble” winner)

PEL.5.4.3

Exhibit teamwork skills in activity settings (e.g., team games, team-building activities, parachute)

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

Strand: Health and Wellness

Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks

HW.11.4.1

Demonstrate the ability to monitor personal feelings and behaviors

HW.11.4.2

Demonstrate ways to manage different kinds of stress (e.g., role play, journal)

HW.11.4.9

Discuss strategies to avoid or reduce harmful situations

HW.11.4.10

Identify sources to report abuse, bullying, violence, and injury (e.g., teachers, nurses, counselor, ministers, parents, coaches)

HW.11.4.11

Identify various behaviors associated with abuse, bullying, violence, and injury (e.g., physical, verbal, cyber, emotional)

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

Strand: Health and Wellness

Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks

HW.11.4.1

Demonstrate the ability to monitor personal feelings and behaviors

HW.11.4.2

Demonstrate ways to manage different kinds of stress (e.g., role play, journal)

HW.11.4.9

Discuss strategies to avoid or reduce harmful situations

HW.11.4.10

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HW.11.4.11

Identify various behaviors associated with abuse, bullying, violence, and injury (e.g., physical, verbal, cyber, emotional)

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

Strand: Health and Wellness

Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks

HW.11.4.1

Demonstrate the ability to monitor personal feelings and behaviors

HW.11.4.2

Demonstrate ways to manage different kinds of stress (e.g., role play, journal)

HW.11.4.9

Discuss strategies to avoid or reduce harmful situations

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Identify sources to report abuse, bullying, violence, and injury (e.g., teachers, nurses, counselor, ministers, parents, coaches)

HW.11.4.11

Identify various behaviors associated with abuse, bullying, violence, and injury (e.g., physical, verbal, cyber, emotional)

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

Strand: Physical Education and Leisure

Standard 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings

PEL.5.4.1

Identify responsible decisions according to the rules and boundaries associated with physical activities

PEL.5.4.2

Exhibit responsible and respectful behavior in different social situations (e.g., being a “good” loser, being a “humble” winner)

PEL.5.4.3

Exhibit teamwork skills in activity settings (e.g., team games, team-building activities, parachute)