

# Too Good for Violence – Social Perspectives

## Grade 4 Revised Edition

Correlated with the Health Education Content Standards for California Public Schools, 2008

### 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

#### Injury Prevention and Safety

##### Standard 6: Goal Setting

6.1.S Make a personal commitment to use appropriate protective gear while engaging in activities.

6.2.S Make a personal commitment to stay away from people involved in gang activity.

### 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

#### Injury Prevention and Safety

##### Standard 5: Decision Making

5.1.S – Evaluate strategies to avoid potentially dangerous situations.

5.2.S Examine the consequences of bullying and harassment.

5.3.S Analyze the benefits of using nonviolent means to resolve conflicts.

5.4.S Evaluate how following family, school, and community rules can impact safety.

### 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

#### Injury Prevention and Safety

##### Standard 2: Analyzing Influences

2.1.S – Analyze how emotions contribute to both safe and violent behaviors.

### **Standard 3: Accessing Valid Information**

- 3.1.S Identify accurate sources of information about injury prevention and safety.
- 3.3.S Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).
- 3.4.S Identify trusted adults to report to if people are in danger of hurting themselves or others.

### **Standard 4: Interpersonal Communication**

- 4.1.S Demonstrate the ability to use refusal skills in risky situations.
- 4.2.S Practice effective conflict resolution techniques with others.
- 4.3.S Report bullying, harassment, and other dangerous situations.
- 4.4.S Demonstrate refusal skills to avoid gang involvement.
- 4.5.S Demonstrate what to say and do when witnessing bullying.

## **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

### **Injury Prevention and Safety**

#### **Standard 4: Interpersonal Communication**

- 4.1.S Demonstrate the ability to use refusal skills in risky situations.

## **Lesson 5: *To Have A Friend, Be A Friend* – 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

### **Injury Prevention and Safety**

#### **Standard 2: Analyzing Influences**

- 2.1.S – Analyze how emotions contribute to both safe and violent behaviors.

#### **Standard 4: Interpersonal Communication**

- 4.2.S Practice effective conflict resolution techniques with others.
- 4.3.S Report bullying, harassment, and other dangerous situations.
- 4.5.S Demonstrate what to say and do when witnessing bullying.

## **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

### **Injury Prevention and Safety**

#### **Standard 1: Essential Concepts**

- 1.8.S Explain the dangers of having weapons at school, at home, and in the community.
- 1.18.S Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.

## **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

### **Injury Prevention and Safety**

#### **Standard 1: Essential Concepts**

- 1.2.S Identify behaviors that may lead to conflict with others.
- 1.7.S Describe ways to seek assistance if worried, abused, or threatened.
- 1.18.S Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.

## **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

### **Injury Prevention and Safety**

#### **Standard 2: Analyzing Influences**

- 2.1.S Analyze how emotions contribute to both safe and violent behaviors.
- 2.2.S Examine the influence of violence in media and technology on health behavior.
- 2.3.S Explain that most young people do not use violence to deal with problems.

# 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

## Injury Prevention and Safety

### Injury Prevention and Safety

#### Standard 1: Essential Concepts

- 1.2.S Identify behaviors that may lead to conflict with others.
- 1.3.S Describe the different types of bullying and harassment.
- 1.4.S Examine the effects of bullying and harassment on others.
- 1.7.S Describe ways to seek assistance if worried, abused, or threatened.
- 1.8.S Explain the dangers of having weapons at school, at home, and in the community.
- 1.18.S Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.

#### Standard 4: Interpersonal Communication

- 4.1.S Demonstrate the ability to use refusal skills in risky situations.
- 4.2.S Practice effective conflict resolution techniques with others.
- 4.3.S Report bullying, harassment, and other dangerous situations.
- 4.4.S Demonstrate refusal skills to avoid gang involvement.
- 4.5.S Demonstrate what to say and do when witnessing bullying.

# 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

## Injury Prevention and Safety

#### Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Demonstrate strategies to avoid bullying and other types of harassment.
- 7.4.S Follow safety rules and laws at home, at school, and in the community.

#### Standard 8: Health Promotion

- 8.1.S Encourage specific measures to improve home or school safety.
- 8.2.S Offer friendship and support to someone who was bullied.
- 8.3.S Encourage others' safety behaviors (e.g., wearing bicycle helmets and seat belts).