

Too Good for Violence – Social Perspectives

Grade 4 Revised Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

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

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. - Identify responsible health behaviors

Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

E.7.1. – Demonstrate the ability to apply the goal-setting process to enhance health

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

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. - Describe relationships between personal health behaviors and individual well-being

E.1.8. - Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.3. - Compare behaviors that are safe to those that are risky or harmful

E.3.4. - Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.2. - Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health

E.6.1. – Demonstrate the ability to apply a decision-making process to enhance health

E.6.2. – Explain when to ask for assistance in making health-related decisions

E.6.3. – Predict outcomes of positive health decisions

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 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.2. - Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body

E.1.5. - Examine how physical, social and emotional environments influence personal health

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.3. - Describe emotions and how they can affect an individual's behavior

E.5.4. - Identify and demonstrate healthy ways to express needs, wants and feelings

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 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. - Practice verbal and nonverbal communication as a means of enhancing health

E.5.5. - Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

E.5.6. - Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

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 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

E.4.3. - Explain how family, school and peers influence personal health

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.2. - Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.6. - Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

Content Standard 8: Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

E.8.7. - Promote positive, healthy interpersonal relationships with respect and appreciation for each other

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 5: Communication Skills **Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

Content Standard 8: Advocacy **Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.**

E.8.6. Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other

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 5: Communication Skills Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.7. Demonstrate avoidance and refusal skills to enhance health

E.5.8. Identify possible causes of conflict

E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage, and resolve conflicts and identify adults who might assist, when appropriate

Content Standard 6: Decision-Making Skills Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health

E.6.2. Explain when to ask for assistance in making health-related decisions

E.6.3. Predict outcomes of positive health decisions

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 3: Self-management of Healthy Behaviors Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors

E.3.3. Compare behaviors that are safe to those that are risky or harmful

E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions

E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease

E.3.6. Identify and practice skills to manage stress

Content Standard 5: Communication Skills Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.3. Describe emotions and how they can affect an individual’s behavior

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

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 3: Self-management of Healthy Behaviors Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors

E.3.3. Compare behaviors that are safe to those that are risky or harmful

E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions

E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease

E.3.6. Identify and practice skills to manage stress

Content Standard 5: Communication Skills Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.3. Describe emotions and how they can affect an individual's behavior

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

E.5.6. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

E.5.7. Demonstrate avoidance and refusal skills to enhance health

E.5.8. Identify possible causes of conflict

E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage, and resolve conflicts and identify adults who might assist, when appropriate

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 8: Advocacy Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

E.8.1. Describe a variety of methods to convey accurate health information, concepts and skills

E.8.2. Express opinions about health issues based on accurate health information

E.8.3. Identify and describe community agencies that advocate for healthy individuals, families and communities

E.8.4. Describe ways to encourage and support others in making positive health choices

E.8.5. Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools

E.8.6. Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other