

# Too Good for Violence – Social Perspectives

## Grade 4 Revised Edition

Correlated with Hawaii Content and Performance Standards for Health

### 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

**Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

#### Personal Health and Wellness

HE.3-5.1.8 Describe the relationship between health behaviors and well-being

**Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

#### Goal-Setting Across Topic Areas

HE.3-5.6.3 Identify appropriate goal-setting strategies to set personal health goals

### 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

**Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

#### Promoting Safety and Preventing Violence and Unintentional Injury

HE.3-5.1.4 Describe how to assess situations that might be dangerous or risky and strategies to avoid such Situations

#### Personal Health and Wellness

HE.3-5.1.8 Describe the relationship between health behaviors and well-being

**Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

#### Personal Health and Wellness

HE.3-5.3.2 Evaluate behaviors that are safe, risky, or harmful to self and others

**Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

#### Decision-Making Across Topic Areas

HE.3-5.6.1 Identify the elements of a decision-making model related to health issues and problems

HE.3-5.6.2 Evaluate decisions made on health issues and problems

## 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

### Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention Mental and Emotional Health

HE.3-5.1.1 Describe the relationship between physical and emotional health

### Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks Mental and Emotional Health

HE.3-5.3.1 Use appropriate strategies for dealing with emotional and stressful situations

## 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

### Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health Communication Skills Across Topic Areas

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

## 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

### Standard 4: ANALYZING INFLUENCES: Understand the influences of culture, family, peers, media, technology, and other factors on health Factors Influencing Health Across Topic Areas

HE.3-5.4.1 Identify internal and external factors that influence health behaviors and health-related decisions

### Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health Communication Skills Across Topic Areas

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

## **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

### **Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

#### **Personal Health and Wellness**

HE.3-5.1.8 Describe the relationship between health behaviors and well-being

### **Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health**

#### **Communication Skills Across Topic Areas**

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

## **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

### **Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

#### **Personal Health and Wellness**

HE.3-5.1.8 Describe the relationship between health behaviors and well-being

### **Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health**

#### **Communication Skills Across Topic Areas**

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

HE.3-5.5.3 Know how to use appropriate non-violent strategies to deal with conflict and dispute

## **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

**Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

**Personal Health and Wellness**

HE.3-5.1.1 Describe the relationship between physical and emotional health

**Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

**Mental and Emotional Health**

HE.3-5.3.1 Use appropriate strategies for dealing with emotional and stressful situations

**Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health**

**Communication Skills Across Topic Areas**

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

HE.3-5.5.3 Know how to use appropriate non-violent strategies to deal with conflict and dispute

## **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

**Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health**

**Communication Skills Across Topic Areas**

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

HE.3-5.5.3 Know how to use appropriate non-violent strategies to deal with conflict and dispute

**Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

**Decision-Making Across Topic Areas**

HE.3-5.6.1 Identify the elements of a decision-making model related to health issues and problems

**Standard 7: ADVOCACY—Advocate for personal, family, and community health**

**ADVOCACY ACROSS TOPIC AREAS**

HE.3-5.7.1 Name people or groups that advocate for healthy individuals, families, and communities

# 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

## Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention

### Personal Health and Wellness

HE.3-5.1.4 Describe how to assess situations that might be dangerous or risky and strategies to avoid such situations

HE.3-5.1.8 Describe the relationship between health behaviors and well-being

## Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks

### Mental and Emotional Health

HE.3-5.3.1 Use appropriate strategies for dealing with emotional and stressful situations

## Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health

### Communication Skills Across Topic Areas

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

HE.3-5.5.3 Know how to use appropriate non-violent strategies to deal with conflict and dispute

## Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health

### Decision-Making Across Topic Areas

HE.3-5.6.1 Identify the elements of a decision-making model related to health issues and problems

## Standard 7: ADVOCACY—Advocate for personal, family, and community health

### ADVOCACY ACROSS TOPIC AREAS

HE.3-5.7.1 Name people or groups that advocate for healthy individuals, families, and communities