

Too Good for Violence – Social Perspectives

Grade 4 Revised Edition

Correlated with Iowa State Health Standards

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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate goal-setting skills.

- Develop goals to enhance health status.

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

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate decision making skills.

- Explain different approaches to making decisions.
- Describe the effectiveness of health-related decisions.
- Demonstrate the ability to seek assistance when making health related decisions.
- Recognize that health related decisions have an impact on individual, family, community, and environment.

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

21.3–5.HL.2

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- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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

21.3–5.HL.2

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Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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

21.3–5.HL.2

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- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

21.3–5.HL.3

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Demonstrate decision making skills.

- Recognize that health related decisions have an impact on individual, family, community, and environment.

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

21.3–5.HL.2

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- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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

21.3–5.HL.2

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Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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

21.3–5.HL.2

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- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate decision making skills.

- Explain different approaches to making decisions.
- Describe the effectiveness of health–related decisions.

21.3–5.HL.5

Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.*

Practice preventive health behaviors.

- Demonstrate behaviors that contribute to holistic wellness for individuals, families and communities.

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

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Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.

- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Demonstrate how to influence and support others to make positive health choices.
- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

21.3–5.HL.5

Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.*

Practice preventive health behaviors.

- Demonstrate behaviors that contribute to holistic wellness for 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

21.3–5.HL.2

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- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate decision making skills.

- Explain different approaches to making decisions.
- Recognize that health related decisions have an impact on individual, family, community, and environment.

21.3–5.HL.5

Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.*

Practice preventive health behaviors.

- Demonstrate behaviors that contribute to holistic wellness for individuals, families and communities.