

Too Good For Violence – Social Perspectives

Grade 4 Revised Edition

Correlated with Illinois Learning Standards for Physical Development and 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

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

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

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.B.2a Describe key elements of a decision-making process.

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

STATE GOAL 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).

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

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

B. Demonstrate cooperative skills during structured group physical activity

21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

B. Demonstrate cooperative skills during structured group physical activity

21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.B.2a Describe key elements of a decision-making process.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.2a Describe situations where refusal skills are necessary. (eg. cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).

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

STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

B. Demonstrate cooperative skills during structured group physical activity

21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making

skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.B.2a Describe key elements of a decision-making process.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.2a Describe situations where refusal skills are necessary. (eg. cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).