

Too Good for Violence – Social Perspectives

Grade 4 Revised Edition

Correlated with Kansas Model Curricular Standards for Health Education

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: Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

(The ten content areas of health are listed in no particular order. See teacher notes for age-appropriate instruction.)

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 1: The student will demonstrate comprehension of basic concepts related to health promotion and disease prevention by identifying and describing relationships between well-being and the health-related behaviors in the ten content areas.

Content Standard: Goal-Setting and Decision-Making Skills

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark 1: The student will identify, describe, and demonstrate goal-setting and decision-making skills to enhance health as related to the ten content areas contained in Standard One.

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

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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

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Benchmark 1: The student will demonstrate comprehension of basic concepts related to health promotion and disease prevention by identifying and describing relationships between well-being and the health-related behaviors in the ten content areas.

Content Standard: Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 3: The student will 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: Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate verbal and nonverbal communication skills to enhance health.

Benchmark 3: The student will demonstrate healthy ways to express needs, wants, and feelings.

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

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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: Interpersonal Communication

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Benchmark 1: The student will demonstrate verbal and nonverbal communication skills to enhance health.

Benchmark 3: The student will demonstrate healthy ways to express needs, wants, and feelings.

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: Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

- Benchmark 1:** The student will demonstrate verbal and nonverbal communication skills to enhance health.
- Benchmark 2:** The student will demonstrate refusal and conflict resolution skills to enhance health.
- Benchmark 3:** The student will demonstrate healthy ways to express needs, wants, and feelings.

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: Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will identify and demonstrate healthy behaviors to reduce health risks.

Content Standard: Interpersonal Communication

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Benchmark 1: The student will demonstrate verbal and nonverbal communication skills to enhance health.

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Benchmark 3: The student will 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: Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate verbal and nonverbal communication skills to enhance health.

Benchmark 2: The student will demonstrate refusal and conflict resolution skills to enhance health.

Benchmark 3: The student will demonstrate healthy ways to express needs, wants, and feelings.

Content Standard: Advocating For Health

Standard 7: The student will demonstrate the ability to advocate for personal, family, and community health.

Benchmark: 1 The student will identify developmentally appropriate methods to advocate for personal, family, and community health.

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: Self-Management

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Benchmark 1: The student will identify and demonstrate healthy behaviors to reduce health risks.

Content Standard: Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate verbal and nonverbal communication skills to enhance health.

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