

# Too Good for Violence – Social Perspectives

## Grade 4 Revised Edition

Correlated with Kentucky Core Academic Standards Primary

### 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

#### 1.PL-P-PW: Personal Wellness (Health Education)

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

### 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

#### 1.PL-P-PW: Personal Wellness (Health Education)

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

#### 3.PL-P-S: Safety (Health Education)

2.3 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among-options.

## 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

### 1.PL-P-PW: Personal Wellness (Health Education)

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

## 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

### 1.PL-P-PW: Personal Wellness (Health Education)

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

4.1 Students effectively use interpersonal skills.

## 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

### 1.PL-P-PW: Personal Wellness (Health Education)

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

5.4 Students use a decision-making process to make informed decisions among options.

### 3.PL-P-S: Safety (Health Education)

4.3 Students individually demonstrate consistent, responsive, and caring behavior.

## 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

### **1.PL-P-PW: Personal Wellness (Health Education)**

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

4.4 Students demonstrate the ability to accept the rights and responsibilities 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

### **1.PL-P-PW: Personal Wellness (Health Education)**

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

### **3.PL-P-S: Safety (Health Education)**

5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among-options.

## **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

### **1.PL-P-PW: Personal Wellness (Health Education)**

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

### **3.PL-P-S: Safety (Health Education)**

2.3 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among-options.

## 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

### 1.PL-P-PW: Personal Wellness (Health Education)

- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

### 3.PL-P-S: Safety (Health Education)

- 2.3 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among-options.

## 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

### 1.PL-P-PW: Personal Wellness (Health Education)

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

### 3.PL-P-S: Safety (Health Education)

- 2.3 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among-options.