

Too Good for Violence – Social Perspectives

Grade 4 Revised Edition

Correlated with Louisiana Health Education Content Standards

Lesson One: *Goal Boosters & Goal Busters*

Objectives: 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 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.
Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-6 establish personal health goals and track progress toward its achievement. (1,2,3,4)

Lesson Two: *Major Intersection*

Objectives: 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 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.
Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-3 apply a decision-making process to address personal health issues and problems; (1,2)

5-E-6 establish personal health goals and track progress toward its achievement. (1,2,3,4)

Lesson Three: *I See Me*

Objectives: 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 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.
Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

3-E-1 identify personal health needs; (1,4)

3-E-2 demonstrate responsible personal health behaviors; (2,4)

3-E-5 apply skills to manage stress. (2,4)

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication; (1,2)

5-E-3 apply a decision-making process to address personal health issues and problems; (1,2)

Lesson Four: *More Than Words*

Objectives: 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: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication; (1,2)

5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others; (1,2,5)

Lesson Five: *Community Garden*

Objectives: 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 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication; (1,2)

5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others; (1,2,5)

5-E-3 apply a decision-making process to address personal health issues and problems; (1,2)

5-E-6 establish personal health goals and track progress toward its achievement. (1,2,3,4)

STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

6-E-3 demonstrate the ability to communicate information that promotes positive health choices. (1,3,4,5)

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 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others; (1,2,5)

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 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication; (1,2)

5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others; (1,2,5)

5-E-3 apply a decision-making process to address personal health issues and problems; (1,2)

5-E-5 demonstrate non-violent strategies to resolve conflicts; and (1,2,4)

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 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

3-E-5 apply skills to manage stress. (2,4)

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication; (1,2)

5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others; (1,2,5)

5-E-5 demonstrate non-violent strategies to resolve conflicts; and (1,2,4)

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 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

3-E-4 demonstrate ways to avoid and reduce threatening situations; and (2,3,4)

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication; (1,2)

5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others; (1,2,5)

5-E-4 demonstrate refusal skills to enhance health; (1,2)

5-E-5 demonstrate non-violent strategies to resolve conflicts; and (1,2,4)

STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

6-E-3 demonstrate the ability to communicate information that promotes positive health choices. (1,3,4,5)

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 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

3-E-2 demonstrate responsible personal health behaviors; (2,4)

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication; (1,2)

5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others; (1,2,5)

5-E-3 apply a decision-making process to address personal health issues and problems; (1,2)

5-E-4 demonstrate refusal skills to enhance health; (1,2)

5-E-5 demonstrate non-violent strategies to resolve conflicts; and (1,2,4)

5-E-6 establish personal health goals and track progress toward its achievement. (1,2,3,4)

STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.

Benchmarks K-4

By the end of the K-4 level, students should know and be able to:

6-E-3 demonstrate the ability to communicate information that promotes positive health choices. (1,3,4,5)