

# Too Good for Violence – Social Perspectives

## Grade 4 Revised Edition

Correlated with Missouri Department of Elementary and Secondary Education  
Health Education Grade Level Expectations

### 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

#### Health Maintenance and Enhancement

##### 1. Personal and Family Health

###### A. Personal Health

- Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)

##### 4. Life Management Skills

###### A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

### 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

#### Health Maintenance and Enhancement

##### 1. Personal and Family Health

###### A. Personal Health

- Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)

##### 4. Life Management Skills

###### A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

## 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

### Health Maintenance and Enhancement

#### 4. Life Management Skills

##### A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

##### C. Goal Setting and Asset Development

- Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations

##### D. Stress Management and Coping Skills

- Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)

## 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

### Functions and Interrelationships of Systems

#### 2. Social, Emotional, and Mental Health

##### B. Responsibility in Society

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

### Health Maintenance and Enhancement

#### 4. Life Management Skills

##### A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

## 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

### Functions and Interrelationships of Systems

#### 2. Social, Emotional, and Mental Health

##### B. Responsibility in Society

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

### Health Maintenance and Enhancement

#### 4. Life Management Skills

##### A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

##### E. Harassment/Bullying and Violence Prevention

- Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults)
- Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)

## 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

### Functions and Interrelationships of Systems

#### 2. Social, Emotional, and Mental Health

##### B. Responsibility in Society

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

## 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

## Functions and Interrelationships of Systems

### 2. Social, Emotional, and Mental Health

#### B. Responsibility in Society

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

## Health Maintenance and Enhancement

### 4. Life Management Skills

#### B. Refusal/Assertive Skills and Conflict Resolution

- Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution

#### D. Stress Management and Coping Skills

- Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)

## 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

## Functions and Interrelationships of Systems

### 2. Social, Emotional, and Mental Health

#### B. Responsibility in Society

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

## Health Maintenance and Enhancement

### 4. Life Management Skills

#### A. Decision Making and Problem Solving

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

#### C. Goal Setting and Asset Development

- Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations

#### E. Harassment/Bullying and Violence Prevention

- Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)

## 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

## **Functions and Interrelationships of Systems**

### **2. Social, Emotional, and Mental Health**

#### **B. Responsibility in Society**

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

## **Health Maintenance and Enhancement**

### **4. Life Management Skills**

#### **A. Decision Making and Problem Solving**

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

#### **E. Harassment/Bullying and Violence Prevention**

- Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults)
- Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)

## **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

## **Functions and Interrelationships of Systems**

### **2. Social, Emotional, and Mental Health**

#### **B. Responsibility in Society**

- Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them

## **Health Maintenance and Enhancement**

### **4. Life Management Skills**

#### **A. Decision Making and Problem Solving**

- Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)

#### **C. Goal Setting and Asset Development**

- Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations

#### **E. Harassment/Bullying and Violence Prevention**

- Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)