

# Too Good for Violence – Social Perspectives

## Grade 4 Revised Edition

Correlated with North Dakota Health Content and Achievement Standards

### 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

#### **Standard 1: Students understand the fundamental concepts of growth and development.**

4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

#### **Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

#### **Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

4.5.1 Develop a long term plan to achieve a personal health goal (e.g., eating the proper servings from each group in the food pyramid)

#### **Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

### 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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#### **Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

#### **Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

## 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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### **Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

### **Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

### **Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

## 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

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### **Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

### **Standard 4: Students demonstrate the ability to use communication skills to enhance health.**

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)

### **Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.

### **Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.**

4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

## **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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4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

### **Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.**

4.2.1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)

### **Standard 4: Students demonstrate the ability to use communication skills to enhance health.**

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4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)

## **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

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4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)

### **Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.

## 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 2: Students understand concepts related to the promotion of health and the prevention of disease.

4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)

### Standard 4: Students demonstrate the ability to use communication skills to enhance health.

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)

### Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.

## 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

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## 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

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**Standard 4: Students demonstrate the ability to use communication skills to enhance health.**

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**Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

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## **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

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**Standard 4: Students demonstrate the ability to use communication skills to enhance health.**

4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)

**Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

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