

Grade 4 Too Good for Violence – Social Perspectives

Correlated with North Dakota Health Education Content Standards 2018

Lesson 4.1 *Goal Boosters & 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 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

6.5.1 Set a personal health short-term goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

Lesson 4.2 *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

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.5.1 Identify health-related situations that might require a decision-making process.

5.5.2 Analyze when assistance is needed when making a health-related decision.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

Lesson 4.3 *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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 4.4 *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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 4.5 *Community Garden* – Bonding & 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

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

Lesson 4.6 *The Respect Effect* – Respect for Self and Others

Objectives

Following this lesson, the students 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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

Lesson 4.7 *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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

Lesson 4.8 *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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 4.9 *Building an Inclusive Community* – Identifying and Managing Bullying Situations

Objectives

Following this lesson, the students 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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

Lesson 4.10 *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
- Recall and practice the skills taught in lessons 1-10

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.1 Describe the relationship between health behaviors and mental, emotional, physical, and social health.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.5.1 Identify health-related situations that might require a decision-making process.

5.5.2 Analyze when assistance is needed when making a health-related decision.

5.5.3 List healthy options to health-related issues or problems.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

6.5.1 Set a personal health short-term goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1 Identify responsible personal health behaviors.

7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.