

Too Good for Violence – Social Perspectives

Grade 4 Revised Edition

Correlated with National Health Education Standards

As of June 2014 no Nebraska Health Education Standards were available

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 will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1 Describe the relationship between healthy behaviors and personal health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

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

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

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

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1 Describe the relationship between healthy behaviors and personal health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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

5.5.2 Analyze when assistance is needed in 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

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

Standard 4: Students will 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 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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

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

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

Standard 4: Students will 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.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1 Identify responsible personal health behaviors.

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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1 Describe the relationship between healthy behaviors and personal health.

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

1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.

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

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.4 Describe how the school and community can support personal health practices and behaviors.

Standard 4: Students will 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 conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed in 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.

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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.5 Describe when it is important to seek health care.

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

- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.

Standard 4: Students will 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 conflict.
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- 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.5.2 Encourage others to make positive health choices.

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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.5.1 Describe the relationship between healthy behaviors and personal health.

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

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

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.4 Describe how the school and community can support personal health practices and behaviors.

Standard 4: Students will 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.

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Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.