

# Too Good for Violence – Social Perspectives

## Grade 3

*Correlated with New Mexico Health Education Standards*

### **Lesson 3.1 Program Designer – Setting Reachable Goals**

#### **Objectives**

Following this lesson, the student will be able to:

- Define a goal
- Identify steps to setting and reaching goals
- Name a personal goal
- Describe personal progress toward a goal

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals**

2. set health-related goals (e.g., wear seat belts, be active every day, wash hands)

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

### **Lesson 3.2 Consider the Consequences – Decision Making**

#### **Objectives**

Following this lesson, the student will be able to:

- Identify the steps of the decision-making model
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations
- Determine when decisions should be made alone or with the help of a trusted adult
- Discuss decisions and consequences

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

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety)

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

5. understand the importance of taking personal responsibility for actions

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:**

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:**

1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence)
3. demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence)

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. explain the importance of assuming personal responsibility for health behaviors

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking)

## **Lesson 3.3 *Human Interface* - Identifying and Managing Emotions**

### **Objectives**

Following this lesson, the student will be able to:

- Name a variety of emotions
- Demonstrate an awareness of one's own physical signals associated with specific emotions
- Describe a range of emotions and the situations that cause them
- Recognizing the emotions of others by observing facial expressions and body language
- Demonstrate using an I-message and other healthy ways to express emotions

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

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

1. understand different emotions

**K-4 Benchmark 3: describe the basic structure and functions of the human body systems:**

2. recognize how stress and emotions affect the body systems

**K-4 Benchmark 5: identify common health issues of children:**

3. recognize common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence)

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:**

1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence)
2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence)

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

3. recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. explain the importance of assuming personal responsibility for health behaviors

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday -happy/excited)
2. demonstrate how to express feelings in a positive way
3. demonstrate how to respond appropriately to other people's needs, wants and feelings

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking)

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

## **Lesson 3.4 *Listening Program Active* - Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate effective and ineffective listening skills
- Demonstrate active listening: look, lean in, ask
- Discuss active listening as a way to show caring and respect
- Use listening skills to identify the feelings and perspectives of others
- Demonstrate effective speaking skills

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

1. demonstrate the differences between verbal and non-verbal communication
2. demonstrate how people communicate in different ways
3. recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. explain the importance of assuming personal responsibility for health behaviors

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. describe and demonstrate listening skills as a tool to enhance relationships

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

**K-4 Benchmark 1: describe a variety of methods to convey accurate health information and ideas:**

1. describe how to communicate with others about making healthy choices.

## **Lesson 3.5 *Human Interface* – Bonding & Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behaviors
- Describe approaches for making and keeping friends
- Demonstrate ways to begin, continue, and end a conversation

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

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety)
2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others)

**K-4 Benchmark 5: identify common health issues of children:**

2. recognize common social health issues of children in same age group (e.g., peer pressure, relationships)

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

5. understand the importance of taking personal responsibility for actions

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:**

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:**

1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence)
2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence)

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. describe and demonstrate listening skills as a tool to enhance relationships

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking)

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

## **Lesson 3.6 *Respect Matters* – Respect for Self and Others**

### **Objectives**

Following this lesson, the students will be able to:

- Define respect
- Identify examples of respect for self, others, and property
- Demonstrate the ability to be respectful in different situations
- Discuss the role of respecting differences and communication on connecting with others

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

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety)
2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others)

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

2. recognize compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs)

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

5. understand the importance of taking personal responsibility for actions

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 1: identify responsible health behaviors:**

3. identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening)

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

3. demonstrate how to respond appropriately to other people's needs, wants and feelings

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. describe and demonstrate listening skills as a tool to enhance relationships

## **Lesson 3.7 *Tuning Frequencies* – Conflict Resolution**

### **Objectives**

Following this lesson, the student will be able to:

- Define peace and conflict
- Discuss conflict as a normal and natural part of being human
- Discuss the role of understanding other points of view in resolving a conflict
- Recognize his or her capacity to learn and use skills for managing conflict
- Demonstrate nonviolent strategies to manage conflict

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

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety)

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination)

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances)

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

5. understand the importance of taking personal responsibility for actions

**Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:**

2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult)

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 1: identify responsible health behaviors:**

2. role play conflict resolution skills

3. identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening)

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:**

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:**

1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence)
2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence)

**K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations**

3. demonstrate conflict resolution skills

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. explain the importance of assuming personal responsibility for health behaviors

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday -happy/excited)

**K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:**

- 3-4 1. demonstrate conflict mediation and conflict resolution skills.

**K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:**

1. demonstrate conflict mediation and conflict resolution skills.

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals**

1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied)

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking)

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

## Lesson 3.8 *Reset Function* - Anger Management

### Objectives

Following this lesson, the student will be able to:

- Describe the physical sensations of anger as warning signs of conflict
- Identify thoughts and events that can trigger angry responses
- Identify physical signals that indicate the presence and degree of angry feelings
- Differentiate angry feelings and aggressive actions
- Demonstrate ways to use self-control to manage angry feelings

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

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

1. understand different emotions

**K-4 Benchmark 3: describe the basic structure and functions of the human body systems:**

2. recognize how stress and emotions affect the body systems

**K-4 Benchmark 5: identify common health issues of children:**

3. recognize common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence)

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:**

1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence)
2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence)

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

3. recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. explain the importance of assuming personal responsibility for health behaviors

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday -happy/excited)
2. demonstrate how to express feelings in a positive way
3. demonstrate how to respond appropriately to other people's needs, wants and feelings

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking)

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

## **Lesson 3.9 *Short Circuit* - Identifying and Managing Bullying Situations**

### **Objectives**

Following this lesson, the students will be able to:

- Differentiate bullying behavior and conflict
- Define bully, target, and witness
- Identify ways the target or the witness can respond to a bullying situation

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

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety)
2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others)

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

2. recognize compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs)
3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination)

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances)

**K-4 Benchmark 5: identify common health issues of children:**

2. recognize common social health issues of children in same age group (e.g., peer pressure, relationships)
3. recognize common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence)

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

5. understand the importance of taking personal responsibility for actions

**Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:**

2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult)

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 1: identify responsible health behaviors:**

3. identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening)

**K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:**

1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being



**K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:**

1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence)
2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence)

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. explain the importance of assuming personal responsibility for health behaviors

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday -happy/excited)

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals**

1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied)

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking)

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

**K-4 Benchmark 1: describe a variety of methods to convey accurate health information and ideas:**

1. describe how to communicate with others about making healthy choices.

**K-4 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:**

1. describe how to help others make healthy choices.

## **Lesson 3.10 *Advanced Programming* – Problem Solving**

### **Objectives**

Following this lesson, the student will be able to:

- Define and demonstrate brainstorming in a cooperative group
- Recognize his or her capacity to learn and use skills for problem solving
- Identify a variety of solutions when working to solve a problem
- Demonstrate working together to stimulate creative problem solving

**Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**K-4 Benchmark 1: identify responsible health behaviors**

1. demonstrate responsible health behaviors (e.g., proper personal hygiene, participating in daily physical activity, eating fruits and vegetables, wearing seat belts, abstinence)
2. role play conflict resolution skills

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

**K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:**

1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:**

1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied); and
2. set health-related goals (e.g., wear seat belts, be active every day, wash hands).

**K-4 Benchmark 3: predict outcomes of positive health decisions:**

1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking).

**K-4 Benchmark 4: set a personal health goal and track progress toward achievement:**

1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.