

# Too Good for Violence – Social Perspectives

## Grade 4 Revised Edition

Correlated with New Mexico Health Education 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

**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 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.**

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: *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.**

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 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: 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:

2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others)

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

### **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 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.**

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 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.**

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 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.**

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 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.**

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 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.**

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 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.**

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 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 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 2: express information and opinions about health issues:

1. describe information and opinions about health issues 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 the ability to influence and support others in making health-enhancing choices:

1. describe how to help others make healthy choices.