

COURSE: Health	GRADE(S): 4 th Grade
UNIT: Refusal Skills and Violence	TIMEFRAME: 3 Lessons

NATIONAL HEALTH EDUCATION STANDARDS:	
STANDARD 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STANDARD 2:	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
STANDARD 4:	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
STANDARD 5:	Students will demonstrate the ability to use decision-making skills to enhance health.
STANDARD 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

STATE STANDARDS:	
10.1. Concepts of Health	
10.1.6.D.	Explain factors that influence childhood and adolescent drug use.
10.2. Healthful Living	
10.1.6.A.	Explain the relationship between personal health practices and individual well-being.
10.3. Safety and Injury Prevention	
10.3.6.C.	Describe strategies to avoid or manage conflict and violence.
<i>Reading Assessment Anchors:</i>	
R4.A.2 Understand nonfiction appropriate to grade level.	
R4.A.2.1	Identify and interpret the meaning of vocabulary in nonfiction
R4.A.2.3	Make inferences and draw conclusions based on text.
R4.A.2.4	Identify and explain main ideas and relevant details.
R4.B.3 Identify and interpret concepts and organization of non-fictional text.	
R4.B.3.2	Distinguish between essential and nonessential information within text.

UNIT OBJECTIVES:	CONTENT:
Recognize when and how to use avoidance/refusal skills.	<ul style="list-style-type: none"> I. Review Decision Making Skills II. Skills of Avoidance/Refusal <ul style="list-style-type: none"> - When to use: <ul style="list-style-type: none"> o When pressured by peers or others to do something that could get you in trouble. o When trying to have fun, but stay out of trouble when trying to keep your friends out of trouble as well. - How to behave: <ul style="list-style-type: none"> o Be honest o Say "no" o Match actions to words o Avoid situations in which you might be pressured. o Avoid being with persons who choose harmful actions. o Give a reason or excuse.

Identify violent behavior and explain non-violent conflict resolutions.

Define depression and identify signs of depression.

- o Give cold shoulder.
- Steps of Refusal:
 - o Ask questions.
 - o Name trouble
 - o State consequences.
 - o Suggest alternatives.
 - o Move it, sell it, and leave the door open.
- Conflict Resolution Skills:
 - o Stay calm/use self control.
 - o Use soft voice.
 - o Maintain eye contact, depending on culture.
 - o Stand at comfortable distance.
 - o Choose unloaded words.
 - o Use "I" messages.
 - o Restate problem/say you will not fight.
 - o Try to compromise/cooperate.
 - o Walk away if other person still wants to fight.
 - o Get adult help.

III. Anger Management

- Self-control
 - o Stopping before you do things you should not do.
 - o Self-statements: talk to yourself, to remind yourself the action is not best.
 - o Time-out: count to 10 walk away.
 - o Deep breath.
 - o Accept situations you cannot change.
 - o Let off steam in healthful physical activity.
 - o Write about your feelings.

IV. Depression

- *Definition:* Depression is a form of mental illness that affects the whole body – it impacts the way one feels, thinks and acts.
 - o Serious health problem.
 - o Affects people of all ages.
 - o Feeling sad.

Where to go if you are feeling sad:

- Parents
- Teachers
- Guidance Counselor
- Adults that you trust; trusted adults in family and school.

- Why people get depressed.
 - o *Life Events:* death in family, death of pet, loss of friends.
 - o *Family:* divorce, death of parent, grandparent, sibling.
 - o *Environmental:* unhappy family

<p>Explain strategies to cope with depression.</p>	<p>environment.</p> <ul style="list-style-type: none"> o Social: lack of friends, feeling that no one likes you, BULLYING. <p>- Signs of Depression:</p> <ul style="list-style-type: none"> o Sad for no reason and a long period of time. o Feeling tired/lack of energy. o Not playful. o Not doing well in school/dropping grades. o Not caring about anything. o Makes negative self comments, such as: "you hate me" and "I'm stupid". o Inability to enjoy things that used to bring pleasure. o Lack of desire to spend time with friends or family. o Feeling of anger o Change in sleep patterns o Aches and pains even though nothing is physically wrong. o Thoughts of death or suicide <p>- <i>Suicide</i>: Intentional taking of ones life</p> <ul style="list-style-type: none"> o When a person commits suicide, everyone is affected. (Family members, friends, classmates, others who don't even know them) <p><u>SUICIDE HOTLINE: 1-800-SUICIDE</u></p> <p>- Strategies to help when you are depressed:</p> <ul style="list-style-type: none"> o Talk to someone. o Recognize that you are depressed. o Find people who will support you; parents, teachers, and guidance. o Physical activity: Reduces anxiety and increases self-esteem. <p>- <i>Self-Esteem</i>: What a person thinks or believes about him/her.</p> <p>- <i>Masks</i>: A covering that hides identity.</p>
<p>ACTIVITIES:</p> <p>Brainstorm/Discussion on skills of avoidance/refusal.</p> <p>Show "<i>Don't Even Try It</i>" Video (HLAY) followed by discussion of events that occurred in the video. (Analyzing Internal and External Influences)</p> <p>Role Play different situations where there is a conflict and have students use the resolution skills. (Analyzing Internal and External Influences/Interpersonal Communication)</p> <p>Discussion about times when you have to make</p>	<p>ASSESSMENTS:</p> <p>Using the Refusal Skill worksheet (HLAY Lesson 13), students will effectively utilize refusal skills.</p> <p>Using a rubric, students will perform a role play and correctly use the resolution steps.</p> <p>In a journal, students will reflect about a time when they had to use self control listing three techniques they used.</p> <p>Using a rubric, students will create a brochure including definition, why people get depressed, five signs of depression, and where to get help.</p>

<p>difficult decisions/you become upset. (Interpersonal Communication)</p> <p>Show "When Nobody's Looking" Video (HLAY) (Analyzing Internal and External Influences)</p> <p>Brainstorm a definition of depression and reason why someone may become depressed.</p> <p>Students will create a brochure that informs the public about depression and where to get help. (Advocacy/Accessing Information)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES:</p> <p>Comprehensive Education Foundation. <i>Here's Looking at You</i>, (1999)</p>	<p>REMEDIATION:</p> <p>Teacher assistance with worksheets/brochure design.</p> <p>Extra role-playing opportunities with a competent student partner.</p> <p>ENRICHMENT:</p> <p>Act as peer mediator</p> <p>Write a letter describing an angry situation you have been in and how you managed to handle that situation peacefully</p> <p>Find web-related links to bullying on the computer and answer the following questions:</p> <ul style="list-style-type: none"> ▪ What is bullying? ▪ Why do some people bully? ▪ Why are some young people bullied? ▪ What can you do if you are being bullied? <p>Cite the websites found for your research.</p>
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