

Stress Management

Sessions 30-31 Resolving Conflict

GOALS To practice effective methods of resolving conflict in nonviolent ways.

OBJECTIVES

1

Building Healthy Relationships

Practice building healthy and trusting relationships.
Skills: interpersonal relations, communication, bonding, self-concept

2

Causes of Conflict

Recognize and reduce common causes of conflict.
Skills: interpersonal relations, communication, bonding, responsibility

GRADE 4

3

Conflict Resolution Skills

Recognize the benefits of resolving conflict in a nonviolent way and practice resolving conflicts using peaceful methods.
Skills: communication, bonding, self-concept, critical thinking, negotiation, responsibility, coping, decision making

PARENT/ COMMUNITY CONNECTION

4

Parent Component

Practice nonviolent conflict resolution skills at home.
Skills: communication, critical thinking, bonding, interpersonal relations

MATERIALS

Book: The Berenstain Bears and the Female Fullback
Student Activity 18, Fact vs Opinion
HPW Kit: Conflict Resolution Cards
Student Activity 19, Letters to the Editor
Student Activity 20, Resolving Conflict
HPW Poster: Coping Skills
HPW Kit: Conflict Resolution Cards
Parent Activity 18, Resolving Conflict

CURRICULUM CONNECTION



literature, writing, health, social skills, drama

Introduction

Every day young people deal with conflict arising from daily interactions. As evidenced by the media, poor conflict resolution skills often result in physical or emotional harm. In addition, the entertainment industry often sends a strong message that solving problems through violence is appealing, heroic, and effective. This could not be further from the truth.

Stress Management

A major goal of HPW from grade Kindergarten through twelve is to practice building and nurturing healthy relationships. Learning to resolve conflicts in a nonviolent manner is a critical step in building those relationships.

Building Healthy Relationships

OBJECTIVE

1

Purpose: To practice building healthy and trusting relationships.

Skills: interpersonal relations, communication, bonding, self-concept

Introductory Activity

ACTIVITY 1

Materials: Book: *The Berenstain Bears and the Female Fullback* by Stan and Jan Berenstain



Time: about 30 minutes

1. Read *The Berenstain Bears and the Female Fullback*, a fourth grade Chapter Book by Stan and Jan Berenstain (in your HPW kit). This engaging story clearly illustrates different forms of discrimination and the implications of discrimination. It also offers many effective ways of handling unfair treatment in a manner that is relevant to fourth graders.

GRADE 4

2. You may want to use the following questions to illustrate important concepts presented in the story.

- Why were boys and girls treated differently at the Bear Country School?
- Have you ever been treated differently than others? For what reason?
- How does it feel to be treated unfairly?
- Why were people so upset about allowing Bertha to try out for the football team and Queenie to run for class president? Was it because of their lack of ability?
- How do you feel about girls participating in traditionally male activities, and boys participating in traditionally female activities? Is there anything that makes one sex better able to participate than the other?
- Where do you think our beliefs about others comes from?
- How did Bertha do when they finally allowed her to try out? Were her team mates surprised at how good she was?
- Have you ever been in a situation like this? How did you react?
- What do you think the most important message of this story is?

Safety and Injury Prevention

Sessions 55-56 Basic First Aid

GOALS

To develop skills for administering basic first aid, including the Heimlich maneuver.

OBJECTIVES

1

Introduction

Introduce the Safety and Injury Prevention component and assess baseline knowledge.

Skills: critical thinking, personal responsibility

2

Basics of First Aid

Recognize common emergencies requiring basic first aid and the treatment for these emergencies.

Skills: critical thinking, decision making, personal responsibility

3

Prevention Skills

Practice first aid measures in common emergencies, including the Heimlich maneuver.

Skills: critical thinking, decision making

4

Parent Component

Introduce parents to the Safety and Injury Prevention component and review home safety skills.

Skills: critical thinking, communication, personal responsibility

GRADE 5

PARENT/ COMMUNITY CONNECTION

MATERIALS

Evaluation and Assessment 1, Learning Log Journal Page
Book: Random House Book of 1001 Questions About the Human Body by Trevor Day (Random House, 1996)
Video: Come See About First Aid (Foundation in Health Series)
Blackline Master: Trivia Game template
Student Activity 29, Emergency Responses
Parent Activity 20, Introduction to Safety
Art materials for drawing and coloring

CURRICULUM CONNECTION



science, writing, art, vocabulary

Introduction

In the United States, millions of unintentional injuries occur each year. Many of these result in death or serious injury. Many other injuries could be treated successfully by simple first aid techniques, even by young people.

The goals of these sessions are: to learn how to treat simple injuries such as cuts and bruises; to recognize how to prevent and treat a burn; to learn how to administer the Heimlich maneuver; and to know how and when to use 911.

Safety and Injury Prevention

ACTIVITY 2 Emergency Responses



Materials: Student Activity 29, Emergency Responses

Time: about 20-25 minutes

1. This activity is designed for students to demonstrate the proper responses for various emergency situations. Divide the class into small groups and copy and distribute Student Activity 29, Emergency Responses. Explain to students that they will be acting as emergency technicians answering 911 calls.

GRADE 5

2. Allow sufficient time to complete the activity sheet. If time is limited, assign different groups different emergencies. Review student responses (see Student Activity Answer Key).

ACTIVITY 3 Class Book



Materials: Construction paper
art materials for drawing and coloring

Time: about 40 minutes

1. In this activity, students will research other safety topics and make a class book of their findings. Divide the class into small groups. Explain to students they will be researching other safety topics, then creating a class book on safety tips.

2. Assign each group a different topic. Choose from the list below, or add others that are relevant to your students.

SAFETY TOPICS

- Fire Safety
- Bike Safety
- Water Safety
- Car Safety
- Skate-boarding
- Roller blading
- Beach Safety
- Sun Safety
- Earthquakes
- Tornadoes

Allow students sufficient time to research their topics, then create a page for the class book. The class book page should include a picture or pictures, along with the relevant information. They can design the page like an advertisement if they wish. Assign a due date for the research to be completed.

3. On the due date, distribute the construction paper and art materials for students to create their class book page. Have students design a cover, and put the pages together into a class book. Have students take turns bringing home the class book to review with their parents.