

FOURTH GRADE
*Family Life
Curriculum*

BARTLETT CITY SCHOOLS

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SUPERINTENDENT

NOTICE

This curriculum will be taught on the dates determined by the Department of Teaching and Learning. These dates will be determined annually.

Only teachers who have attended Family Life Workshops or training conducted or sponsored by the Bartlett City Schools Department of Teaching & Learning may teach this curriculum.

Family Life Curriculum Adopted 1991 Revised Summer, 1997

Updated Fall, 2001

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Fourth Grade Lesson 1

Standard 1: Emotional/ Social/Mental Health

The student will understand the importance of a positive self concept, interpersonal relationships, and the relationships of sound social, emotional, and mental health practices to wellness.

To achieve this standard the learner will:

Evaluate qualities that make good friends.

MATERIALS: Paper, pencil or markers

SET: “Think about special things that you have done with your friends before. Let’s share some of these. Why do you enjoy being with your friends? “Today we will talk about special qualities friends possess and qualities we possess in being a friend.”

INSTRUCTION: We all know that friends are special people whom we enjoy spending time and doing things. There are a number a ways that we can show that we like a person.

Some of these would include telling the person that you like him/her, hugging him/her, and helping him/her do things.”

“There may be certain qualities you look for in friends. Honesty and trustworthiness are two. Everyone would like to feel a friend is someone whom they can trust and tell secrets. You may be able to think of other qualities you feel are important for friends to possess. Let’s share some of these qualities.”

List and discuss.

CLOSURE: “Today we have discussed the meaning of friendship and the special qualities that friends possess. Who can name a special quality you look for in a friendship? Let’s name a few more. Raise your hand if you agree that all of these are friendship qualities.”

ACTIVITY: “Concentrate on someone you consider to be a special friend. I will give each person a piece of paper. Fold the paper in half hot dog style and label one side “Special friend”. Label the other side “Myself.”

Place your left hand on the “Special Friend” side and trace it. Trace your right hand on the other side.

Think of five qualities you especially like about your friend.
Write one quality on each finger.

Draw an identification bracelet on the wrist of the hand and write the name of your friend on the bracelet.

Write five qualities you feel you possess in being a friend.”

Fourth Grade Lesson 2

Standard 1. Family Life

The student will understand roles, values, responsibilities, and contributions of family members. To achieve this Standard, the learner will:

- Discuss how to improve family relationships.

Standard 2: Environmental and Community Health

The student will recognize environmental practices that affect personal and community health. To achieve this standard the learner will:

Access the role of personal choice on individual and community health.

MATERIALS: Paper, Pencil

SET: “This morning I saw a very strange sight. As I was driving to school, I saw a man wearing pajamas over his regular clothing. Why do you think this was strange?” After listening to student’s responses, help them deduct that in our community we do not dress in that manner.

INSTRUCTION: Tell students, “We call the tradition of doing certain things in certain ways community standards. Today we will learn about three factors that influence what we do. They are community standards, family background, and peer pressure.”

Review the school dress code.. Point out that these rules do not violate any rule of right or wrong, but reflect the standards and traditions of the community. Discuss how school dress codes differ in various communities. List other standards or traditions such as holidays like Mardi Gras and Columbus Day being celebrated more extensively in certain parts of the country.

Also, compare customs in different countries such as afternoon tea as opposed to morning coffee. Using the overhead, create a list of school activities which are customary in the school such as field day, plays, spaghetti suppers, or pizza on Friday.

Discuss ways in which religious customs and attitudes could affect relationships with peer groups. It's essential for students to understand the importance of recognizing individual differences and not allowing these differences to affect their behavior or attitude toward the individuals.

Students should not attempt to force others to conform to their attitudes or customs.

Let students describe ways in which peer pressure can be placed on students with varying attitudes or differences of opinion. (Examples include refusing to talk to the student, not allowing the student to participate in games, whispering to others about the student).

Role play some of these situations using the prompts below.

Scenario: A group of students are playing on the playground and a student with a cultural wrap on walks up. This is Student #1.

Student # 1 “ May I play in the next game ?

Student’s in the group: “No way” There is no room for you to play!”.
“What is that on your head”?

A student from the group: “I don’t mind if you play, we can play together!

Explain to students that the student from the group responded positively by inviting the student to play anyway.

CLOSURE: “Today we have discussed ways in which community standards, peer pressure, and family background can affect a person’s life and their relationship with others.

Tell your neighbor why these factors influence what people do.

ACTIVITY: Write a paragraph describing a family tradition, or how to avoid peer pressure.

4th Grade Lesson 3 Standard 3: Personal Safety And First Aid

The student will understand the appropriate action to take when personal safety is threatened. To achieve this standard the learner will: Practice refusal skills.

Standard 2: Substance Use And Abuse

The student will understand the consequences and practice decisionmaking and refusal skills.

MATERIALS: Three note card per student, visuals for “How To Say No.
A Decision Making Model

SET: “Let’s talk for a moment about decisions. Name some times when you have had to make decisions.” “Why is it so important to learn to make good decisions? Today we will discuss the importance of making our own decisions and ways in which others can influence our decisions.”

INSTRUCTION: Discuss the “Responsible Decisionmaking Model” and “Refusal Skills”.

Tell students “Refusal skills are skills that help kids avoid participating in high risk behaviors. Examples of refusal skills are...

Say no without giving an excuse.

Repeat the message as often as necessary

Be firm and stick to your decision.

Point out that people vary in their opinions and that is often difficult to make choices because others will attempt to influence the choices we make.

The final decision should be based on choices that lead to good health, safety, and respect for oneself and others. Discuss ways to avoid risky situations.

CLOSURE: Discuss reasons why decision making can be difficult and give examples of making good decisions using refusal skill with real life situations. An example could be saying no to drugs.

ACTIVITY: Give each child three note cards.

Have them write agree, disagree, and not sure on the cards. Read various peer pressure situations that allow students to make a decision (these situations can be found on the peer pressure activity sheet). Students should raise the card which reflect their opinion and be prepared to tell why they chose a particular response. Also, discuss the consequences of making choices based on peer pressure as opposed to personal choices.

Additional Activity: Have students complete the refusal skills activity sheet by reading the wrong thing to do on the left side and responding on the right side by listing ways to say no.

(Use the Just Say NO refusal skills activity sheet for lesson 3)

HOMEWORK: Substance Abuse Prevention Activity

Tell student to ask their parents about a time in their lives when they had to say no to drugs. Tell students to brain storm with their parents and make a list of 5 reasons why you should not use drugs.

Students can then make a poster illustrating why drugs are not good.

Teacher can hang posters in the classroom.

A Decision-Making Model

1. Identify the problem about which a decision must be made.
2. Consider the choices you might make.
3. Evaluate what might result from each choice. Use this check list when considering each choice. Would the results of my decision.....



- ☒ be healthful?
- ☒ be safe?
- ☒ be legal?
- ☒ show respect of myself or others?
- ☒ follow parents' or guardian's guidelines and expectations for behavior?

4. Make the best decision.
5. Evaluate the decision to make sure it resulted as you planned.



How to say NO!

Refusal Skills are ways to say NO to risky behaviors or situations.

How to say NO!

- ↳ Look directly at the person.
- ↳ Say NO firmly and leave.

How do you say NO to your friends?

- ↳ Look directly at the person.
- ↳ Say NO firmly.
- ↳ Give a reason.
- ↳ Repeat the same reason if pressure continues.
- ↳ Show that you mean what you say.
- ↳ Give another choice – suggest an activity or behavior that is healthful, safe, legal, and respectful.
- ↳ **DO NOT** change your mind.

Fourth Grade Lesson 4

- Standard 1: Disease Prevention
- The student will understand attitudes and behaviors for preventing and controlling disease. To achieve this standard the learner will
 - Describe how various diseases are transmitted.
 - Establish an action plan for personal health standards.
- **MATERIALS:** Index cards

SET: Discuss helmets with students.

Who wears helmets? (police, soldiers, bike riders, football players, etc.)

Why do they wear helmets? (Responses should be for protection from injury.)

“Today we will learn about the body’s Immune System. Our immune system protects our bodies from disease like a helmet protects the skull and brain from injury.

INSTRUCTION: “The immune system is an amazing organization. It protects our bodies like armies protect cities and countries.

Unlike the helmet, which protects only the skull and brain from injury, the immune system protects your entire body from infection.

If your immune system does not work properly, germs, viruses, and bacteria will destroy your cells.”

Cells in the immune system can detect anything that is not part of the body. One by one, they attack bacteria. Other helper cells signal the body to produce antibodies which multiply to fight the disease. After this disease is defeated, the body returns to normal. When another invading disease is detected, the immune system gears up for battle again. In a healthy immune system, the fighter cells are always on duty ready to protect the body.

Guide students through discussion of the body defenses and how each protects the body. These defenses include skin, saliva, tears, mucous, tiny hairs, and white blood cells.

Defenses

The skin and mucous membranes act as effective barriers. The surface of skin is slightly acidic which makes it difficult for bacteria to survive. An enzyme in sweat, tears, and

Saliva, kills many bacteria. Mucous membranes line the respiratory and digestive tracts. Bacteria become trapped in the thick mucous layers and prevents from entering the body.

The hairs that line the nose also help trap bacteria. Any bacteria that are inhaled deeper into the respiratory tract are swept back out again by the cilia—tiny hairs— that line the trachea and bronchi. One reason why smokers are more susceptible to respiratory infections is that hot cigarette smoke disables the cilia slowing the movement of the mucous and bacteria out of the respiratory tract.

CLOSURE: “Today we have learned about the body immune system. Tell two ways the immune system protects the body against disease.”

ACTIVITY: On index cards write sources for germs. Have students discuss and name body defenses that would help protect against the germs.

WEB RESOURCES: www.brainpop.com Type in “Immune System” students can complete the activity after answering the questions at the end of the brain pop.

Fourth Grade Lesson 5

Standard 1: Substance Use And Abuse

The student will understand appropriate and inappropriate uses of chemical substances. To achieve this standard the learner will.

Discuss how drugs and medications can be properly used as well as misused.

The students will understand the consequences of chemical use and abuse, to achieve this standard the learner will:

Describe the effects of tobacco, alcohol, and other drugs on the body and on society recognizing the importance of a drug-free lifestyle.

MATERIALS: Paper, pencil, crayons

SET: Display for various kinds of medications.

Ask students to think of a situation where drugs can be helpful. Tell students, “Today we will learn how drugs can be both harmful and helpful.”

INSTRUCTION: Ask students why people take drugs. They may have a limited understanding and think that it refers only to illegal drugs. Define drug as any substance other than food which changes the way the body works. A legal drug is one that is approved for use by law. Name some legal drugs. Students are properly familiar with aspirin, cough syrup, and drugs prescribed by doctors. List and discuss ways legal drugs can be helpful. Answers include over-the-counter drugs when used correctly can treat the symptoms of mild illnesses. Discuss how these drugs can be harmful if the directions are not followed, if one takes someone else's medicine, or and if one takes medicine without adult supervision.

Define illegal drugs as drugs which are not approved for use By law. List examples such as cocaine, crack, marijuana.

Discuss reasons people should not use illegal drugs. These include illegal drugs. These include the fact that is unlawful, is harmful to health, and interferes with thinking. Tell students that another very important reason for not using Illegal drugs is that they may kill.

Tell students that one of the most dangerous things you can do is to share a needle with anyone. The AIDS virus is carried in the blood of infected people. When you share a needle with anyone, his/her blood comes in contact with your blood. Saying no to drugs is one way to prevent AIDS.

CLOSURE: "Today we have learned about harmful and helpful drugs,. Tell your neighbor how legal drugs can be harmful." **ACTIVITY:** Tell the students to divide a sheet of paper into two sections. In each section draw a picture and write a sentence telling you why you should say no to illegal drugs.

ACTIVITY: Students can complete the “Say No To Drugs” activity.

ACTIVITY: Tell students “Take a piece of paper and fold it in half hot dog style. On one side list reasons why you should not use someone else’s medication and on the other side list reasons why this can be risky.