

Too Good for Violence – A Peaceable Place Grade 4 2020 Edition

Correlated to Alaska Skills for a Healthy Life

Lesson 1 Goal Boosters and Goal Busters – *Setting Reachable Goals*

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

A. A student should be able to acquire a core knowledge related to well-being. *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

Lesson 2 Major Intersection – *Making Responsible Decisions*

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

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities. *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;
2. Take responsible actions to create safe and healthy environments;

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

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;

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

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

2. Demonstrate a variety of communication skills that contribute to well-being;

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

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

Lesson 6 The Respect Effect – *Respect for Self and Others*

Objectives

Following this lesson, the students 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

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and

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

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to 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

A. A student should be able to acquire a core knowledge related to well-being. *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

Lesson 9 Building an Inclusive Community – *Identifying and Managing Bullying Situations*

Objectives

Following this lesson, the students 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

A. A student should be able to acquire a core knowledge related to well-being. *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

1. Resolve conflicts responsibly;

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

D. A student should be able to contribute to the well-being of families and communities. *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;
2. Take responsible actions to create safe and healthy environments;

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
- Recall and practice the skills taught in lessons 1-10

A. A student should be able to acquire a core knowledge related to well-being. *A student who meets the content standard should:*

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2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

B. A student should understand how well-being is affected by relationships with others. *A student who meets the content standard should:*

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and

C. A student should be able to demonstrate responsibility for the student's well-being. *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

D. A student should be able to contribute to the well-being of families and communities. *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;