

# Too Good for Violence – A Peaceable Place Grade 4

## 2020 Edition

*Correlated with District of Columbia Health Education Standards, 2016*

### **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

#### **Category 1: Mental and Emotional Health**

##### **2. Analyzing Influences**

3-5.1.2.8 Describe the characteristics of positive role models.

##### **7. Healthy Behaviors**

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

##### **6. Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

### **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

#### **Category 1: Mental and Emotional Health**

##### **2. Analyzing Influences**

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

##### **5. Decision Making**

3-5.1.5.13 Demonstrate the ability to apply a decision-making process to cope with fear, stress, anger, and trauma.

#### **Category 2: Safety Skills**

##### **6. Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

##### **7. Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

## **Lesson 4.3 / 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

### **Category 1: Mental and Emotional Health**

#### **1. Health Promotion**

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

3-5.1.1.5 Identify feelings and emotions associated with loss and grief.

#### **3. Accessing Information**

3-5.1.3.9 Identify trusted persons at home school, and in the community, who can help with mental and emotional health concerns.

#### **4. Communication**

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

#### **5. Decision Making**

3-5.1.5.13 Demonstrate the ability to apply a decision-making process to cope with fear, stress, anger, and trauma.

#### **8. Advocacy**

3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

### **Category 2: Safety Skills**

#### **1. Health Promotion**

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

#### **4. Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

#### **6. Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

#### **7. Healthy Behaviors**

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

### **Category 3: Human Body and Personal Health**

#### **4. Communication**

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

#### **8. Advocacy**

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

## **Lesson 4.4 *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

### **Category 1: Mental and Emotional Health**

#### **2. Analyzing Influences**

3-5.1.2.8 Describe the characteristics of positive role models.

#### **4. Communication**

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

### **Category 2: Safety Skills**

#### **4. Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

#### **6. Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

#### **7. Healthy Behaviors**

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

### **Category 3: Human Body and Personal Health**

#### **4. Communication**

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

## **Lesson 4.5 *Community Garden* – Bonding & 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

### **Category 1: Mental and Emotional Health**

#### **1. Health Promotion**

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

#### **2. Analyzing Influences**

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

3-5.1.2.8 Describe the characteristics of positive role models.

#### **4. Communication**

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

## **7. Healthy Behaviors**

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

### **Category 2: Safety Skills**

#### **1. Health Promotion**

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

#### **2. Analyzing Influences**

3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.

#### **4. Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

#### **6. Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

## **7. Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

## **8. Advocacy**

3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

### **Category 3: Human Body and Personal Health**

#### **4. Communication**

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

## **8. Advocacy**

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and

## **Lesson 4.6 *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

### **Category 1: Mental and Emotional Health**

#### **1. Health Promotion**

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

#### **2. Analyzing Influences**

3-5.1.2.8 Describe the characteristics of positive role models.

#### **4. Communication**

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

## **7. Healthy Behaviors**

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

### **Category 2: Safety Skills**

#### **1. Health Promotion**

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

#### **4. Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

#### **6. Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

## **7. Healthy Behaviors**

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

### **Category 3: Human Body and Personal Health**

#### **4. Communication**

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

#### **8. Advocacy**

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

## **Lesson 4.7 *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

### **Category 1: Mental and Emotional Health**

#### **1. Health Promotion**

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

#### **2. Analyzing Influences**

3-5.1.2.8 Describe the characteristics of positive role models.

#### **4. Communication**

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

#### **5. Decision Making**

3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

### **Category 2: Safety Skills**

#### **1. Health Promotion**

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

#### **2. Analyzing Influences**

3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.

#### **4. Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

#### **5. Decision Making**

3-5.2.5.9 Develop strategies to reduce the risk of injury.

#### **6. Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

#### **7. Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

#### **8. Advocacy**

3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

### **Category 3: Human Body and Personal Health**

#### **4. Communication**

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

#### **8. Advocacy**

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

## **Lesson 4.8 *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

### **Category 1: Mental and Emotional Health**

#### **1. Health Promotion**

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

#### **3. Accessing Information**

3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

#### **4. Communication**

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

#### **5. Decision Making**

3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

#### **6. Goal Setting**

3-5.1.6.14 Develop a plan to implement positive stress management strategies.

## **Category 2: Safety Skills**

### **1. Health Promotion**

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

### **7. Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

## **Category 3: Human Body and Personal Health**

### **4. Communication**

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

## **Lesson 4.9 *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

## **Category 1 : Mental and Emotional Health**

### **1 Health Promotion**

3-5.1.1.4 Explain why it is wrong and hurtful to tease or bully others (e.g., based on their body type or other personal characteristics).

### **2 Analyzing Influences**

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

3-5.1.2.8 Describe the characteristics of positive role models.

### **3 Accessing Information**

3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

### **4 Communication**

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

### **8 Advocacy**

3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

## **Category 2: Safety Skills**

### **1 Health Promotion**

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

3-5.2.1.2 Describe situations and behaviors that constitute abuse and bullying.

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

### **3 Accessing Information**

3-5.2.3.7 Identify resources for those experiencing abuse, including identifying trusted adults to tell about abuse.

### **4 Communication**

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

### **5 Decision Making**

3-5.2.5.9 Develop strategies to reduce the risk of injury.

### **6 Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

## **7 Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

## **8 Advocacy**

3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

## **Category 3: Human Body and Personal Health**

### **4 Communication**

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

## **8 Advocacy**

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

## **Lesson 4.10 *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

## **Category 1: Mental and Emotional Health**

### **2. Analyzing Influences**

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

### **5. Decision Making**

3-5.1.5.13 Demonstrate the ability to apply a decision-making process to cope with fear, stress, anger, and trauma.

### **7. Healthy Behaviors**

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

### **8. Advocacy**

3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

## **Category 2: Safety Skills**

### **1 Health Promotion**

3-5.2.1.4 Distinguish between positive and negative influences on community safety (e.g., civic groups and faith based organizations versus gangs and crews).

### **6. Goal Setting**

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

### **7. Healthy Behaviors**

3-5.2.7.13 Differentiate between safe and risky behaviors.

## **Category 3: Human Body and Personal Health**

### **8. Advocacy**

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and



community.