

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

Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education

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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

(B) explain the advantages of setting short- and long-term goals; and

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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) analyze how thoughts and emotions influence behaviors;

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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;

(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

- (E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.

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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;
- (G) identify verbal, physical, and situational cues that indicate how others may feel; and
- (H) explain the difference between assertive behavior and aggressive behavior.

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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
- (C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior;
- (D) identify positive and negative characteristics of social groups;
- (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;
- (G) identify verbal, physical, and situational cues that indicate how others may feel; and

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

Objectives

Following this lesson, the student 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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
- (G) identify verbal, physical, and situational cues that indicate how others may feel; 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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
- (H) explain the difference between assertive behavior and aggressive behavior.

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

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(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
- (H) explain the difference between assertive behavior and aggressive behavior.

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

Objectives

Following this lesson, the student 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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) analyze how thoughts and emotions influence behaviors;
- (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
- (H) explain the difference between assertive behavior and aggressive behavior.

(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

- (B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully;
- (C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues; and

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

115.16. Health Education, Grade 4, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) analyze how thoughts and emotions influence behaviors;
- (D) identify positive and negative characteristics of social groups;
- (E) explain the importance of being a positive role model;
- (G) identify verbal, physical, and situational cues that indicate how others may feel; and
- (H) explain the difference between assertive behavior and aggressive behavior.