

Grade 4 Too Good for Violence – Social Perspectives

Correlated to North Dakota's Multi-Tier System of Supports SEL Goals

Lesson 4.1 *Goal Boosters & Goal Busters* – Goal Setting

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

Self-Awareness

2. **RS** Describe interests to pursue and skills to develop.
3. **SC/SE** Develop a growth mindset for rigorous situations.
4. **ASP** Describe an activity or task in which help is needed to be successful.

Self-Management

5. **GS** Apply a goal setting process to work toward goal achievement (e.g. SMART).

Lesson 4.2 *Major Intersection* – Decision Making

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

Self-Management

4. **S-M** Identify internal and/or external motivating factors in a variety of situations.

Responsible Decision-Making

4. **E&R** Compare and contrast the potential outcomes of engaging in safe and risky behaviors.
5. **ER** Demonstrate personal responsibility for decisions.

Lesson 4.3 *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

Self-Management

1. **IC** Apply self-monitoring strategies to regulate emotions.
2. **StressM** Identify personal stressors.

4. **S-M** Identify internal and/or external motivating factors in a variety of situations.

Social Awareness

2. **E/PT** Describe feelings and perspectives of others.

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

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

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

Social Awareness

2. **E/PT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

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

Social Awareness

2. **E/PT** Describe feelings and perspectives of others.

4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

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

Social Awareness

1. **HS** Demonstrate appropriate strategies to ask for help in a variety of situations.
2. **E/PT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

Responsible Decision-Making

1. **IP** Identify problems in a variety of situations.
2. **SP** Apply strategies to appropriately solve problems.

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

Self-Management

1. **IC** Apply self-monitoring strategies to regulate emotions.
2. **StressM** Identify personal stressors.
4. **S-M** Identify internal and/or external motivating factors in a variety of situations.

Social Awareness

2. **EPT** Describe feelings and perspectives of others.

Responsible Decision-Making

4. **E&R** Compare and contrast the potential outcomes of engaging in safe and risky behaviors.
5. **ER** Demonstrate personal responsibility for decisions.

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

Social Awareness

1. **HS** Demonstrate appropriate strategies to ask for help in a variety of situations.
2. **E/PT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.
5. **CR** Differentiate between conflict and bullying.

Responsible Decision-Making

1. **IP** Identify problems in a variety of situations.
2. **SP** Apply strategies to appropriately solve problems.

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

Self-Awareness

1. **IE** Describe a variety of emotions, and understand how emotions are linked to behavior.
2. **RS** Describe interests to pursue and skills to develop.

3. **SC/SE** Develop a growth mindset for rigorous situations.
4. **ASP** Describe an activity or task in which help is needed to be successful.

Self-Management

1. **IC** Apply self-monitoring strategies to regulate emotions.
2. **StressM** Identify personal stressors.
4. **S-M** Identify internal and/or external motivating factors in a variety of situations.
5. **GS** Apply a goal setting process to work toward goal achievement (e.g. SMART).

Social Awareness

1. **HS** Demonstrate appropriate strategies to ask for help in a variety of situations.
2. **EPT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.
5. **CR** Differentiate between conflict and bullying.

Responsible Decision-Making

1. **IP** Identify problems in a variety of situations.
2. **SP** Apply strategies to appropriately solve problems.
3. **AS** Utilize refusal skills.
4. **E&R** Compare and contrast the potential outcomes of engaging in safe and risky behaviors.
5. **ER** Demonstrate personal responsibility for decisions.