Unit Title: Safety

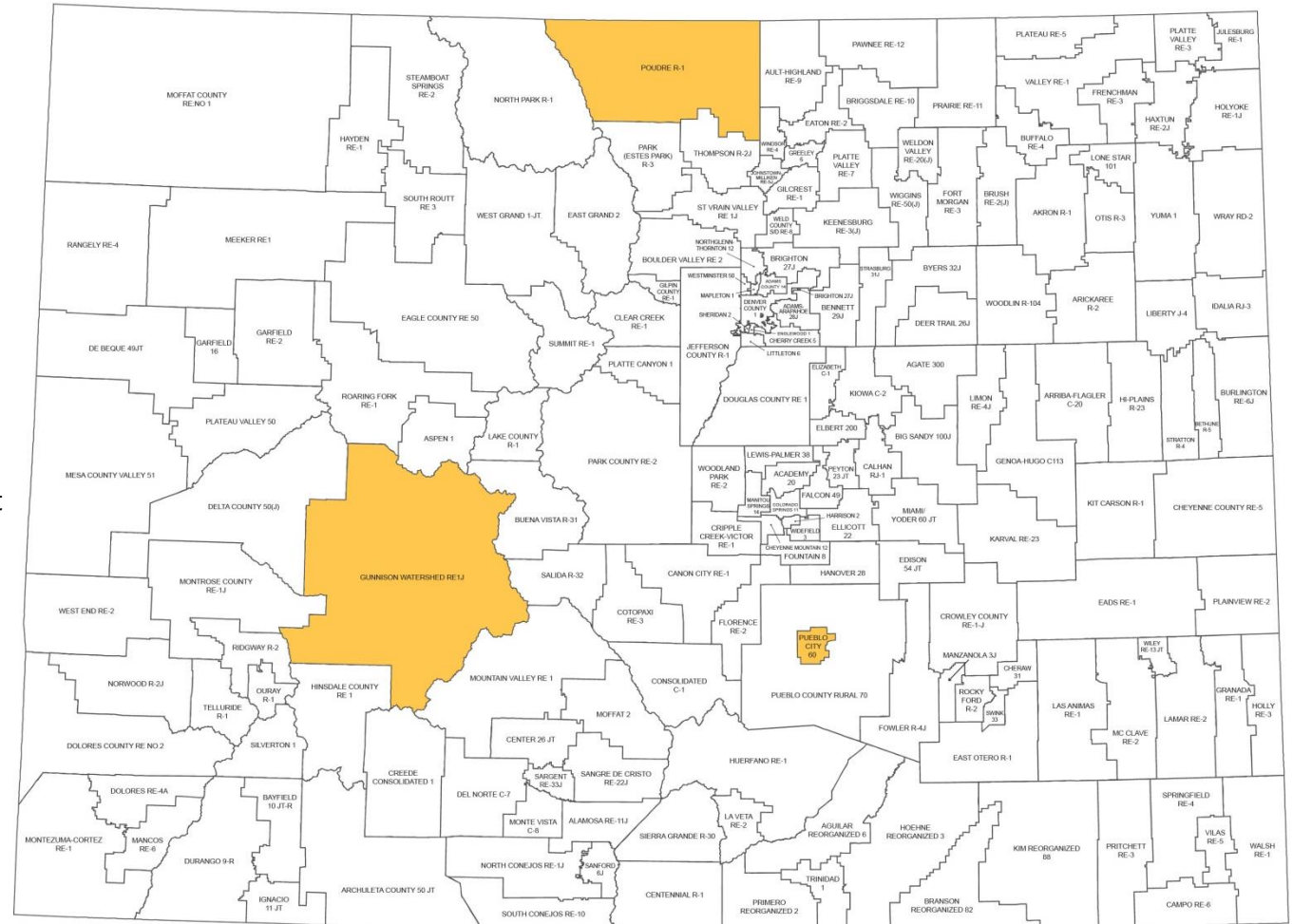Colorado's District Sample Curriculum Project

INSTRUCTIONAL UNIT AUTHORS

Poudre School District
>Stephanie Coleman
>Susan Sand
>Kelli Schultz
>Greg Strutz
>DeeDee Wright

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Gunnison Watershed School District
>Lindsey Casey
>Megan Wells

Pueblo City School District
>Janelle Guadagno
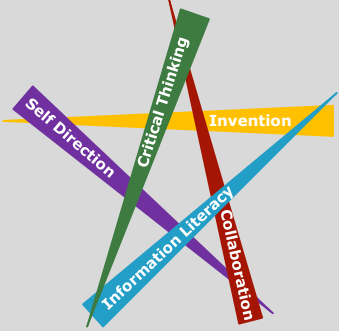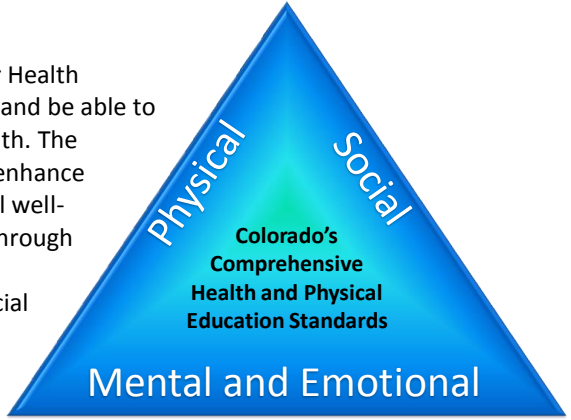>Melisa Cellan

Rocky Mountain Health
>Jamie Hurley

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Healthy Content Area	Comprehensive Health		Grade Level	4th Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
2. Physical and Personal Wellness	1. Demonstrate the ability to set a goal to enhance personal nutrition status	CH09-GR.4-S.2-GLE.1
	2. Examine the connection between food intake and physical health	CH09-GR.4-S.2-GLE.2
	3. Explain that the dimensions of wellness are interrelated and impact personal health	CH09-GR.4-S.2-GLE.3
3. Emotional and Social Wellness	1. Identify the positive behaviors that support relationships	CH09-GR.4-S.3-GLE.1
	2. Comprehend concepts related to stress and stress management	CH09-GR.4-S.3-GLE.1
4. Prevention and Risk Management	1. Identify positive and negative uses for medicines	CH09-GR.4-S.4-GLE.1
	2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco	CH09-GR.4-S.4-GLE.2
	3. Demonstrate skills necessary to prevent a conflict from escalating to violence	CH09-GR.4-S.4-GLE.3

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.

Physical

Social

Colorado's Comprehensive Health and Physical Education Standards

Mental and Emotional

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Safety	Teacher's discretion	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Safety		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Decision-Making	**Standards and Grade Level Expectations Addressed in this Unit**	CH09-GR.4-S.4-GLE.1, CH09-GR.4-S.4-GLE.2, CH09-GR.4-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	- Why is it important to know when to make the decision to say "no," even when it's not popular? (CH09-GR.4-S.4-GLE.3-EO.a,f) - What are some connections between violence and substance use? (CH09-GR.4-S.4-GLE.3-EO.b) - What if there was no violence in the world? (CH09-GR.4-S.4-GLE.3-EO.a,d)			
Unit Strands	Prevention and Risk Management			
Concepts	Conflict, Decision-making, Interpretation, Consequences, Influences, Violence, Peer Pressure, Refusal, Interpersonal Communications, Risk, Boundaries, Purpose			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Social influences and peer pressure can result in (positive or negative) decision making and behaviors. (CH09-GR.4-S.4-GLE.2-EO.a,c;IQ.3;N.2)	What are some negative risk behaviors caused by peer pressure?	What influencing factors are most significant in determining whether people choose risky behaviors?
The establishing of personal boundaries can increase positive decision-making and behaviors. (CH09-GR.4-S.4-GLE.3-EO.f)	How do you communicate your personal boundary?	Can personal boundaries be interpreted differently?
The choice to use medicine and vitamins improperly will negatively impact a person's health and wellness. (CH09-GR.4-S.4-GLE.1-EO.b,c;IQ.1;N.1)	What can happen if you misread a medicine label? (CH09-GR.4-S.4-GLE.1-EO.a;IQ.1)	What are different ways that labels can be interpreted?
Positive communication skills help resolve conflicts, reduce violence, and provide alternative solutions to interpersonal dilemmas (CH09-GR.4-S.4-GLE.3-EO.a,c;IQ.3;N.2)	What effective strategies can be used to resolve conflict? (CH09-GR.4-S.4-GLE.3-EO.a,b,c;IQ.1;N.1)	Could a strategy in one situation resolve conflict but contribute to conflict in another? (CH09-GR.4-S.4-GLE.3-EO.a,b,c;IQ.1;N.1) Why are many strategies needed to effectively resolve conflict? (CH09-GR.4-S.4-GLE.3-EO.a,b,c;IQ.1;NH.1)
Negative peer pressure hinders the development of personal boundaries. (CH09-GR.4-S.4-GLE.2-EO.a;N.2)and (CH09-GR.4-S.4-GLE.3-EO.f)	What are examples of personal boundaries? (CH09-GR.4-S.4-GLE.3-EO.f)	Can personal boundaries change over time?

Strong decision making and interpersonal communication skills stimulate understandings of potential positive and negative consequences/outcomes. (CH09-GR.4-GLE.2-EO.c; IQ.3;N.1)	What are examples of positive and negative consequences? (CH09-GR.4-S.4-GLE.2-EO.c;IQ.1;N.1)	How does discussing conflict with a peer versus discussing the conflict with an adult influence decision making? (CH09-GR.4-S.4-GLE.3-EO.b;N.1)

Critical Content:	Key Skills:
My students will **Know**…	My students will be able to **(Do)**…
- Verbal and non-verbal strategies to refuse pressures (CH09-GR.4-S.4-GLE.2-EO.a;N.1) - Strategies to ask for help (CH09-GR.4-S.4-GLE.2-EO.b) - Factors that influence decisions (CH09-GR.4-S.4-GLE.2-EO.c;IQ.3) - Effective conflict resolution techniques (CH09-GR.4-S.4-GLE.3- EO.a;IQ;NH-1) - Situations and consequences of violence (CH09-GR.4-S.4-GLE.3-EO.b) - Methods for making decisions to avoid conflicts (CH09-GR.4-S.4-GLE.3-EO.c) - Personal space (CH09-GR.4-S.4-GLE.3-EO.f;N.1,2) - Proper and improper use of prescribed and over the counter medicines and vitamins (CH09-GR.4-S.4-GLE.1-EO.a;IQ.2;N.1) - Elements of medicine labels (CH09-GR.4-S.4-GLE.1-EO.b;IQ.1;N.1) - Signs and symptoms of incorrect use of medicines (CH09-GR.4-S.4- GLE.1-EO.d;IQ.1) - Potential dangerous of weapons (CH09-GR.4-S.4-GLE.3-EO.e)	- Analyze factors that would influence student personally (CH09-GR.4-S.4-GLE 2.-EO.c;IQ.3;N.2) - Show examples of verbal and non-verbal ways to refuse pressures and ask for help (CH09-GR.4-S.4- GLE.2 -EO.a;NH.1) - Demonstrate positive alternatives to using violence (CH09-GR.4-S.4-GLE.3-EO.d;IQ.3;NH.2) - Demonstrate conflict resolution techniques (CH09-GR.4-S.4-GLE.3-EO.a;IQ.3;NH.1) - Demonstrate how to respect boundaries and personal space (CH09-GR.4-S.4-GLE.3- EO.f;N.1,2) - Describe proper and improper uses and risks of using prescription and over the counter medicines (CH09-GR.4-S.4-GLE.1-EO.a,c;IQ.2,3;RA.2;N.1) - Demonstrate ability to follow medicine labels (CH09-GR.4-S.4-GLE.3-EO.b;IQ.1;N.1) - Describe steps to take when prescription and over the counter medicines are used incorrectly (CH09-GR.4-S.4-GLE.1-EO.d;IQ.1;RA.2;N.1) - Explain dangers of weapons in various environments (S.4-GLE.3-EO.e)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Johnny will be able to analyze and understand situations and identify strategies and techniques regarding conflicts, pressures, medications and drugs.*
Academic Vocabulary:	Analyze, Strategies, Influence, Techniques, Situation, Consequence, Conflict, Decisions, Decision making, Elements, Factors, Violence, Refusal, Risk, Purpose
	Peer Pressure, Interpersonal Communication, Boundaries, Interpretation

Unit Description:	This unit is designed to build upon basic decision making skills and incorporate higher level communication behaviors needed to manage external influences such as interpersonal relationships, peer pressure and social media. The development of these tools will allow students to become better equipped to deal with potential life experiences such as resolving conflicts, maintaining personal safety, and protecting personal boundaries. The ultimate goal of this unit is to provide students with the confidence and knowledge to develop healthy relationships and maintain overall health and wellness. It concludes with students analyzing social dilemma scenarios to design a role play that depicts the negative choice followed by a depiction of a positive resolution.
Considerations	Decision making is a universal concept that most, if not all, 4th graders should have a working knowledge of and have the skills to advocate for personal choices. They should also understand the impact that personal choices may have on family, peers, and the larger community. Many 4th graders, however, will need to develop communication skills that are central to achieving the goals of this unit.
Unit Generalizations:	
Key Generalization:	Social influences and peer pressure can result in (positive or negative) decision making and behaviors
Supporting Generalizations:	The establishing of personal boundaries can increase positive decision-making and behaviors
	The choice to use medicine and vitamins improperly will negatively impact a person's health and wellness
	Positive communication skills help resolve conflicts, reduce violence, and provide alternative solutions to interpersonal dilemmas
	Negative peer pressure hinders the development of personal boundaries

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Social influences and peer pressure can result in (positive or negative) decision making and behavior
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The principal of your school is very concerned about the negative effects of peer pressure, but is also aware of the positive ways in which peers can work together to create more caring and connected school communities. Because of your expertise as peer leaders, the principal has asked you to use the following school/social dilemma scenarios as the basis for role plays that you could deliver in classrooms around the school: • You see a mean post about a classmate on social media • A classmate steals money and offers to pay you to keep it secret • A disagreement or exclusion arises during a game on the playground In your role play, you will identify one positive and one negative choice in response to the dilemma in question. http://docmo.hubpages.com/hub/How-to-use-Role-Play-in-Teaching-and-Training (Tips on constructing a role play) To conclude your role play, you will devise surveys for your fellow students that will ask them to analyze the role play. Example questions: Why is it important to know when to make the decision to say no, even when it is not popular? What strategies would you have employed to come to a positive resolution to this dilemma and why? Did any conflicts arise during the creation of your role play? If so, how did your group resolve the conflict?

Product/Evidence: (Expected product from students)	Students may take on various roles in creating a skit depicting positive and negative choices in response to a teacher created scenario relevant to the school culture. The role play must include the following: • A representation of a negative choice • A representation of a positive resolution • Every member of the group has actively contributed to the creation/production of the role play • Audience members will be active observers and provide a written response to the critical thinking questions stated above Extension example: Students present role plays to various age groups within the school based on age appropriate relevance
Differentiation: (Multiple modes for student expression)	Students may take on various responsibilities in the design and production of the role play including: • Actors • Writers • Narrators • Audio/Visual representations • One-on-one student to teacher presentation • Connect the scenario to a personal learning goal

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
All About Boundaries By Tonia Caselman (Lexile range 700-900) *101 Ways to Teach Social Skills* By Lawrence Shopiro (Lexile range 800-900) *Salvaging Sisterhood* By Julia Cook Lexile range (Lexile range 700-900) *Elementary Skill Streaming* By Ellen McGinnis (Lexile range 640-800) *Teaching Conflict Resolution through Children's Literature* By William Kreidler (Lexile range 640-840)	*My Secret Bully* By Trudy Ludwig (Lexile range 600-700) *The Bernstein Bears and the Double Dare* By Stan and Jan Bernstein (Lexile range 500-600) *What Would You Do?* By Patti Kelley Criswell (Lexile range 600-700) *Diary of a Wimpy Kid* by Jeff Kinney (Lexile range 700-900) *A Smart Girl's Guide to the Internet* by Sharon Cindrich (Lexile range 800-900) *Manolito Four-Eyes* by Elvira Lindo (Lexile level 930)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think and work like a health advocate- Developing decision making skills to ensure personal safety, safety for others, and overall health and wellness	Teacher Resources:	http://www.youtube.com/watch?v=Icgmyhs5er0 (Example of decision making model) http://darealaska.org/download/Elementary%20and%20Middle%20School%20Curriculum%20Design.pdf (Sample lessons to explain decision making model)
			Student Resources:	http://www.youtube.com/watch?v=Icgmyhs5er0 (Example of decision making model)
	Skills:	Analyze factors that would influence student personally Show examples of verbal and nonverbal ways to refuse pressures and ask for help	Assessment:	Students will create their own decision making model (step-by-step) and apply the model to bring resolution to a personal experience or conflict.

2.	Description:	Think and work like a health advocate- to develop communication skills in order to articulate interpersonal dilemmas (e.g. boundaries, conflicts, peer pressure, bullying/violence)	Teacher Resources:	*101 Ways to Teach Social Skills* By Lawrence Shopiro (Teaching social skills to elementary students) *Elementary Skill Streaming* By Ellen McGinnis (Teaching social skills to elementary students) *Manolito Four-Eyes* by Elvira Lindo (Trying to fit in with friends)
			Student Resources:	*Manolito Four-Eyes* by Elvira Lindo (Trying to fit in with friends)
	Skills:	Show examples of verbal and nonverbal ways to refuse pressures and ask for help Demonstrate positive alternatives to using violence Demonstrate conflict resolution techniques Demonstrate how to respect boundaries and personal space	Assessment:	Students will create a personal book of emotions (e.g. sadness, frustration, happiness, stress, excitement, anxiety, fear, loneliness) over the course of the unit that illustrates various verbal and nonverbal methods to communicate daily experiences with; e.g. parent-child, student-teacher, peer-peer, student-stranger, online

Note: The top partial row shows: Demonstrate positive alternatives to using violence / Demonstrate conflict resolution techniques / Demonstrate how to respect boundaries and personal space

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of concepts such as personal boundaries, active listening, collaboration, pro-social behavior, respect for oneself and others, choices, consequences and violence. This unit will scaffold from these concepts to develop and improve skills in the areas of conflict resolution, boundary setting and management of peer pressure.

Learning Experiences # 1 – 8
Instructional Timeframe: Teacher Determined

Learning Experience # 1

The teacher may introduce an example of a decision making model so students can begin to analyze steps and a process for making decisions.

Generalization Connection(s):	Social influences and peer pressure can result in (positive or negative) decision making and behaviors

Teacher Resources:	http://darealaska.org/download/Elementary%20and%20Middle%20School%20Curriculum%20Design.pdf (Sample lessons to explain decision making model) http://www.youtube.com/watch?v=Icgmyhs5er0 (D.A.R.E. Decision making model explanation) *101 Ways to Teach Social Skills* By Lawrence Shopiro (Teaching social skills to elementary students) *Elementary Skill Streaming* By Ellen McGinnis (Teaching social skills to elementary students)	
Student Resources:	http://www.youtube.com/watch?v=Icgmyhs5er0 (The DARE decision-making model)	
Assessment:	Students will use a decision making model (e.g. http://www.youtube.com/watch?v=Icgmyhs5er0 D.A.R.E.) as they reflect upon a personal experience and analyze the process they employed in order to reach their decision. Students will create a visual representation illustrating each step of the process. (e.g. cartoon storyboard, poster, picture book) http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.cds.hawaii.edu/iep/mscurriculum/teacher/pdf/xtra_resource/2_4.pdf (Decision-making scenarios)	Students may use one of the teacher-selected scenarios and verbally describe the decision –making process they employed to determine how to respond in the situation
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.cds.hawaii.edu/iep/mscurriculum/teacher/pdf/xtra_resource/2_4.pdf (Decision-making scenarios)	Students may work with a peer group and use one of the teacher-selected scenarios to create a skit illustrates the decision – making process they employed to determine how to respond in the situation
Critical Content:	• Factors that influence decisions	
Key Skills:	• Analyze factors that would influence student personally	
Critical Language:	Decisions, decision making, elements, factors, analyze, strategies	

Learning Experience # 2
The teacher may prompt a brainstorming discussion around external factors and personal decisions so students can begin to recognize the influences in their lives (e.g., family, friends, media, etc.).

Generalization Connection(s):	Social influences and peer pressure can result in (positive or negative) decision making and behaviors
Teacher Resources:	http://curiosity.discovery.com/question/what-influences-decision-making (Identifies what influences our decisions) http://cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2975 (Decision making explained in child language)
Student Resources:	http://cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2975 (Kids Health-what to do making decisions)
Assessment:	Students will identify 3 external influences and explain how those influences have impacted specific decisions they have made in their lives. (e.g. pair share, graphic organizer http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_tchart.pdf (Cause and effect graphic organizer)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may discuss one-on-one with the teacher one external influence and how that influence impacted a decision they have made in their lives
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide some sample questions for the student to engage a conversation with their parents. "What factors should I consider in order to make a decision about being involved with this school activity?" "Do you believe "this friend," is a good influence on me? Why or why not?"	Students may interview a family member to determine what external factors they believe may affect decisions about: e.g. school activities, friends, community activities
Critical Content:	• Factors that influence decisions	
Key Skills:	• Analyze factors that would influence student personally	
Critical Language:	Decisions, decision making, elements, factors, analyze, strategies	

Learning Experience # 3
The teacher may provide examples and illustrations of various verbal and non-verbal communication behaviors so students can begin analyzing possible emotional responses that may influence Interpersonal interactions.

Generalization Connection(s):	Positive communication skills help resolve conflicts, reduce violence, and provide alternative solutions to interpersonal dilemmas
Teacher Resources:	http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues (Facial and body language cues) http://center-for-nonverbal-studies.org/6101.html (Non-verbal dictionary) http://www.wikihow.com/Read-Body-Language (A how-to guide for body language) http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form (Images of body language) *101 Ways to Teach Social Skills* By Lawrence Shopiro (Teaching social skills to elementary students) *Elementary Skill Streaming* By Ellen McGinnis (Teaching social skills to elementary students)
Student Resources:	*Manolito Four-Eyes* by Elvira Lindo (Trying to fit in with friends)
Assessment:	Student partner groups will use an image to develop a possible conversation related to the visual. Students will consider the questions below. • What conversation and tone could possibly be taking place in the image? What clues did you rely on to "create" this conversation? • If you were a part of the conversation, what are the possible emotional responses it would invoke?

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may provide images http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form (Images of body language) communication)where the emotion and communication style are clearly identifiable The teacher may provide a word bank of emotions for students to select from. (e.g., happy, sad, frustrated, angry, scared, etc.)	Students may verbally communicate one on one with teacher Students may choose emotions from a word bank to describe the image (e.g., happy, sad, frustrated, angry, scared, etc.)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide images http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form (Images of body language) http://www.printablepaper.net/category/storyboard (Storyboard template)	Students may create a cartoon of a conversation that depicts an additional communication behavior and illustrates the response to the behavior
Critical Content:	• Factors that influence decisions • Verbal and non-verbal strategies to refuse pressures	
Key Skills:	• Analyze factors that would influence student personally • Show examples of verbal and non-verbal ways to refuse pressures and ask for help	
Critical Language:	Analyze, situation, interpretation, interpersonal communication, frustration, anxiety, verbal, non-verbal	

Learning Experience # 4	
The teacher may use videos of different types of peer influences so students can begin to make distinctions between positive and negative peer influences.	
Generalization Connection(s):	Social influences and peer pressure can result in (positive or negative) decision making and behaviors Negative peer pressure hinders the development of personal boundaries
Teacher Resources:	http://www.thecoolspot.gov/peer_pressure6.asp (Peer pressure explanation and examples) http://www.hrmvideo.com/catalog/surviving-peer-pressure-you-can-do-it (Videos depicting adolescents and peer pressure) http://www.teachertube.com/viewVideo.php?video_id=189329 (Video depicting adolescents and peer pressure)
Student Resources:	http://www.thecoolspot.gov/peer_pressure6.asp (Peer pressure explanation and examples) *My Secret Bully* By Trudy Ludwig- Relational aggression and peer pressure *The Bernstein Bear: Double Dare* By Stan and Jan Bernstein *The Peer Pressure Gauge* By Julia Cook

Assessment:	Students will compare and contrast types of positive vs. negative peer influences they have encountered in their own lives. (e.g. T-Chart) Then students will journal to reflect upon a time:
	• A peer influenced your decision to do something you did not want to do
	• A peer supported a positive decision you made
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may provide the students with examples of positive and negative peer pressure http://parentingteens.about.com/cs/peerpressure/a/peer_pressure.htm (Positive and negative peer pressure)	Students may analyze teacher- provided examples of peer pressure and categorize them as positive and negative

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write and direct a teacher approved scene depicting positive peer influence or negative peer pressure and perform it for the class

Critical Content:	• Factors that influence decisions
Key Skills:	• Analyze factors that would influence student personally
Critical Language:	Decisions, decision making, elements, factors, analyze, strategies, peer pressure, interpersonal communication, refusal

Learning Experience # 5

The teacher may provide (appropriate) examples of various types of communications from social media sites so students can begin identifying careful and cautious steps to making this a positive form of communication.

Generalization Connection(s):	Social influences and peer pressure can result in (positive or negative) decision making and behaviors
	Positive communication skills help resolve conflicts, reduce violence, and provide alternative solutions to interpersonal dilemmas
Teacher Resources:	http://www.commonsensemedia.org/videos/social-media-and-kids (How children are using social media)
	http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Children_and_Social_Networking_100.aspx (Children and social networking)
	http://www.corkwebdesign.ie/viewpage.php?memid=67 (The dangers of social networking for kids)
	http://www.internetsafety101.org/snsdangers.htm (Dangers of the social web)
	http://www.commonsensemedia.org/videos/social-media-and-kids (How children are using social media)
Student Resources:	*A Smart Girl's Guide to the Internet* by Sharon Cindrich (How to use social media safely)
Assessment:	Students will use a word wall to categorize teacher generated sample posts/communications and assign levels of risk associated with specific social media communications.
	http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide social media posts/examples http://austinmccann.com/2013/05/28/negative-impact-of-social-media-on-teens/ (Negative impact of social media-modifiable for 4th grade)	Students may color code the social media post or conversations (e.g. green, yellow, red) and collaborate with a student partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may create a class Facebook page on a wall of the room The teacher may create a mock twitter feed on their door as a way to communicate learning targets with their students	Students may add positive comments about the class or individuals in the class to the wall Students may develop positive twitter posts to provide information about positive learning from the day
Critical Content:	• Methods for making decisions to avoid conflicts	
Key Skills:	• Analyze factors that would influence student personally	
Critical Language:	Interpersonal communication, consequence, conflict, decisions, decision making	

Learning Experience # 6		
The teacher may invite a guest speaker (e.g., school counselor, school resource officer) to discuss the importance of establishing boundaries when sharing personal information so students can begin to understand how to make good decisions regarding trusted confidantes in their own lives.		
Generalization Connection(s):	The establishing of personal boundaries can increase positive decision-making and behaviors	
Teacher Resources:	https://www.kidsintheknow.ca/app/en/ (Boundaries and child's personal safety) http://www.ehow.com/info_8326595_activities-kids-personal-space.html (Activities to reinforce personal space) http://www.rmc.org/ (Communication, respect, boundaries and conflict resolution) http://www.livestrong.com/article/500633-how-to-develop-age-appropriate-boundaries-in-children/ (Teaching personal boundaries)	
Student Resources:	N/A	
Assessment:	Students will create their own safety net word web around the people in their lives with whom they would share different levels of specific personal information/concerns. http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Cluster word web)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of people who could be included in a safety net (e.g., Parent, sibling, friend, teacher, coach, grand parent, neighbor etc.) The teacher may model their own personal safety net http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart graphic organizer)	Students may use a t-chart to describe from a list of selected confidantes the types/categories of information they might share

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.edhelperclipart.com/clipart/teachers/org-drawwrite.pdf (Storytelling) The teacher may ask students to recall a time when they shared personal information with someone in their safety net and offer journaling questions: • How did the person react when you shared the information/concerns? • Did you make the right decision pairing the information with the person?	Students may record a journal entry

Critical Content:	• Personal space • Strategies to ask for help	
Key Skills:	• Analyze factors that would influence student personally • Demonstrate how to respect boundaries and personal space	
Critical Language:	Interpersonal communication, boundaries, analyze, strategies, influence, decisions, decision making	

Learning Experience # 7		
The teacher may provide examples of the lack/disregard of personal boundaries so students can reflect on their own boundary setting skills.		
Generalization Connection(s):	The establishing of personal boundaries can increase positive decision-making and behaviors	
Teacher Resources:	https://www.kidsintheknow.ca/app/en/boundaries_sheet_p8 (Tips to help children learn clear personal boundaries) https://www.kidsintheknow.ca/app/en/ (Boundaries and child's personal safety) http://www.ehow.com/info_8326595_activities-kids-personal-space.html (Activities to reinforce personal space) http://www.rmc.org/ (Communication, respect, boundaries and conflict resolution) http://csefel.vanderbilt.edu/resources/strategies.html (Videos, stories, models of boundaries, social stories) http://www.ehow.com/info_8326595_activities-kids-personal-space.html (Ideas for personal space activities and role plays) http://www.livestrong.com/article/500633-how-to-develop-age-appropriate-boundaries-in-children/ (Teaching personal boundaries)	
Student Resources:	http://cleverclassroomblog.blogspot.com/p/social-skills.html (Boundary Setting)	
Assessment:	Students will use their journals to reflect on the lack of personal boundaries in specific scenarios (See Teacher Resources) and the possible negative effects. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Journal with blank, lined paper)	

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the scenarios)	Students may illustrate and dictate scenario reflections to a peer or teacher

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.enchantedlearning.com/graphicorganizers (Story frame graphic organizer)	Students may write a short story in which they describe a situation when they have successfully maintained personal boundaries/space
Critical Content:	• Personal space • Strategies to ask for help	
Key Skills:	• Analyze factors that would influence student personally • Demonstrate how to respect boundaries and personal space	
Critical Language:	Interpersonal communication, boundaries, analyze, strategies, influence, decisions, decision making	

Learning Experience # 8
The teacher may use questions (e.g., What types of conflict may occur if a friend's boundary is not respected and you share their private information with someone else?) so students can reflect on personal experiences with the violation of boundaries and the outcomes of those violations.

Generalization Connection(s):	Positive communication skills help resolve conflicts, reduce violence, and provide alternative solutions to interpersonal dilemmas
Teacher Resources:	http://www.randomactsofkindness.org/ (Communication, respect, and boundaries) http://www.rmc.org/ (Communication, respect, boundaries and conflict resolution) http://stopwalktalk.org/ (Bullying prevention) http://www.cfchildren.org/steps-to-respect.aspx (Bully prevention and personal boundaries)
Student Resources:	http://www.cfchildren.org/steps-to-respect.aspx (Bully prevention and personal boundaries) http://www.randomactsofkindness.org/ (Communication, respect, and boundaries)
Assessment:	Students will use the "classroom brainstorming wall" to evaluate the possible results/consequences (e.g. loss of a friendship, bullying, gossiping) of crossing their friends' boundaries when their trust is violated. http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide specific friendship-based scenarios when trust is violated: • A friend tells another friend's secret • A friend borrows a possession from another friend without asking and then damages it • A friend claims to be best friends with someone and then talks about them behind their back	Students may work with a peer to evaluate the teacher generated scenario to determine the results/consequences as it pertains to disrespecting the friends' trust (e.g. pair/share)

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may ask reflective questions based on the scenario (e.g. could there be more than one outcome?)	Students may create their own scenarios of friends crossing boundaries and demonstrate the consequence and possible resolutions to regain the trust of the friend
Critical Content:	• Effective conflict resolution techniques • Methods for making decisions to avoid conflicts	
Key Skills:	• Analyze factors that would influence student • Demonstrate conflict resolution techniques • Demonstrate how to respect boundaries and personal space	
Critical Language:	Interpersonal communication, boundaries, analyze, strategies, influence, decisions, decision making, conflict, conflict resolution	

Learning Experience # 9		
The teacher may model the usage of refusal skills so students can consider effective ways to respond in difficult situations.		
Generalization Connection(s):	Refusal skills can result in positive outcomes for individuals' social and personal wellness	
Teacher Resources:	http://www.kellybear.com/TeacherArticles/TeacherTip21.html (Examples of refusal skills) www.chesterfieldsafe.org (Refusal skills) http://health4everyone.wikispaces.com/file/history/Chapter+2+Lesson+6+Peer+Pressure+%26+Refusal+Skills.doc (Teaching refusal skills) http://www.cha.nshealth.ca/addiction/forYouthRefusalSkills.asp (General refusal skills tips) http://www.intheknowzone.com/test-your-knowledge-33.html (Refusal skill quiz) http://www.goodcharacter.com/YCC/SayingNo.html (Teaching guide-Saying No K-5) http://www.healthcommunities.com/adolescent-safety/children/lifestyle-risks.shtml (Lifestyle risks for teens modifiable for 4th grade) http://www.nchealthyschools.org/docs/lessonplans/5/grade55.05.pdf (Lesson for teaching students how to use assertive word choices for refusal skills)	
Student Resources:	www.chesterfieldsafe.org (Refusal skills) *What Would You Do?* By Patti Kelley Criswell (How to handle everyday problems)	
Assessment:	Students will work with a peer group to use persuasion cards to convey refusal skills.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Journal with blank, lined paper)	Students may review the words on three persuasion cards and write the refusal skill they would use for each

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.enchantedlearning.com/graphicorganizers (Story frame graphic organizer)	Students may construct a short story in which they describe a situation when they have successfully or unsuccessfully utilized refusal skills
Critical Content:	- Verbal and non-verbal strategies to refuse pressures - Strategies to ask for help - Factors that influence decisions - Methods for making decisions to avoid conflicts	
Key Skills:	- Demonstrate how to respect boundaries and personal space - Show examples of verbal and non-verbal ways to refuse pressures and ask for help - Analyze factors that would influence student personally	
Critical Language:	Boundaries, analyze, strategies, influence, decisions, decision making, refusal skills	

Learning Experience # 10	
The teacher may introduce different decision-making scenarios so students can begin to consider the necessary skills and communications that could lead to positive outcomes/resolutions.	
Generalization Connection(s):	The choice to use medicine and vitamins improperly will negatively impact a person's health and wellness Positive communication skills help resolve conflicts, reduce violence, and provide alternative solutions to interpersonal dilemmas
Teacher Resources:	http://stopwalktalk.org/ (How to deal with bullying) http://docmo.hubpages.com/hub/How-to-use-Role-Play-in-Teaching-and-Training (Tips on constructing a role play) http://www.starkmhrsb.org/site/PageServer?pagename=Students_Elementary (Prescription drug abuse prevention for K-5) *My Secret Bully* By Trudy Ludwig http://www.edutopia.org/blog/sel-for-elementary-school-randy-taran (Building social and emotional skills in elementary students) http://www.healthcommunities.com/adolescent-safety/children/lifestyle-risks.shtml (Lifestyle risks for teens modifiable for use with 4th grade)
Student Resources:	http://docmo.hubpages.com/hub/How-to-use-Role-Play-in-Teaching-and-Training (Tips on constructing a role play) *Diary of a Wimpy Kid* by Jeff Kinney (Teaching kids self-advocacy skills)
Assessment:	Student groups will develop a role play based on the following scenarios that will demonstrate: - Decision making skills - Conflict resolution/prevention - Maintaining a safe environment Scenario #1: You become aware that a student has been bullied/harassed and now has brought a weapon to school, what do you do? Scenario #2: You become aware that your friend has brought prescription medication to school and is passing it out to peers, what do you do?

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	N/A	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Critical Content:	- Verbal and non-verbal strategies to refuse pressures - Strategies to ask for help - Factors that influence decisions - Effective conflict resolution techniques - Situations and consequences of violence - Methods for making decisions to avoid conflicts - Proper and improper use of prescribed and over the counter medicines and vitamins - Elements of medicine labels - Signs and symptoms of incorrect use of medicines - Potential dangerous of weapons
Key Skills:	- Analyze factors that would influence student personally - Show examples of verbal and non-verbal ways to refuse pressures and ask for help - Demonstrate positive alternatives to using violence - Demonstrate conflict resolution techniques - Describe proper and improper uses and risks of using prescription and over the counter medicines - Demonstrate ability to follow medicine labels - Describe steps to take when prescription and over the counter medicines are used incorrectly - Explain dangers of weapons in various environments
Critical Language:	Analyze, strategies, influence, techniques, situation, consequence, conflict, decisions, decision making, factors, violence, refusal, risk, peer pressure, interpersonal communication