

Instructional Unit Title: Safety

Comprehensive Health
4th Grade

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

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.).

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.

The teacher may use videos of different types of peer influences so students can begin to make distinctions between positive and negative peer influences.

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.

The teacher may provide examples of the lack/disregard of personal boundaries so students can reflect on their own boundary setting skills.

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.

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.

The teacher may model the usage of refusal skills so students can consider effective ways to respond in difficult situations.

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.

PERFORMANCE ASSESSMENT: 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

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.