

# Too Good for Violence – Social Perspectives

## Grade 5 Revised Edition

Correlated with Arkansas Physical Education and Health Curriculum Framework, Revised 2011

### Lesson 1: *Preparing for Take Off* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify the steps in the Goal-Setting model
- Identify and apply the Goal-Naming criteria
- Name a short-term personal goal using the Goal-Naming criteria

None apply at this time

### Lesson 2: *Rocket Science* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Define consequence
- List the steps of the decision-making model
- Identify a variety of options to any given decision
- Demonstrate the ability to choose healthy options when making a decision

#### Strand: Health and Wellness

**Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks.**

HW.11.5.3 - Recognize the benefits of safe behavior and the consequences of risky behavior

### Lesson 3: *Systems Check* – Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Name four basic emotions: happy, sad, angry, and scared and their variations
- Recognize the physical signals associated with particular emotions
- Identify the relationship between feelings and behavior
- Differentiate healthy and unhealthy ways to manage emotions

#### Strand: Health and Wellness

**Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks.**

HW.11.5.2 - Recognize the warning signs of depression and suicidal thoughts

## **Lesson 4: *This is Your Captain Speaking* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define communication
- Identify the elements of communication, both verbal and nonverbal
- Differentiate assertive, aggressive, and passive speaking styles
- Identify active listening skills

### **Strand: Health and Wellness**

**Standard 9: Healthy Life Skills and Relationships: Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote wellness.**

HW.9.5.2 - Practice verbal/nonverbal communication skills needed for a healthy relationship

## **Lesson 5: *My Flight Crew* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Understand how to be compassionate and empathetic toward others
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

### **Strand: Health and Wellness**

**Standard 9: Healthy Life Skills and Relationships: Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote wellness.**

HW.9.5.1 - Identify the different types of relationships:

- friendships
- family
- romantic

HW.9.5.2 - Practice verbal/nonverbal communication skills needed for a healthy relationship

## **Lesson 6: *Initiate Launch* – Respect for Self and Others**

### **Objectives**

Following this lesson, the student will be able to:

- Recognize the positive effects of self-respect on attitudes, behaviors, and relationships
- Demonstrate the ability to maintain perspective in different situations
- Discuss the effect of negative self-talk on feelings and actions
- Discuss the effect of positive self-talk on feelings and actions
- Discuss the role of cooperation, respecting differences, and communication on connecting with others

### **Strand: Physical Education and Leisure**

**Standard 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behaviors that respect self and others in physical activity settings.**

PEL 5.5.1 Understand proper attitudes toward winning and losing in a physical activity setting (e.g., maintain self-control, demonstrate sportsmanship, walk away from an altercation)

PEL.5.5.2 Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, refrain from bullying, encourage classmates)

**Strand: Health and Wellness**

**Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks**

HW.11.5.1 Identify strategies and skills to demonstrate self-respect and responsibility: • healthy body image • peer influence • family influence • media/advertising influence

## **Lesson 7: *Smooth Landing* – Conflict Resolution**

**Objectives**

Following this lesson, the student will be able to:

- Define conflict
- Distinguish cooperation from competition in conflict resolution
- Identify the emotions associated with conflict
- Identify the healthy and unhealthy approaches to conflict
- Demonstrate constructive conflict resolution skills
- Apply appropriate, effective conflict resolution approaches

**Strand: Health and Wellness**

**Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks**

HW.11.5.1 Identify strategies and skills to demonstrate self-respect and responsibility: • healthy body image • peer influence • family influence • media/advertising influence

HW.11.5.4 Identify depression coping strategies

HW.11.5.11 Identify violent, verbal and nonverbal, behaviors such as: • abuse • assault • harassment • bullying (e.g., verbal, physical, cyber, emotional)

## **Lesson 8: *Initiate Countdown* – Anger Management**

**Objectives**

Following this lesson, the student will be able to:

- Differentiate escalation and de-escalation as related to conflict
- List words and actions that escalate conflict
- List words and actions that de-escalate conflict
- Identify physical indicators of anger
- Distinguish healthy and unhealthy ways to manage anger
- Distinguish actions that escalate and de-escalate conflicts
- Apply anger management skills in decision making during anger- provoking situations
- Apply strategies to de-escalate a conflict

**Strand: Health and Wellness**

**Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks**

HW.11.5.1 Identify strategies and skills to demonstrate self-respect and responsibility: • healthy body image • peer influence • family influence • media/advertising influence

HW.11.5.4 Identify depression coping strategies

HW.11.5.11 Identify violent, verbal and nonverbal, behaviors such as: • abuse • assault • harassment • bullying (e.g., verbal, physical, cyber, emotional)

## Lesson 9: *Shields Up* – Identifying and Managing Bullying Situations

### Objectives

Following this lesson, the student will be able to:

- Define bully, target, and witness
- List strategies for bullies, targets and witnesses to use to prevent or reduce bullying
- Identify the three types of participants in a bullying situation
- Differentiate snitching and reporting
- Explain why it is important to report a bullying situation
- Demonstrate healthy ways for targets and witnesses to respond to bullying behavior
- Understand that bullying is different from conflict
- Recognize and identify different types of bullying behaviors

### Strand: Physical Education and Leisure

**Standard 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behaviors that respect self and others in physical activity settings.**

PEL.5.5.1 Understand proper attitudes toward winning and losing in a physical activity setting (e.g., maintain self-control, demonstrate sportsmanship, walk away from an altercation)

PEL.5.5.2 Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, refrain from bullying, encourage classmates)

### Strand: Health and Wellness

**Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks**

HW.11.5.1 Identify strategies and skills to demonstrate self-respect and responsibility: • healthy body image • peer influence • family influence • media/advertising influence

HW.11.5.11 Identify violent, verbal and nonverbal, behaviors such as: • abuse • assault • harassment • bullying (e.g., verbal, physical, cyber, emotional)

## Lesson 10: *Flight Academy* – 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 Too Good for Violence – Social Perspectives lessons 1-9

### Strand: Physical Education and Leisure

**Standard 5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behaviors that respect self and others in physical activity settings.**

PEL.5.5.1 Understand proper attitudes toward winning and losing in a physical activity setting (e.g., maintain self-control, demonstrate sportsmanship, walk away from an altercation)

PEL.5.5.2 Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, refrain from bullying, encourage classmates)

### Strand: Health and Wellness

**Standard 11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks**

HW.11.5.1 Identify strategies and skills to demonstrate self-respect and responsibility: • healthy body image • peer influence • family influence • media/advertising influence

HW.11.5.11 Identify violent, verbal and nonverbal, behaviors such as: • abuse • assault • harassment • bullying (e.g., verbal, physical, cyber, emotional)