

# Too Good for Violence – Social Perspectives

## Grade 5 Revised Edition

Correlated with the Health Education Content Standards for California Public Schools, 2008

### 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

#### Personal and Community Health

##### Standard 6: Goal Setting

6.2.P – Monitor progress toward a personal health goal.

### 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

#### Personal and Community Health

##### Standard 5: Decision Making

5.1.P – Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

### 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

#### Growth, Development, and Sexual Health

##### Standard 1: Essential Concepts

1.3.G – Identify the physical, social, and emotional changes that occur during puberty.

##### Standard 2: Analyzing Influences

2.3.G – Discuss how changes during puberty affect thoughts, emotions, and behaviors.

## **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

None apply at this time.

## **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

### **Growth, Development, and Sexual Health**

#### **Standard 4: Interpersonal Communication**

4.2.G – Use healthy and respectful ways to express friendship, attraction, and affection.

## **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

### **Growth, Development, and Sexual Health**

#### **Standard 1: Essential Concepts**

1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles. 1.7.G Recognize that everyone has the right to establish personal boundaries.

1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.

#### **Standard 4: Interpersonal Communication**

4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.

## 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

### Standard 4: Interpersonal Communication

4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.

4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.

4.3.G Demonstrate refusal skills to protect personal boundaries.

## 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

### Standard 4: Interpersonal Communication

4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.

4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.

4.3.G Demonstrate refusal skills to protect personal boundaries.

## 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

### Growth, Development, and Sexual Health

#### Standard 1: Essential Concepts

1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.

**Standard 2: Analyzing Influences**

2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.

**Standard 4: Interpersonal Communication**

4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.

## **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

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.G Engage in behaviors that promote healthy growth and development during puberty.