

Too Good for Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

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

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. - Explain the importance of assuming responsibility for personal health behaviors

Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

M.7.1. - Use the goal-setting process to enhance health

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

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. - Explain the importance of assuming responsibility for personal health behaviors

M.3.3. - Distinguish between safe, risky or harmful behaviors involving themselves and/or others

M.3.4. - Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health

M.6.1 – Use a decision-making process to enhance health

M.6.3. – Predict how decisions regarding health behaviors have consequences for themselves and others

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

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M.1.2. – Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence/adolescence

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.3. - Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. - Compare and contrast healthy ways to express needs, wants and feelings

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

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.1. - Apply effective verbal and nonverbal communication skills as a means of enhancing health

M.5.4. - Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. - Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

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

Content Standard 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.3. - Analyze how family, school and peers influence personal health

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.2. - Use characteristics needed to be a responsible individual within their peer group, school, family and community

M.5.3. - Identify ways in which emotions may affect communication, behavior and relationships

M.5.6. - Use communication skills to build and maintain healthy relationships

Content Standard 8: Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

M.8.4. - Encourage and support others in making positive health choices

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

Content Standard 5: Communication Skills Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health

M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

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

Content Standard 5: Communication Skills Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

M.5.6. Use communication skills to build and maintain healthy relationships

M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships

M.5.8. Examine the possible causes of conflict among youth in schools and communities

M.5.9. Demonstrate strategies to prevent, manage, and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate

Content Standard 6: Decision-Making Skills Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

M.6.1. Use a decision-making process to enhance health

M.6.2. Describe and analyze how health-related decisions are influenced by using resources from family, school and community

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others

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

Content Standard 3: Self-management of Healthy Behaviors Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors

M.3.2. Examine personal health status to determine needs

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions

M.3.5. Examine and apply safety techniques to avoid and reduce injury and prevent disease

M.3.6. Apply skills to manage stress

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

Content Standard 3: Self-management of Healthy Behaviors Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors

M.3.2. Examine personal health status to determine needs

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions

M.3.5. Examine and apply safety techniques to avoid and reduce injury and prevent disease

M.3.6. Apply skills to manage stress

Content Standard 4: Analyzing Internal and External Influences Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.1. Examine the influence of family beliefs and cultural beliefs on personal health behaviors

M.4.2. Analyze how media, technology and other factors influence personal health behaviors

M.4.3. Analyze how family, school and peers influence personal health

M.4.4. Identify and explain how the media may influence behaviors and decisions in regard to sexuality

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

Content Standard 8: Advocacy Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

M.8.1. Analyze various methods to accurately express health information, concepts and skills

M.8.2. Support a healthy position with accurate information

M.8.3. Analyze community agencies that advocate for healthy individuals, families and communities

M.8.4. Encourage and support others in making positive health choices

M.8.5. Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools

M.8.6. Promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer)

M.8.7. Assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality