

Too Good for Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with Hawaii Content and Performance Standards for Health

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

Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention

Personal Health and Wellness

Benchmark HE.3-5.1.8 Describe the relationship between health behaviors and well-being

Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health

Goal-Setting Across Topic Areas

Benchmark HE.3-5.6.3 Identify appropriate goal-setting strategies to set personal health goals

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

Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention

Promoting Safety and Preventing Violence and Unintentional Injury

Benchmark HE.3-5.1.4 Describe how to assess situations that might be dangerous or risky and strategies to avoid such situations

Personal Health and Wellness

Benchmark HE.3-5.1.8 Describe the relationship between health behaviors and well-being

Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks

Personal Health and Wellness

Benchmark HE.3-5.3.2 Evaluate behaviors that are safe, risky, or harmful to self and others

Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health

Decision-Making Across Topic Areas

Benchmark HE.3-5.6.1 Identify the elements of a decision-making model related to health issues and problems

Benchmark HE.3-5.6.2 Evaluate decisions made on health issues and problems

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

Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention
Mental and Emotional Health

Benchmark HE.3-5.1.1 Describe the relationship between physical and emotional health

Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks
Mental and Emotional Health

Benchmark HE.3-5.3.1 Use appropriate strategies for dealing with emotional and stressful situations

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

Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health
Communication Skills Across Topic Areas

Benchmark HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

Benchmark HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

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

Standard 4: ANALYZING INFLUENCES: Understand the influences of culture, family, peers, media, technology, and other factors on health

Factors Influencing Health Across Topic Areas

Benchmark HE.3-5.4.1 Identify internal and external factors that influence health behaviors and health-related decisions

Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health
Communication Skills Across Topic Areas

Benchmark HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

Benchmark HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and

harassment)

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

Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention

Personal Health and Wellness

HE.3-5.1.8 Describe the relationship between health behaviors and well-being

Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health

Communication Skills Across Topic Areas

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

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

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Personal Health and Wellness

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Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health

Communication Skills Across Topic Areas

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

HE.3-5.5.3 Know how to use appropriate non-violent strategies to deal with conflict and dispute

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

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Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks

Mental and Emotional Health

HE.3-5.3.1 Use appropriate strategies for dealing with emotional and stressful situations

Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health

Communication Skills Across Topic Areas

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

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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

Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health

Communication Skills Across Topic Areas

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HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

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Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health

Decision-Making Across Topic Areas

HE.3-5.6.1 Identify the elements of a decision-making model related to health issues and problems

Standard 7: ADVOCACY—Advocate for personal, family, and community health

ADVOCACY ACROSS TOPIC AREAS

HE.3-5.7.1 Name people or groups that advocate for healthy individuals, families, and communities

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

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Personal Health and Wellness

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HE.3-5.1.8 Describe the relationship between health behaviors and well-being

Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks

Mental and Emotional Health

HE.3-5.3.1 Use appropriate strategies for dealing with emotional and stressful situations

Standard 5: Interpersonal Communication: Use interpersonal communication skills to enhance health

Communication Skills Across Topic Areas

HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)

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Decision-Making Across Topic Areas

HE.3-5.6.1 Identify the elements of a decision-making model related to health issues and problems

Standard 7: ADVOCACY—Advocate for personal, family, and community health

ADVOCACY ACROSS TOPIC AREAS

HE.3-5.7.1 Name people or groups that advocate for healthy individuals, families, and communities