

Too Good for Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with Iowa State Health Standards

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

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate goal-setting skills.

- Develop goals to enhance health status.

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

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate decision making skills.

- Explain different approaches to making decisions.
- Describe the effectiveness of health-related decisions.
- Demonstrate the ability to seek assistance when making health related decisions.
- Recognize that health related decisions have an impact on individual, family, community, and environment.

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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate decision making skills.

- Explain different approaches to making decisions.
- Describe the effectiveness of health–related decisions.
- Demonstrate the ability to seek assistance when making health related decisions.
- Recognize that health related decisions have an impact on individual, family, community, and environment.

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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate decision making skills.

- Explain different approaches to making decisions.
- Describe the effectiveness of health–related decisions.

21.3–5.HL.5

Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.*

Practice preventive health behaviors.

- Demonstrate behaviors that contribute to holistic wellness for individuals, families and communities.

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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- Demonstrate ways to communicate care, consideration, empathy and respect for self 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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Identify personal, family and community health needs.
- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Identify personal, family and community health needs.
- Demonstrate how to influence and support others to make positive health choices.
- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

21.3–5.HL.5

Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.*

Practice preventive health behaviors.

- Demonstrate appropriate and effective stress management.
- Demonstrate behaviors that contribute to holistic wellness for 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

21.3–5.HL.2

Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.*

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Identify personal, family and community health needs.
- Demonstrate how to influence and support others to make positive health choices.
- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

21.3–5.HL.3

Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.*

Demonstrate decision making skills.

- Explain different approaches to making decisions.
- Recognize that health related decisions have an impact on individual, family, community, and environment.

21.3–5.HL.5

Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.*

Practice preventive health behaviors.

- Demonstrate appropriate and effective stress management.
- Demonstrate behaviors that contribute to holistic wellness for individuals, families and communities.