

Too Good For Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with Illinois Learning Standards for Physical Development and 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

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

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

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.B.2a Describe key elements of a decision-making process.

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

STATE GOAL 23. Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).

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

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

B. Demonstrate cooperative skills during structured group physical activity

21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

B. Demonstrate cooperative skills during structured group physical activity

21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

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

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.B.2a Describe key elements of a decision-making process.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.2a Describe situations where refusal skills are necessary. (eg. cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).

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

STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

B. Demonstrate cooperative skills during structured group physical activity

21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury

B. Describe and explain the factors that influence health among individuals, groups, and communities.

22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

24.B.2a Describe key elements of a decision-making process.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.2a Describe situations where refusal skills are necessary. (eg. cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).