

Too Good for Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with Louisiana Health Education Content 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

STANDARD 1: Students will comprehend concepts and strategies related to health promotion and disease prevention

1-M-2 evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.)

STANDARD 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

3-M-1 identify personal health needs and develop long-term goals for a healthy lifestyle

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

5-M-5 develop strategies and skills for attaining 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: Students will comprehend concepts and strategies related to health promotion and disease prevention

1-M-2 evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.)

1-M-4 analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.)

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

5-M-4 demonstrate positive decision-making and problem-solving skills

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: Students will comprehend concepts and strategies related to health promotion and disease prevention
1-M-1 describe relationships among physical, mental, emotional and social health

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: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.
5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all

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 1: Students will comprehend concepts and strategies related to health promotion and disease prevention
1-M-1 describe relationships among physical, mental, emotional and social health

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.
5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all

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 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.
5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all; (1,2)

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 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all;

5-M-2 distinguish between positive and negative peer pressure and analyze the impact of peer pressure on decision-making;

5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways;

5-M-4 demonstrate positive decision-making and problem-solving skills;

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 1: Students will comprehend concepts and strategies related to health promotion and disease prevention.

1-M-1 describe relationships among physical, mental, emotional and social health;

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all;

5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways;

5-M-4 demonstrate positive decision-making and problem-solving skills; and

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 1: Students will comprehend concepts and strategies related to health promotion and disease prevention.

1-M-1 describe relationships among physical, mental, emotional and social health;

1-M-5 determine factors that influence violence and strategies for avoiding unhealthy situations.

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all;

5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways;

5-M-4 demonstrate positive decision-making and problem-solving skills; and

STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.

6-M-4 demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

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 1: Students will comprehend concepts and strategies related to health promotion and disease prevention.

1-M-1 describe relationships among physical, mental, emotional and social health;

STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all;

5-M-2 distinguish between positive and negative peer pressure and analyze the impact of peer pressure on decision-making;

5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways;

5-M-4 demonstrate positive decision-making and problem-solving skills;

5-M-5 develop strategies and skills for attaining personal health goals.

STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.

6-M-4 demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.