

Too Good for Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with Maine Health Education 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

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

F2 Goal-Setting

Students utilize *goal-setting* skills to implement a short-term personal health goal.

- a. Set a short-term personal health goal.
- b. Identify resources to assist in achieving the health goal.
- c. Track progress toward achieving the goal.

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

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

F1 Decision-Making

Students apply *decision-making* steps to enhance health.

- a. Identify health-related situations that might require a thoughtful decision.
- b. Choose a healthy option when making a decision.

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

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C3 Self-Management

Students demonstrate strategies that can be used to manage stress, anger, or grief.

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

F1 Decision-Making

Students apply *decision-making* steps to enhance health.

- a. Identify health-related situations that might require a thoughtful decision.
- b. Choose a healthy option when making a decision.

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

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

E1 Interpersonal Communication Skills

Students demonstrate effective verbal and nonverbal *interpersonal communication* skills to enhance health.

- a. Demonstrate appropriate listening skills to enhance health.
- b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.
- c. Demonstrate how to ask for assistance to enhance personal health.
- d. Demonstrate refusal skills to avoid or reduce health risks.
- e. Demonstrate non-violent strategies to manage or resolve conflict.

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

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C2 Avoiding/Reducing Health Risks

Students demonstrate a variety of behaviors to avoid or reduce personal health risks.

- a. Demonstrate healthy and safe ways to recognize, deal

with, or avoid threatening situations.

C3 Self-Management

Students demonstrate strategies that can be used to manage stress, anger, or grief.

D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

D1 Influences on Health Practices/Behaviors

Students describe how a variety of factors influence personal health behaviors.

- a. Describe how family, school, and community influence and support personal health practices and behaviors.
- b. Describe how peers and *culture* can influence health practices and behaviors.

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

E1 Interpersonal Communication Skills

Students demonstrate effective verbal and nonverbal *interpersonal communication* skills to enhance health.

- a. Demonstrate appropriate listening skills to enhance health.
- b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.
- c. Demonstrate how to ask for assistance to enhance personal health.
- d. Demonstrate refusal skills to avoid or reduce health risks.
- e. Demonstrate non-violent strategies to manage or resolve conflict.

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

F1 Decision-Making

Students apply *decision-making* steps to enhance health.

- a. Identify health-related situations that might require a thoughtful decision.
- b. List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
- c. Choose a healthy option when making a decision.

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

D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

D1 Influences on Health Practices/Behaviors

Students describe how a variety of factors influence personal health behaviors.

- a. Describe how family, school, and community influence and support personal health practices and behaviors.
- b. Describe how peers and *culture* can influence health practices and behaviors.

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

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- a. Demonstrate appropriate listening skills to enhance health.
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- c. Demonstrate how to ask for assistance to enhance personal health.
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- e. Demonstrate non-violent strategies to manage or resolve conflict.

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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- a. Demonstrate appropriate listening skills to enhance health.
- b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.
- c. Demonstrate how to ask for assistance to enhance personal health.
- d. Demonstrate refusal skills to avoid or reduce health risks.
- e. Demonstrate non-violent strategies to manage or resolve conflict.

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

F1 Decision-Making

Students apply *decision-making* steps to enhance health.

- a. Identify health-related situations that might require a thoughtful decision.
- b. List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.

- c. Choose a healthy option when making a decision.

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

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C2 Avoiding/Reducing Health Risks

Students demonstrate a variety of behaviors to avoid or reduce personal health risks.

- a. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations.

C3 Self-Management

Students demonstrate strategies that can be used to manage stress, anger, or grief.

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

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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

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

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- Demonstrate appropriate listening skills to enhance health.
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- Demonstrate how to ask for assistance to enhance personal health.
- Demonstrate refusal skills to avoid or reduce health risks.
- Demonstrate non-violent strategies to manage or resolve conflict.

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

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C3 Self-Management

Students demonstrate strategies that can be used to manage stress, anger, or grief.

D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

D1 Influences on Health Practices/Behaviors

Students describe how a variety of factors influence personal health behaviors.

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