

# Too Good for Violence – Social Perspectives

## Grade 5 Revised Edition

Correlated with Montana Standards for Health Enhancement

### 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

#### **Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

#### **Health Enhancement Content Standard 4: Students achieve and maintain a challenging level of health-related physical fitness.**

3. identify personal fitness goals.

#### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

4. describe personal factors that influence an individual's health goals.
5. explain a personal health plan that addresses needs, strengths, and risks.

#### **Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

### 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

#### **Health Enhancement Content Standard 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

By the end of Grade 8 students will:

4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/ AIDS prevention, and stress management.

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.
5. explain a personal health plan that addresses needs, strengths, and risks.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## **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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family 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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## **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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.
4. describe personal factors that influence an individual's health goals.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.

## **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

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of 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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

## **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

**Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.

**Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.

3. demonstrate healthy ways to express needs, wants, and feelings.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

## **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

### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.

### **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
5. demonstrate strategies to analyze and manage conflict in healthy ways.

## **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

### **Health Enhancement Content Standard 5: Students demonstrate the ability to use critical thinking and decision making to enhance health.**

By the end of Grade 8 students will:

1. individually and collaboratively apply problem-solving process to health issues.
2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
3. predict how specific decisions specific to health behavior have consequences for self and others.

### **Health Enhancement Content Standard 6: Students demonstrate interpersonal communication skills to enhance health.**

By the end of Grade 8 students will:

2. demonstrate ways to communicate care, consideration, and respect of self and others.
3. demonstrate healthy ways to express needs, wants, and feelings.

**Health Enhancement Content Standard 7: Students demonstrate health-enhancing behaviors.**

By the end of Grade 8 students will:

5. demonstrate strategies to improve or maintain personal health and family health.