

Too Good for Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with North Dakota Health Content and Achievement 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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.1 Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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

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5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 skill

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Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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

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5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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 2: Students understand concepts related to the promotion of health and the prevention of disease.

5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

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 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

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

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5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

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

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5.3.1 Identify ways an individual's family, friends, and culture influence personal and community health practices

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)

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

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