

Too Good for Violence – Social Perspectives

Grade 5

Correlated with North Dakota Health Education Content Standards 2018

Lesson 5.1 *Preparing for Take Off* – Setting Reachable Goals

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 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

6.5.1 Set a personal health short-term goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

Lesson 5.2 *Rocket Science* – Making Responsible Decisions

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 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.5.1 Identify health-related situations that might require a decision-making process.

5.5.2 Analyze when assistance is needed when making a health-related decision.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

Lesson 5.3 *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 behaviors
- Differentiate healthy and unhealthy ways to manage emotions

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 5.4 *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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 5.5 *My Flight Crew* – Bonding & 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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

Lesson 5.6 *Initiate Launch* – Respect for Self and Others

Objectives

Following this lesson, the students 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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

Lesson 5.7 *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 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

Lesson 5.8 *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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 5.9 *Shields Up* – Identifying and Managing Bullying Situations

Objectives

Following this lesson, the students 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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.5.2 Encourage others to make positive health choices.

Lesson 5.10 *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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.5.1 Describe the relationship between health behaviors and mental, emotional, physical, and social health.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.5.1 Identify health-related situations that might require a decision-making process.

- 5.5.2 Analyze when assistance is needed when making a health-related decision.
- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

- 6.5.1 Set a personal health short-term goal and track progress toward its achievement.
- 6.5.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

- 8.5.2 Encourage others to make positive health choices.