

Too Good for Violence – Social Perspectives

Grade 5

Correlated to North Dakota's Multi-Tier System of Supports SEL Goals

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

Self-Awareness

2. **RS** Describe interests to pursue and skills to develop.
3. **SC/SE** Develop a growth mindset for rigorous situations.
4. **ASP** Describe an activity or task in which help is needed to be successful.

Self-Management

5. **GS** Apply a goal setting process to work toward goal achievement (e.g. SMART).

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

Self-Management

4. **S-M** Identify internal and/or external motivating factors in a variety of situations.

Responsible Decision-Making

4. **E&R** Compare and contrast the potential outcomes of engaging in safe and risky behaviors.
5. **ER** Demonstrate personal responsibility for decisions.

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

Self-Management

1. **IC** Apply self-monitoring strategies to regulate emotions.
2. **StressM** Identify personal stressors.
4. **S-M** Identify internal and/or external motivating factors in a variety of situations.

Social Awareness

2. **EPT** Describe feelings and perspectives of others.

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

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

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

Social Awareness

2. **EPT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

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

Social Awareness

2. **EPT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

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

Social Awareness

1. **HS** Demonstrate appropriate strategies to ask for help in a variety of situations.
2. **E/PT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

Responsible Decision-Making

1. **IP** Identify problems in a variety of situations.
2. **SP** Apply strategies to appropriately solve problems.

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

Self-Management

1. **IC** Apply self-monitoring strategies to regulate emotions.
2. **StressM** Identify personal stressors.

4. **S-M** Identify internal and/or external motivating factors in a variety of situations.

Social Awareness

2. **E/PT** Describe feelings and perspectives of others.

Responsible Decision-Making

4. **E&R** Compare and contrast the potential outcomes of engaging in safe and risky behaviors.
5. **ER** Demonstrate personal responsibility for decisions.

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

Social Awareness

1. **HS** Demonstrate appropriate strategies to ask for help in a variety of situations.
2. **E/PT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.
5. **CR** Differentiate between conflict and bullying.

Responsible Decision-Making

1. **IP** Identify problems in a variety of situations.
2. **SP** Apply strategies to appropriately solve problems.

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

Self-Awareness

1. **IE** Describe a variety of emotions, and understand how emotions are linked to behavior.
2. **RS** Describe interests to pursue and skills to develop.
3. **SC/SE** Develop a growth mindset for rigorous situations.
4. **ASP** Describe an activity or task in which help is needed to be successful.

Self-Management

1. **IC** Apply self-monitoring strategies to regulate emotions.
2. **StressM** Identify personal stressors.
4. **S-M** Identify internal and/or external motivating factors in a variety of situations.
5. **GS** Apply a goal setting process to work toward goal achievement (e.g. SMART).

Social Awareness

1. **HS** Demonstrate appropriate strategies to ask for help in a variety of situations.
2. **EPT** Describe feelings and perspectives of others.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.
5. **CR** Differentiate between conflict and bullying.

Responsible Decision-Making

1. **IP** Identify problems in a variety of situations.
2. **SP** Apply strategies to appropriately solve problems.
3. **AS** Utilize refusal skills.
4. **E&R** Compare and contrast the potential outcomes of engaging in safe and risky behaviors.
5. **ER** Demonstrate personal responsibility for decisions.