

# Too Good for Violence – Social Perspectives

## Grade 5 Revised Edition

Correlated with National Health Education Standards

As of June 2014 no Nebraska Health Education Standards were available

### 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

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

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

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

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

5.5.2 Analyze when assistance is needed in 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.2 Identify examples of emotional, intellectual, physical, and social 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

**Standard 4: Students will 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: *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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

## 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

**Standard 4: Students will 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.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

## 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

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

1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.4 Describe how the school and community can support personal health practices and behaviors.

**Standard 4: Students will 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 conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed in 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.

## 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

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.5 Describe when it is important to seek health care.

### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.

### **Standard 4: Students will 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 conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

### **Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed in 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### **Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.5.2 Encourage others to make positive health choices.

## 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

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.

### **Standard 4: Students will 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 conflict.

### **Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.5.1 Identify health-related situations that might require a thoughtful 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### **Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.5.2 Encourage others to make positive health choices.