

Too Good for Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with New Mexico Health Education 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

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:

1. evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.)
2. evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 5: analyze how environments and personal health are interrelated:

1. explain how school, religion, culture, community, society and media, along with other outside influences (such as federal, state or local laws, policies, etc.), impact personal health decisions

5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:

2. identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
2. describe the consequences of personal health choices and their effects; and
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

5-8 Benchmark 2: analyze a personal health assessment to determine health strengths and risks:

1. determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.)

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:

1. demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:

2. describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:

1. draw conclusions as to why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to remain abstinent from sexual activity will lead to not having an unwanted pregnancy or sexually transmitted infection, the decision not to smoke a cigarette will help prevent lung cancer, etc.)
2. summarize how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities (i.e., the decision to do physical activity as a family will lead to better physical and social health, etc.)

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them
2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.)
2. describe and demonstrate how to express feelings in a positive way; and 3. describe and demonstrate how to respond appropriately to other people’s needs, wants and feelings.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:

2. describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

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

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them
2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. identify and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

1. describe and demonstrate communication skills as a tool to enhance relationships
2. describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.

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

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

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)
2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

5-8 Benchmark 4: demonstrate strategies to improve or maintain personal and family health:

1. describe how families, peers and culture influence personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

1. describe and demonstrate communication skills as a tool to enhance relationships

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

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)
2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

3. describe and demonstrate how to respond appropriately to other people's needs, wants and feelings.

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. identify and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

1. describe and demonstrate communication skills as a tool to enhance relationships

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)

2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.)

3. describe and demonstrate how to respond appropriately to other people's needs, wants and feelings.

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. identify and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 6: demonstrate refusal and negotiation skills to enhance health:

1. demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

2. discuss aggressive, passive and assertive ways to respond to conflict

3. demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:

1. discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 8: demonstrate strategies to manage conflict in positive ways

1. demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:

1. demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them
2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.)
2. describe and demonstrate how to express feelings in a positive way; and 3. describe and demonstrate how to respond appropriately to other people’s needs, wants and feelings.

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:

2. identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

5-8 Benchmark 6: describe situations requiring professional health services:

1. identify and recognize risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STI/HIV, etc.)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

5-8 Benchmark 2: analyze a personal health assessment to determine health strengths and risks:

1. determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.)

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)
2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

2. describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.

5-8 Benchmark 6: demonstrate refusal and negotiation skills to enhance health:

1. demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. discuss aggressive, passive and assertive ways to respond to conflict
3. demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:

1. discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 8: demonstrate strategies to manage conflict in positive ways

1. demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:

1. demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

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

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

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being

5-8 Benchmark 4: demonstrate strategies to improve or maintain personal and family health:

1. describe how families, peers and culture influence personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

5-8 benchmark 4: analyze how information from peers influences health:

1. recognize that there are multiple messages (positive and negative) about health from peers
2. describe health messages peers give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. identify and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:

1. demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:

2. summarize how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities (i.e., the decision to do physical activity as a family will lead to better physical and social health, etc.)

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

5-8 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:

1. role play how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being