

Too Good for Violence – Social Perspectives

Grade 6

Correlated with Tennessee's Social and Personal Competencies

Lesson 6.1 *My Road Ahead* – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define “Goal”
- Identify and apply the goal-naming criteria
- Identify and apply steps to setting and reaching a personal goal
- Name someone to support him or her in working toward a goal

1B. Demonstrate an awareness of his/her personal qualities and interests.

Utilizes interest to gain additional experiences toward mastery of a skill or concept

1C. Demonstrate an awareness of his/her strengths and limitations.

Identifies personal strengths and limitations as they relate to specific activities

Applies self-reflection techniques to recognize potential, strengths, and growth areas

Implements a plan to build on strengths or address limitations

1D. Demonstrate a sense of personal responsibility and advocacy.

Plans and develops an action plan to set and achieve short- and long-term goals

1E. Identify external and community resources and supports.

Identifies positive peer/adult support when needed

2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.

Designs actions plans for achieving short-term and long-term goals and establishing timelines

Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)

Sets a positive character goal

Establishes criteria for evaluating personal and academic success

Lesson 6.2 *Who's in the Driver's Seat?* – Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

- Define consequence
- Distinguish decisions with minor consequences from those with major consequences
- List the steps of the decision-making model
- Explain the benefits of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

Identifies and applies the steps of systematic decision-making

Develops decision making strategies for avoiding risky behavior

Defines how external influences impact decision making

Analyze how decision-making skills affect study habits and academic performance

Lesson 6.3 *Diagnostic Tune-Up* - Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Recognize the physical signals associated with specific emotions
- Identify intensifying emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the role of emotion management in preventing intensifying emotions from leading to inappropriate actions

1A. Demonstrate an awareness of his/her emotions.

Recognizes uncomfortable emotions as indicators of situations in need of attention

Identifies emotional states that contribute to or detract from ability to problem solve

Explains the possible outcomes associated with the different forms of communicating emotions

2A. Understand and use strategies for managing his/her emotions and behaviors constructively.

Recognizes the affective behavioral responses to thoughts, emotions, and actions

3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

Analyzes ways that a person's emotions can be affected by the behavior of others

Lesson 6.4 *Express Yourself* - Effective Communication

Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Distinguish among assertive, aggressive, and passive communication styles

1A. Demonstrate an awareness of his/her emotions.

Explains the possible outcomes associated with the different forms of communicating emotions

2A. Understand and use strategies for managing his/her emotions and behaviors constructively.

Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior

3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

Analyzes ways that a person's emotions can be affected by the behavior of others

4A. Use positive communication and social skills to interact effectively with others.

Practices reflective listening

Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others

Lesson 6.5 *Peer Review* – Bonding & Relationships

Objectives

Following this lesson, the student will be able to:

- Define peer pressure
- Identify nine effective peer-pressure refusal strategies
- Demonstrate effective peer-pressure refusal techniques in a variety of situations
- Evaluate assertiveness in peer-pressure refusal demonstrations
- Identify the benefits of associating with peers who make positive decisions
- Name ways to influence others positively

3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.

Accepts and shows respect for other people’s perspectives, opinions, or points of view

4A. Use positive communication and social skills to interact effectively with others.

Practices reflective listening

Demonstrates ability to perform different roles in a cooperative group to achieve group goals

4B. Develop and maintain positive relationships.

Distinguishes between helpful and harmful peer pressure

Demonstrates strategies for resisting harmful peer pressure

Is involved in positive activities with their peers

Develops friendships based on personal values

Identifies the impact of social media in developing and sustaining positive relationships

Identifies the difference between safe and risky behaviors in a relationship

Lesson 6.6 *Confidence in Progress* – Respect for Self and Others

Objectives

Following this lesson, the students will be able to:

- Define self-confidence
- Identify personal strengths and weaknesses and their effects on sense of self
- Describe the link between thoughts, emotions, and behavior
- Recognize the positive effects of self-respect on attitudes, behaviors, and relationships
- Demonstrate the ability to think positively in difficult situations

4A. Use positive communication and social skills to interact effectively with others.

Practices reflective listening

Demonstrates ability to perform different roles in a cooperative group to achieve group goals

Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others

4B. Develop and maintain positive relationships.

Is involved in positive activities with their peers

Develops friendships based on personal values

Identifies the impact of social media in developing and sustaining positive relationships

Identifies the difference between safe and risky behaviors in a relationship

Lesson 6.7 A Peaceful Approach – 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 healthy and unhealthy approaches to conflict
- Identify the probable effects of competition and cooperation in the resolution of a conflict
- Demonstrate constructive conflict resolution skills

4A. Use positive communication and social skills to interact effectively with others.

Practices reflective listening

Demonstrates ability to perform different roles in a cooperative group to achieve group goals

Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others

4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution

Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations)

Applies conflict resolution skills to de-escalate, defuse, and resolve differences

Identifies and accesses positive supports when needed in a conflict situation/crisis

Lesson 6.8 Keep Your Cool – Anger Management

Objectives

Following this lesson, the student will be able to:

- Differentiate the degrees of anger intensity
- Identify physical indicators of anger
- Distinguish healthy and unhealthy ways to manage anger
- Distinguish actions that escalate and de-escalate conflicts
- Apply strategies to de-escalate a conflict

1A. Demonstrate an awareness of his/her emotions.

Recognizes uncomfortable emotions as indicators of situations in need of attention

Identifies emotional states that contribute to or detract from ability to problem solve

Explains the possible outcomes associated with the different forms of communicating emotions

2A. Understand and use strategies for managing his/her emotions and behaviors constructively.

Recognizes the affective behavioral responses to thoughts, emotions, and actions

4A. Use positive communication and social skills to interact effectively with others.

Practices reflective listening

Demonstrates ability to perform different roles in a cooperative group to achieve group goals

Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others

4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution
Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations)
Applies conflict resolution skills to de-escalate, defuse, and resolve differences
Identifies and accesses positive supports when needed in a conflict situation/crisis

Lesson 6.9 *What to Say* – Identifying & Managing Bullying Situations

Objectives

Following this lesson, the students will be able to:

- Define bullying behavior
- 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
- Identify several reasons some people bully
- Demonstrate healthy alternatives for bullying behavior

4A. Use positive communication and social skills to interact effectively with others.

Practices reflective listening

Demonstrates ability to perform different roles in a cooperative group to achieve group goals

Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others

4B. Develop and maintain positive relationships.

Distinguishes between helpful and harmful peer pressure

Demonstrates strategies for resisting harmful peer pressure

Is involved in positive activities with their peers

Develops friendships based on personal values

Identifies the impact of social media in developing and sustaining positive relationships

Identifies the difference between safe and risky behaviors in a relationship

4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution

Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations)

Applies conflict resolution skills to de-escalate, defuse, and resolve differences

Identifies and accesses positive supports when needed in a conflict situation/crisis

5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

Stands up for other peers when they are teased, insulted, or left out

Lesson 6.10 *That's Entertainment?* – Media Violence

Objectives

Following this lesson, the student will be able to:

- Define violence
- Describe the consequences of real-life violence on the victim, aggressor, and witness
- Identify the negative influences of media presentations of violence
- Apply critical thinking and media literacy skills to interpret depictions of violence in the media
- Demonstrate a knowledge and understanding of concepts and skills learned in lessons 1-10

1A. Demonstrate an awareness of his/her emotions.

Recognizes uncomfortable emotions as indicators of situations in need of attention
Identifies emotional states that contribute to or detract from ability to problem solve
Explains the possible outcomes associated with the different forms of communicating emotions

1B. Demonstrate an awareness of his/her personal qualities and interests.

Utilizes interest to gain additional experiences toward mastery of a skill or concept
Evaluates influence of personal qualities and interests on decision making

1C. Demonstrate an awareness of his/her strengths and limitations.

Identifies personal strengths and limitations as they relate to specific activities
Applies self-reflection techniques to recognize potential, strengths, and growth areas
Implements a plan to build on strengths or address limitations

1D. Demonstrate a sense of personal responsibility and advocacy.

Plans and develops an action plan to set and achieve short- and long-term goals
Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being
Explains the connection between choice and responsibility for the consequences involved if they engage in risky and harmful behaviors

1E. Identify external and community resources and supports.

Identifies positive peer/adult support when needed

2A. Understand and use strategies for managing his/her emotions and behaviors constructively.

Recognizes the affective behavioral responses to thoughts, emotions, and actions
Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior

2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.

Designs actions plans for achieving short-term and long-term goals and establishing timelines
Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)
Sets a positive character goal
Establishes criteria for evaluating personal and academic success

3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

Analyzes ways that a person's emotions can be affected by the behavior of others
Accepts and shows respect for other people's perspectives, opinions, or points of view

4A. Use positive communication and social skills to interact effectively with others.

Practices reflective listening

Demonstrates ability to perform different roles in a cooperative group to achieve group goals

Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others

4B. Develop and maintain positive relationships.

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Identifies the impact of social media in developing and sustaining positive relationships

Identifies the difference between safe and risky behaviors in a relationship

4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution

Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations)

Applies conflict resolution skills to de-escalate, defuse, and resolve differences

Identifies and accesses positive supports when needed in a conflict situation/crisis

5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

Stands up for other peers when they are teased, insulted, or left out

Analyzes the reason for school and societal rules and their impact on decisions

Analyzes the impact of media on one's behavior

Explains how honesty, respect, and compassion (empathy) enables one to take the needs of others into account

5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

Identifies and applies the steps of systematic decision-making

Develops decision making strategies for avoiding risky behavior

Defines how external influences impact decision making

Analyze how decision-making skills affect study habits and academic performance