

Too Good for Violence – Social Perspectives

Grade 5

Correlated to Washington State's Social Emotional Learning Standards, Benchmarks, and Indicators

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 1 SELF-AWARENESS: Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

BENCHMARK 1A Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

BENCHMARK 1B Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

- I can identify how I use my personal interests and my unique voice to engage with people in my school and community (when supported by adults).
- I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).

BENCHMARK 1C Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.

- I can reflect on feedback from others and find personal satisfaction in meeting my goals.

STANDARD 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3A Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

- I can learn in the midst of challenges, create a goal, and track progress toward achievement of that goal.
- I can identify an accomplishment and reflect on the steps I took to get there.
- I can evaluate how my attitude affects goal achievement.
- I can identify and plan how to meet personal, school, and family goals in a variety of ways.

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 2 SELF-MANAGEMENT: Individual has the ability to regulate emotions, thoughts, and behaviors.

BENCHMARK 2A Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.

- I can identify positive and negative consequences of actions and pause before acting.
- I can select and practice specific self-management skills to maintain self-control.

BENCHMARK 2B Demonstrates responsible decision-making and problem-solving skills.

- I can demonstrate responsible decision making and problem solving.

- I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.

STANDARD 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3B Demonstrates problem-solving skills to engage responsibly in a variety of situations.

- I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.

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 SELF-AWARENESS: Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

BENCHMARK 1A Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

- I can explain the different intensities of my emotions and feelings.
- I can identify and describe physical symptoms and thoughts related to my emotions and feelings (e.g., hot, shoulders tight).
- I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions.

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 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify verbal, physical, and situational cues that affect how others may feel.
- I can identify how individual backgrounds and experiences can result in varied responses to situations.

BENCHMARK 4B Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.

- I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social beliefs and perspectives.

STANDARD 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A Demonstrates a range of communication and social skills to interact effectively with others.

- I can use active listening skills such as intentional focus and paraphrasing to improve communication.
- I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter).

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 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify verbal, physical, and situational cues that affect how others may feel.
- I can identify how individual backgrounds and experiences can result in varied responses to situations.

BENCHMARK 4B Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.

- I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social beliefs and perspectives.

STANDARD 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A Demonstrates a range of communication and social skills to interact effectively with others.

- I can use active listening skills such as intentional focus and paraphrasing to improve communication.
- I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter).

BENCHMARK 5B Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

- I can promote peaceful interactions with peers, and actively listen to the points of view of others.

BENCHMARK 5C Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

- I can demonstrate the ability to choose constructive friendships.

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 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify verbal, physical, and situational cues that affect how others may feel.
- I can identify how individual backgrounds and experiences can result in varied responses to situations.

BENCHMARK 4B Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.

- I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social

beliefs and perspectives.

STANDARD 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A Demonstrates a range of communication and social skills to interact effectively with others.

- I can use active listening skills such as intentional focus and paraphrasing to improve communication.
- I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter).

BENCHMARK 5B Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

- I can actively seek help from peers or adults when I need support to resolve conflicts.
- I can promote peaceful interactions with peers, and actively listen to the points of view of others.

BENCHMARK 5C Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

- I can demonstrate the ability to choose constructive friendships.

STANDARD 6 SOCIAL ENGAGEMENT: Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.

BENCHMARK 6C Contributes productively to one's school, workplace, and community.

- I can demonstrate respectful interactions in school while being responsive to the rights of others.
- I can identify positive practices that contribute to the maintenance of a healthier natural environment.

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 2 SELF-MANAGEMENT: Individual has the ability to regulate emotions, thoughts, and behaviors.

BENCHMARK 2A Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.

- I can identify positive and negative consequences of actions and pause before acting.
- I can select and practice specific self-management skills to maintain self-control.

BENCHMARK 2B Demonstrates responsible decision-making and problem-solving skills.

- I can demonstrate responsible decision making and problem solving.
- I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.

STANDARD 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3B Demonstrates problem-solving skills to engage responsibly in a variety of situations.

- I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.
- I can identify the steps it takes to solve a problem. With prompting, I can put those steps into action.

BENCHMARK 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

- I can understand that I have the right to be treated fairly and can identify how to advocate for myself.
- I can demonstrate the ability to express myself clearly and constructively during a conflict with a peer.
- I can recognize the behaviors of caring and harmful relationships.

- I can demonstrate the ability to respectfully express a difference of opinion.

STANDARD 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify verbal, physical, and situational cues that affect how others may feel.

STANDARD 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A Demonstrates a range of communication and social skills to interact effectively with others.

- I can use active listening skills such as intentional focus and paraphrasing to improve communication.
- I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter).

BENCHMARK 5B Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

- I can actively seek help from peers or adults when I need support to resolve conflicts.
- I can promote peaceful interactions with peers, and actively listen to the points of view of others.
- I can identify ways to solve a conflict and practice conflict resolution (e.g., listening, discussing solutions, making amends).

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 SELF-AWARENESS: Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

BENCHMARK 1A Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

- I can explain the different intensities of my emotions and feelings.
- I can identify and describe physical symptoms and thoughts related to my emotions and feelings (e.g., hot, shoulders tight).
- I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions.

STANDARD 2 SELF-MANAGEMENT: Individual has the ability to regulate emotions, thoughts, and behaviors.

BENCHMARK 2A Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.

- I can identify positive and negative consequences of actions and pause before acting.
- I can select and practice specific self-management skills to maintain self-control.

BENCHMARK 2B Demonstrates responsible decision-making and problem- solving skills.

- I can demonstrate responsible decision making and problem solving.
- I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.

STANDARD 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3B Demonstrates problem-solving skills to engage responsibly in a variety of situations.

- I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.
- I can identify the steps it takes to solve a problem. With prompting, I can put those steps into action.

BENCHMARK 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

- I can recognize the behaviors of caring and harmful relationships.

STANDARD 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify verbal, physical, and situational cues that affect how others may feel.

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 2 SELF-MANAGEMENT: Individual has the ability to regulate emotions, thoughts, and behaviors.

BENCHMARK 2A Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.

- I can identify positive and negative consequences of actions and pause before acting.
- I can select and practice specific self-management skills to maintain self-control.

BENCHMARK 2B Demonstrates responsible decision-making and problem-solving skills.

- I can demonstrate responsible decision making and problem solving.
- I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.

STANDARD 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3B Demonstrates problem-solving skills to engage responsibly in a variety of situations.

- I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.
- I can identify the steps it takes to solve a problem. With prompting, I can put those steps into action.

BENCHMARK 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

- I can understand that I have the right to be treated fairly and can identify how to advocate for myself.
- I can demonstrate the ability to express myself clearly and constructively during a conflict with a peer.
- I can recognize the behaviors of caring and harmful relationships.
- I can demonstrate the ability to respectfully express a difference of opinion.

STANDARD 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify verbal, physical, and situational cues that affect how others may feel.

STANDARD 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A Demonstrates a range of communication and social skills to interact effectively with others.

- I can use active listening skills such as intentional focus and paraphrasing to improve communication.
- I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter).

BENCHMARK 5B Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

- I can actively seek help from peers or adults when I need support to resolve conflicts.
- I can promote peaceful interactions with peers, and actively listen to the points of view of others.
- I can identify ways to solve a conflict and practice conflict resolution (e.g., listening, discussing solutions, making amends).

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 SELF-AWARENESS: Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

BENCHMARK 1A Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

- I can explain the different intensities of my emotions and feelings.
- I can identify and describe physical symptoms and thoughts related to my emotions and feelings (e.g., hot, shoulders tight).
- I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions.

BENCHMARK 1B Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

- I can identify how I use my personal interests and my unique voice to engage with people in my school and community (when supported by adults).
- I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).
- I can identify how I feel or what I think about the values, assets, and beliefs of my culture(s).

BENCHMARK 1C Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.

- I can reflect on feedback from others and find personal satisfaction in meeting my goals.
- I can identify attributes of safe peers at school or in the community and how these attributes contribute to choosing a peer as a resource or support.
- I can identify situations in which I might need to seek adult/peer help, including in emergencies.

STANDARD 2 SELF-MANAGEMENT: Individual has the ability to regulate emotions, thoughts, and behaviors.

BENCHMARK 2A Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.

- I can identify positive and negative consequences of actions and pause before acting.
- I can select and practice specific self-management skills to maintain self-control.

BENCHMARK 2B Demonstrates responsible decision-making and problem-solving skills.

- I can demonstrate responsible decision making and problem solving.
- I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.

STANDARD 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3A Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

- I can learn in the midst of challenges, create a goal, and track progress toward achievement of that goal.
- I can identify an accomplishment and reflect on the steps I took to get there.
- I can evaluate how my attitude affects goal achievement.
- I can identify and plan how to meet personal, school, and family goals in a variety of ways.

BENCHMARK 3B Demonstrates problem-solving skills to engage responsibly in a variety of situations.

- I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.
- I can demonstrate responsible behavior when using other's belongings—e.g., asking permission to use others' belongings, taking care of others' belongings.
- I can identify the steps it takes to solve a problem. With prompting, I can put those steps into action.

BENCHMARK 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

- I can understand that I have the right to be treated fairly and can identify how to advocate for myself.
- I can demonstrate the ability to express myself clearly and constructively during a conflict with a peer.
- I can recognize the behaviors of caring and harmful relationships.
- I can demonstrate the ability to respectfully express a difference of opinion.

STANDARD 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify verbal, physical, and situational cues that affect how others may feel.
- I can identify how individual backgrounds and experiences can result in varied responses to situations.

BENCHMARK 4B Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.

- I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social beliefs and perspectives.

STANDARD 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A Demonstrates a range of communication and social skills to interact effectively with others.

- I can use active listening skills such as intentional focus and paraphrasing to improve communication.

BENCHMARK 5B Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

- I can actively seek help from peers or adults when I need support to resolve conflicts.
- I can promote peaceful interactions with peers, and actively listen to the points of view of others.
- I can identify ways to solve a conflict and practice conflict resolution (e.g., listening, discussing solutions, making amends).

BENCHMARK 5C Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

- I can explain the concept of peer pressure and how it might influence my actions and others' interactions with me.
- I can demonstrate the ability to choose constructive friendships