

# Too Good for Violence – Social Perspectives

## Grade 6

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

### 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

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

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

- I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets) and identify how they influence aspirations.

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

- I can reflect on unanticipated outcomes and develop new strategies and adaptive approaches that lead toward 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 find applicable resources and identify how goals can help me learn and create outcomes that match my values.
- I can identify and plan steps, and garner the resources needed to accomplish a task.
- I can learn and apply strategies that will help me achieve my goals.
- I can prioritize goals by importance, necessity, and relevance for growth and development.

### 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

**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 stop and think about consequences before acting, even when strong feelings and emotions are triggered.
- I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.

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

- I can demonstrate the ability to draw on multiple views to inform decision-making and problem-solving approaches.

## 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

**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 use self-reflection to determine if my emotions and feelings are proportional to the situation.
- I can identify emotions and feelings that contribute to or detract from my ability to solve problems.
- I can examine possible outcomes associated with different ways of communicating emotions and feelings.

**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 stop and think about consequences before acting, even when strong feelings and emotions are triggered.
- I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.

## 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

**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 practice active and reflective listening skills to better understand linguistic styles, as well as the thoughts and ideas of 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

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

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

- I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful.

**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 the possible reasons for peer responses to situations and can practice perspective taking.

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

- I can practice and adapt clear strategies for accepting, respecting, and supporting similarities and differences between myself and others.

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

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 distinguish between a healthy relationship and a risky relationship and identify strategies for resisting negative peer pressure.
- I can practice strategies for engaging in, building, and maintaining relationships with people whose backgrounds and identities are different than my own.
- I can engage in positive activities with peers and demonstrate the ability to nurture constructive friendships.

## **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

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

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

- I can demonstrate the ability to engage in a positive approach when faced with peer conflict.
- I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful.

**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.

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## **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

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## **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

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- I can examine possible outcomes associated with different ways of communicating emotions and feelings.

**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.

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- I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.

## **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

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

- I can practice active and reflective listening skills to better understand linguistic styles, as well as the thoughts and ideas of others.

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

- I can take the initiative to repair interactions that have not gone well and demonstrate the capacity for active listening to resolve conflicts with a strength-based approach.
- I can listen and respond calmly and constructively while resolving a conflict.

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

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## **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

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- I can identify and plan steps, and garner the resources needed to accomplish a task.
- I can learn and apply strategies that will help me achieve my goals.
- I can prioritize goals by importance, necessity, and relevance for growth and development.

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

- I can explain my personal responsibility for outcomes that arise from my behavior.

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

- I can demonstrate the ability to engage in a positive approach when faced with peer conflict.

- I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful.

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