

Too Good for Violence – Social Perspectives

Grade 5 Revised Edition

Correlated with Wisconsin Standards for Health Education

Lesson 1: *Preparing for Take Off* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify the steps in the Goal-Setting model
- Identify and apply the Goal-Naming criteria
- Name a short-term personal goal using the Goal-Naming criteria

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

A. Identify ways to achieve a personal health goal.

6:2:A1 Identify resources to assist in achieving a personal health goal.

6:2:A2 Identify key family, school, and community members that can assist in achieving a personal health goal.

B. Practice appropriate goal-setting skills to achieve a personal health goal.

6:2:B1 Choose a clear and realistic personal health goal.

6:2:B2 Develop a plan for reaching the goal.

6:2:B3 Track progress toward goal achievement.

Lesson 2: *Rocket Science* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Define consequence
- List the steps of the decision-making model
- Identify a variety of options to any given decision
- Demonstrate the ability to choose healthy options when making a decision

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

Lesson 3: *Systems Check* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Name four basic emotions: happy, sad, angry, and scared and their variations
- Recognize the physical signals associated with particular emotions
- Identify the relationship between feelings and behavior
- Differentiate healthy and unhealthy ways to manage emotions

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

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

Lesson 4: *This is Your Captain Speaking* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Define communication
- Identify the elements of communication, both verbal and nonverbal
- Differentiate assertive, aggressive, and passive speaking styles
- Identify active listening skills

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

Lesson 5: *My Flight Crew* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Understand how to be compassionate and empathetic toward others
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

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

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

Lesson 6: *Initiate Launch* – Respect for Self and Others

Objectives

Following this lesson, the student will be able to:

- Recognize the positive effects of self-respect on attitudes, behaviors, and relationships
- Demonstrate the ability to maintain perspective in different situations
- Discuss the effect of negative self-talk on feelings and actions
- Discuss the effect of positive self-talk on feelings and actions
- Discuss the role of cooperation, respecting differences, and communication on connecting with others

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

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

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

Lesson 7: *Smooth Landing* – Conflict Resolution

Objectives

Following this lesson, the student will be able to:

- Define conflict
- Distinguish cooperation from competition in conflict resolution
- Identify the emotions associated with conflict
- Identify the healthy and unhealthy approaches to conflict
- Demonstrate constructive conflict resolution skills
- Apply appropriate, effective conflict resolution approaches

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

4:2:B3 Discuss nonviolent strategies to reduce, manage, or resolve conflict.

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

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

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

Lesson 8: *Initiate Countdown* – Anger Management

Objectives

Following this lesson, the student will be able to:

- Differentiate escalation and de-escalation as related to conflict
- List words and actions that escalate conflict
- List words and actions that de-escalate conflict
- Identify physical indicators of anger
- Distinguish healthy and unhealthy ways to manage anger
- Distinguish actions that escalate and de-escalate conflicts
- Apply anger management skills in decision making during anger-provoking situations
- Apply strategies to de-escalate a conflict

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A2 Describe how to ask for assistance

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

Lesson 9: *Shields Up* – Identifying and Managing Bullying Situations

Objectives

Following this lesson, the student will be able to:

- Define bully, target, and witness
- List strategies for bullies, targets and witnesses to use to prevent or reduce bullying
- Identify the three types of participants in a bullying situation
- Differentiate snitching and reporting
- Explain why it is important to report a bullying situation
- Demonstrate healthy ways for targets and witnesses to respond to bullying behavior
- Understand that bullying is different from conflict
- Recognize and identify different types of bullying behaviors

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

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5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

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

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

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

B. Describe situations where advocacy is appropriate.

8:2:B1 Discuss situations where advocacy may be used.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

Lesson 10: *Flight Academy* – Being a Positive Role Model

Objectives

Following this lesson, the student will be able to:

- Define role model
- Identify the qualities of a positive role model
- Name ways to influence others positively
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes
- Recognize how student role models can positively impact school climate
- Recall and practice the skills taught in Too Good for Violence – Social Perspectives lessons 1-9

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

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

A. Continue to identify health-related situations that require a decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

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

A. Identify health-enhancing behaviors.

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B. Describe situations where advocacy is appropriate.

8:2:B1 Discuss situations where advocacy may be used.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.