

Too Good for Violence – Social Perspectives Grade 5

2018 Edition

Correlated to 2020 Colorado Academic Standards for Comprehensive Health

Lesson 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

None apply at this time.

Lesson 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

None apply at this time.

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 behaviors
- Differentiate healthy and unhealthy ways to manage emotions

Standard 3. Social and Emotional Wellness

1 Analyze internal and external factors that influence mental and emotional health.

C Explain how families and peers can influence mental and emotional health.

D Identify ways to counteract negative influences that impact mental and emotional health.

E Identify when it is appropriate to seek help/support during times of strong emotions/feelings.

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

None apply at this time.

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 3. Social and Emotional Wellness

1 Analyze internal and external factors that influence mental and emotional health.

C Explain how families and peers can influence mental and emotional health.

D Identify ways to counteract negative influences that impact mental and emotional health.

Lesson 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 3. Social and Emotional Wellness

1 Analyze internal and external factors that influence mental and emotional health.

C Explain how families and peers can influence mental and emotional health.

D Identify ways to counteract negative influences that impact mental and emotional health.

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 3. Social and Emotional Wellness

1 Analyze internal and external factors that influence mental and emotional health.

- C Explain how families and peers can influence mental and emotional health.
- D Identify ways to counteract negative influences that impact mental and emotional health.

2 Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying.

- A Identify factors that influence both violent and nonviolent behaviors.
- B Explain the impact and the short- and long-term consequences of bullying, physical fighting, and violence.
- C Demonstrate pro-social communication skills and strategies to diffuse conflict and avoid violence.

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 3. Social and Emotional Wellness

1 Analyze internal and external factors that influence mental and emotional health.

- C Explain how families and peers can influence mental and emotional health.
- D Identify ways to counteract negative influences that impact mental and emotional health.
- E Identify when it is appropriate to seek help/support during times of strong emotions/feelings.

Lesson 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 3. Social and Emotional Wellness

1 Analyze internal and external factors that influence mental and emotional health.

- C Explain how families and peers can influence mental and emotional health.
- D Identify ways to counteract negative influences that impact mental and emotional health.

2 Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying.

- A Identify factors that influence both violent and nonviolent behaviors.
- B Explain the impact and the short- and long-term consequences of bullying, physical fighting, and violence.
- C Demonstrate pro-social communication skills and strategies to diffuse conflict and avoid violence.

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 3. Social and Emotional Wellness

1. Analyze internal and external factors that influence mental and emotional health.

- B Identify how society, media, and the use of modern technology can influence mental and emotional health.
- C Explain how families and peers can influence mental and emotional health.
- D Identify ways to counteract negative influences that impact mental and emotional health.
- E Identify when it is appropriate to seek help/support during times of strong emotions/feelings.

2 Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying.

- A Identify factors that influence both violent and nonviolent behaviors.
- B Explain the impact and the short- and long-term consequences of bullying, physical fighting, and violence.
- C Demonstrate pro-social communication skills and strategies to diffuse conflict and avoid violence.
- D Describe how to use social media to promote positive relationships.
- E Identify resources, including safe people, parents, or adults, who can help prevent or intervene in unsafe situations in the school and community.