Too Good for Violence – Social Perspectives Grade 5
2018 Edition

Correlated with District of Columbia Health Education Standards

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

Category 1: Mental and Emotional Health
2. Analyzing Influences
3-5.1.2.8   Describe the characteristics of positive role models.

7. Healthy Behaviors
3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

6. Goal Setting
3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

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

Category 1: Mental and Emotional Health
2. Analyzing Influences
3-5.1.2.7   Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

5. Decision Making
3-5.1.5.13 Demonstrate the ability to apply a decision-making process to cope with fear, stress, anger, and trauma.

Category 2: Safety Skills
6. Goal Setting
3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7. Healthy Behaviors
3-5.2.7.13 Differentiate between safe and risky behaviors.

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

Category 1: Mental and Emotional Health
1. Health Promotion
3-5.1.1.1   Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

3. Accessing Information
3-5.1.3.9   Identify trusted persons at home school, and in the community, who can help with mental and emotional health concerns.

4. Communication
3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.
3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

5. Decision Making
3-5.1.5.13 Demonstrate the ability to apply a decision-making process to cope with fear, stress, anger, and trauma.

Category 2: Safety Skills
1. Health Promotion
3-5.2.1.1   Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

4. Communication
3-5.2.4.8   Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

6. Goal Setting
3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7. Healthy Behaviors
3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verb al abuse).

Category 3: Human Body and Personal Health
8. Advocacy
3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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

Category 1: Mental and Emotional Health
2. Analyzing Influences
3-5.1.2.8 Describe the characteristics of positive role models.

4. Communication
3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.
3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

Category 2: Safety Skills
4. Communication
3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

6. Goal Setting
3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

Category 3: Human Body and Personal Health
4. Communication
3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.
3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

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

Category 1: Mental and Emotional Health
1. Health Promotion
3-5.1.1.1   Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

2. Analyzing Influences
3-5.1.2.7   Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.
3-5.1.2.8   Describe the characteristics of positive role models.

4. Communication
3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.
3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

7. Healthy Behaviors
3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

Category 2: Safety Skills
1. Health Promotion
3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).
3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

2. Analyzing Influences
3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.

4. Communication
3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

6. Goal Setting
3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7. Healthy Behaviors
3-5.2.7.13 Differentiate between safe and risky behaviors.
3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verb al abuse).

8. Advocacy
3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

Category 3: Human Body and Personal Health
4. Communication
3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.
3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

8. Advocacy
3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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

Category 1: Mental and Emotional Health
1. Health Promotion
3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

2. Analyzing Influences
3-5.1.2.8 Describe the characteristics of positive role models.

4. Communication
3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.
3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

7. Healthy Behaviors
3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.
Category 2: Safety Skills
1. Health Promotion
3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

4. Communication
3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

6. Goal Setting
3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7. Healthy Behaviors
3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verb al abuse).

Category 3: Human Body and Personal Health
4. Communication
3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

8. Advocacy
3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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

Category 1: Mental and Emotional Health
1. Health Promotion
3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).
3-5.1.1.4 Explain why it is wrong and hurtful to tease or bully others (e.g., based on their body type or other personal characteristics).

2. Analyzing Influences
3-5.1.2.8 Describe the characteristics of positive role models.

4. Communication
3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.
3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

5. Decision Making
3-5.1.5.13 Demonstrate the ability to apply a decision-making process to cope with fear, stress, anger, and trauma.

Category 2: Safety Skills
1. Health Promotion
3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).
3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

2. Analyzing Influences
3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and
           influences thereof.

4. Communication
3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language
           and tone of voice to say "no," and using "I" messages to express feelings).

5. Decision Making
3-5.2.5.9 Develop strategies to reduce the risk of injury.

6. Goal Setting
3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7. Healthy Behaviors
3-5.2.7.13 Differentiate between safe and risky behaviors.
3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative
           relationships (e.g., neglect and emotional/physical/verb al abuse).

8. Advocacy
3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

Category 3: Human Body and Personal Health
4. Communication
3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around
            their boundaries.

8. Advocacy
3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and
           community.

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

Category 1: Mental and Emotional Health
1. Health Promotion
3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

3. Accessing Information
3-5.1.3.9 Identify trusted persons at home school, and in the community, who can help with mental and emotional health
           concerns.

4. Communication
3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

5. Decision Making
3-5.1.5.13 Demonstrate the ability to apply a decision-making process to cope with fear, stress, anger, and trauma.

6. Goal Setting
3-5.1.6.14 Develop a plan to implement positive stress management strategies.

Category 2: Safety Skills
1. Health Promotion
3-5.2.1.3   Compare and contrast the characteristics of safe and unsafe situations/activities.

7. Healthy Behaviors
3-5.2.7.13 Differentiate between safe and risky behaviors.

Category 3: Human Body and Personal Health
4. Communication
3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around
their boundaries.

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

Category 1 : Mental and Emotional Health
1 Health Promotion
3-5.1.1.4   Explain why it is wrong and hurtful to tease or bully others (e.g., based on their body type or other personal
characteristics).

2 Analyzing Influences
3-5.1.2.7   Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.
3-5.1.2.8   Describe the characteristics of positive role models.

3 Accessing Information
3-5.1.3.9   Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

4 Communication
3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

8 Advocacy
3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

Category 2: Safety Skills
1 Health Promotion
3-5.2.1.1   Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).
3-5.2.1.2   Describe situations and behaviors that constitute abuse and bullying.
3-5.2.1.3   Compare and contrast the characteristics of safe and unsafe situations/activities.

3 Accessing Information
3-5.2.3.7   Identify resources for those experiencing abuse, including identifying trusted adults to tell about abuse.

4 Communication
3-5.2.4.8   Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone

of voice to say "no," and using "I" messages to express feelings).

5 Decision Making

3-5.2.5.9   Develop strategies to reduce the risk of injury.

6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7 Healthy Behaviors

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verb al abuse).

8 Advocacy

3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

Category 3: Human Body and Personal Health

4 Communication

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

8 Advocacy

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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

Category 1: Mental and Emotional Health

2. Analyzing Influences

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

5. Decision Making

3-5.1.5.13 Demonstrate the ability to apply a decision-making process to cope with fear, stress, anger, and trauma.

7. Healthy Behaviors

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

8. Advocacy

3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

Category 2: Safety Skills

1 Health Promotion

3-5.2.1.4 Distinguish between positive and negative influences on community safety (e.g., civic groups and faith based organizations versus gangs and crews).

6. Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7. Healthy Behaviors
3-5.2.7.13 Differentiate between safe and risky behaviors.

Category 3: Human Body and Personal Health
8. Advocacy
3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and
      community.