Too Good for Violence – Social Perspectives Grade 5 2018 Edition

Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
 - (B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;
 - (D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback

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

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- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
 - (C) discuss choices and decision making as part of goal setting; and

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) analyze how thoughts and emotions influence 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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) analyze how thoughts and emotions influence behaviors;
 - (B) practice and apply strategies for calming and self-management;
 - (C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;
 - (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;

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

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- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) analyze how thoughts and emotions influence behaviors;
 - (C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;

(D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;

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

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(b) Knowledge and skills.

- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) analyze how thoughts and emotions influence behaviors;
 - (B) practice and apply strategies for calming and self-management;
 - (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;

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

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- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) analyze how thoughts and emotions influence behaviors;
 - (B) practice and apply strategies for calming and self-management;
 - (F) describe ways to engage in and promote positive interactions when conflict arises.

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

115.17. Health Education, Grade 5, Adopted 2020

(b) Knowledge and skills.

- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) analyze how thoughts and emotions influence behaviors;
 - (B) practice and apply strategies for calming and self-management;
 - (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;
 - (F) describe ways to engage in and promote positive interactions when conflict arises.

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

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- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) analyze how thoughts and emotions influence behaviors;
 - (B) practice and apply strategies for calming and self-management;
 - (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;
 - (F) describe ways to engage in and promote positive interactions when conflict arises.
- (14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

- (A) identify methods available to report bullying;
- (B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; and

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

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- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) analyze how thoughts and emotions influence behaviors;
 - (B) practice and apply strategies for calming and self-management;
 - (C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;
 - (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;
 - (E) define and differentiate between sympathy and empathy toward others; and
 - (F) describe ways to engage in and promote positive interactions when conflict arises.
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
 - (B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;
 - (C) discuss choices and decision making as part of goal setting; and
 - (D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.
- (14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
 - (A) identify methods available to report bullying;
 - (B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; and