

# Too Good for Violence – Social Perspectives Grade 5

## 2018 Edition

Correlated with Wyoming Health Education Content and Performance 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

#### CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

HE6.4.6 Use multiple criteria to set short-term personal health goals (e.g., Specific, Measurable, Action oriented, Realistic, Timely).

HE6.4.7 Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was not achieved because of snowy weather and no community facility was available for exercise).

### 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

#### CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

HE6.1.2 Analyze family school or community resources that can be used to reduce or avoid health risks. (e.g., DARE officer help with strategies).

#### CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.3 Explain the steps of a decision-making process to enhance health or reduce health risk.

HE6.2.4 Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).

HE6.2.6 Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community).

#### CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

## **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

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

## **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

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.5 Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions).

## **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

### **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk 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

### CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

### CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.8 Explain how individual, social and cultural differences may increase vulnerability to bullying and identify ways to address it.

## 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

### CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.4 Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).

HE6.2.6 Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community).

### CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.3 Analyze refusal strategies for potential effectiveness.

HE6.3.5 Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions).

### CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

## **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

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

## **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

### **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

HE6.2.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.4 Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors.

HE6.2.6 Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community).

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.3 Analyze refusal strategies for potential effectiveness.

HE6.3.5 Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions).

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

HE6.4.8 Explain how individual, social and cultural differences may increase vulnerability to bullying and identify ways to address it.

HE6.4.9 Define various types of bullying and the roles of the aggressor and bystanders in bullying situations. (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.).

## **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

### **CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING**

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.4 Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).

HE6.2.6 Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community).

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

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### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

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