

# Too Good for Violence – Social Perspectives

## Grade 6

*Correlated to American School Counselors Association Mindset and Behaviors for Student Success Standards*

### Lesson 6.1 *My Road Ahead* – Setting Reachable Goals

#### Objectives

Following this lesson, the student will be able to:

- Define “Goal”
- Identify and apply the goal-naming criteria
- Identify and apply steps to setting and reaching a personal goal
- Name someone to support him or her in working toward a goal

#### Category 2: Behavior Standards

##### Learning Strategies

B-LS 7. Identify long- and short-term academic, career and social/emotional goals

##### Self-Management Skills

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

### Lesson 6.2 *Who’s in the Driver’s Seat?* – Making Responsible Decisions

#### Objectives

Following this lesson, the student will be able to:

- Define consequence
- Distinguish decisions with minor consequences from those with major consequences
- List the steps of the decision-making model
- Explain the benefits of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

#### Category 2: Behavior Standards

##### Learning Strategies

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

### Lesson 6.3 *Diagnostic Tune-Up* - Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Recognize the physical signals associated with specific emotions
- Identify intensifying emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the role of emotion management in preventing intensifying emotions from leading to inappropriate actions

#### Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 3. Sense of belonging in the school environment

M 6. Positive attitude toward work and learning

#### Category 2: Behavior Standards

##### Learning Strategies

B-LS 10. Participate in enrichment and extracurricular activities

### **Social Skills**

- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills

## **Lesson 6.4 *Express Yourself* - Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Distinguish among assertive, aggressive, and passive communication styles

### **Category 1: Mindset Standards**

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

### **Category 2: Behavior Standards**

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

## **Lesson 6.5 *Peer Review* – Bonding & Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Define peer pressure
- Identify nine effective peer-pressure refusal strategies
- Demonstrate effective peer-pressure refusal techniques in a variety of situations
- Evaluate assertiveness in peer-pressure refusal demonstrations
- Identify the benefits of associating with peers who make positive decisions
- Name ways to influence others positively

### **Category 1: Mindset Standards**

- M 3. Sense of belonging in the school environment

### **Category 2: Behavior Standards**

#### **Learning Strategies**

- B-LS 10. Participate in enrichment and extracurricular activities

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

## **Lesson 6.6 *Confidence in Progress* – Respect for Self and Others**

### **Objectives**

Following this lesson, the students will be able to:

- Define self-confidence
- Identify personal strengths and weaknesses and their effects on sense of self
- Describe the link between thoughts, emotions, and behavior
- Recognize the positive effects of self-respect on attitudes, behaviors, and relationships
- Demonstrate the ability to think positively in difficult situations

### **Category 1: Mindset Standards**

M 3. Sense of belonging in the school environment

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 10. Participate in enrichment and extracurricular activities

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills  
B-SS 2. Create positive and supportive relationships with other students  
B-SS 3. Create relationships with adults that support success  
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

## **Lesson 6.7 *A Peaceful Approach* – 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 healthy and unhealthy approaches to conflict
- Identify the probable effects of competition and cooperation in the resolution of a conflict
- Demonstrate constructive conflict resolution skills

### **Category 1: Mindset Standards**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

### **Category 2: Behavior Standards**

#### **Learning Strategies**

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions  
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions  
B-LS 10. Participate in enrichment and extracurricular activities

#### **Self-Management Skills**

- B-SMS 2. Demonstrate self-discipline and self-control  
B-SMS 7. Demonstrate effective coping skills when faced with a problem  
B-SMS 9. Demonstrate personal safety  
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills  
B-SS 2. Create positive and supportive relationships with other students  
B-SS 3. Create relationships with adults that support success  
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

## **Lesson 6.8 *Keep Your Cool* – Anger Management**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate the degrees of anger intensity
- Identify physical indicators of anger
- Distinguish healthy and unhealthy ways to manage anger
- Distinguish actions that escalate and de-escalate conflicts
- Apply strategies to de-escalate a conflict

### **Category 1: Mindset Standards**

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 3. Sense of belonging in the school environment
- M 6. Positive attitude toward work and learning

### **Category 2: Behavior Standards**

#### **Social Skills**

- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills

## **Lesson 6.9 *What to Say* – Identifying & Managing Bullying Situations**

### **Objectives**

Following this lesson, the students will be able to:

- Define bullying behavior
- 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
- Identify several reasons some people bully
- Demonstrate healthy alternatives for bullying behavior

### **Category 2: Behavior Standards**

#### **Learning Strategies**

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10. Participate in enrichment and extracurricular activities

#### **Self-Management Skills**

- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9. Demonstrate personal safety
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

## **Lesson 6.10 *That's Entertainment?* – Media Violence**

### **Objectives**

Following this lesson, the student will be able to:

- Define violence
- Describe the consequences of real-life violence on the victim, aggressor, and witness
- Identify the negative influences of media presentations of violence
- Apply critical thinking and media literacy skills to interpret depictions of violence in the media
- Demonstrate a knowledge and understanding of concepts and skills learned in lessons 1-10

### **Category 1: Mindset Standards**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

B-LS 10. Participate in enrichment and extracurricular activities

#### **Self-Management Skills**

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 9. Demonstrate personal safety

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

#### **Social Skills**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary