

Too Good for Violence – Social Perspectives

Grade 6 Revised Edition

Correlated with the Health Education Content Standards for California Public Schools, 2008

Lesson 1: *My Road Ahead* – Goal Setting

Objectives

Following this lesson, the student will be able to:

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

Injury Prevention and Safety

Standard 6: Goal Setting

6.1.S Develop a personal plan to remain safe and injury-free.

Alcohol, Tobacco, and Other Drugs

Standard 6: Goal Setting

6.1.A Develop short- and long-term goals to remain drug-free.

Lesson 2: *Who's in the Driver's Seat?* – Decision Making

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 importance of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

Injury Prevention and Safety

Standard 5: Decision Making

5.1.S Use a decision-making process to determine a safe course of action in risky situations.

Mental, Emotional, and Social Health

Standard 5: Decision Making

5.1.M Apply a decision-making process to enhance health.

Lesson 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 intense emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the importance of managing emotions to prevent them from intensifying and leading to inappropriate actions

Injury Prevention and Safety

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.4.M Describe the importance of being aware of one's emotions.

1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Standard 2: Analyzing Influences

2.1.M Analyze the external and internal influences on mental, emotional, and social health.

Lesson 4: *Express Yourself* – Effective Communication

Objectives

Following this lesson, the student will be able to:

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

Injury Prevention and Safety

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

Lesson 5: *Peer Review* – Bonding and 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

Injury Prevention and Safety

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

Standard 5: Decision Making

5.1.S Use a decision-making process to determine a safe course of action in risky situations.

Lesson 6: *Confidence in Progress* – Respect for Self & Others

Objectives

Following this lesson, the student 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

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.4.M Describe the importance of being aware of one’s emotions.
- 1.5.M Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.
- 1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Standard 4: Interpersonal Communication

4.3.M Demonstrate ways to communicate respect for diversity.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Carry out personal and social responsibilities appropriately.
- 7.3.M Practice appropriate ways to respect and include others who are different from oneself.

Standard 8: Health Promotion

8.1.M Encourage a school environment that is respectful of individual differences.

Lesson 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

Injury Prevention and Safety

Standard 1: Essential Concepts

1.1.S Explain methods to reduce conflict, harassment, and violence.

Standard 2: Analyzing Influences

- 2.1.S Analyze the role of self and others in causing or preventing injuries.
- 2.2.S Analyze influences on both safe and violent behaviors.

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

Standard 5: Decision Making

5.1.S Use a decision-making process to determine a safe course of action in risky situations.

Standard 6: Goal Setting

6.1.S Develop a personal plan to remain safe and injury-free.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.S Practice ways to resolve conflicts nonviolently.

Lesson 8: *Keep Your Cool* – Anger Management

Objectives

Following this lesson, the student will be able to:

- Distinguish 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

Injury Prevention and Safety

Standard 2: Analyzing Influences

2.1.S Analyze the role of self and others in causing or preventing injuries.

2.2.S Analyze influences on both safe and violent behaviors.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.4.M Describe the importance of being aware of one's emotions.

1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

1.9.M Discuss the harmful effects of violent behaviors

Standard 2: Analyzing Influences

2.1.M Analyze the external and internal influences on mental, emotional, and social health.

Standard 4: Interpersonal Communication

4.4.M Demonstrate the ability to use steps of conflict resolution.

Standard 5: Decision Making

5.3.M Compare and contrast being angry and angry behavior, and discuss the consequences.

Standard 6: Goal Setting

6.1.M Make a plan to prevent and manage stress.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Carry out personal and social responsibilities appropriately.

7.2.M Practice strategies to manage stress.

Lesson 9: *What to Say* – Identifying & Managing Bullying Situations

Objectives

Following this lesson, the student will be able to:

- Define bullying behavior
- Identify the three types of participants in a bullying situation
- Distinguish 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

Injury Prevention and Safety

Standard 1: Essential Concepts

1.1.S Explain methods to reduce conflict, harassment, and violence.

Standard 2: Analyzing Influences

2.1.S Analyze the role of self and others in causing or preventing injuries.

2.2.S Analyze influences on both safe and violent behaviors.

Standard 3: Accessing Valid Information

3.2.S Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

Standard 5: Decision Making

5.1.S Use a decision-making process to determine a safe course of action in risky situations.

5.2.S Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.

Standard 6: Goal Setting

6.1.S Develop a personal plan to remain safe and injury-free.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.S Practice ways to resolve conflicts nonviolently.

Standard 8: Health Promotion

8.2.S Promote a bully-free school and community environment.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).

1.9.M Discuss the harmful effects of violent behaviors.

Standard 2: Analyzing Influences

2.1.M Analyze the external and internal influences on mental, emotional, and social health.

Standard 3: Accessing Valid Information

3.2.M Discuss the importance of getting help from a trusted adult when it is needed.

Standard 4: Interpersonal Communication

4.1.M Practice asking for help with mental, emotional, or social health problems from trusted adults.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Carry out personal and social responsibilities appropriately.

7.3.M Practice appropriate ways to respect and include others who are different from oneself.

Standard 8: Health Promotion

8.1.M Encourage a school environment that is respectful of individual differences.

8.2.M Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation

Lesson 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

Injury Prevention and Safety

Standard 1: Essential Concepts

1.1.S Explain methods to reduce conflict, harassment, and violence.

Standard 2: Analyzing Influences

2.1.S Analyze the role of self and others in causing or preventing injuries.

2.2.S Analyze influences on both safe and violent behaviors.

Standard 3: Accessing Valid Information

3.2.S Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

Standard 4: Interpersonal Communication

4.1.S Practice effective communication skills to prevent and avoid risky situations.

Standard 5: Decision Making

- 5.1.S Use a decision-making process to determine a safe course of action in risky situations.
- 5.2.S Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.

Standard 6: Goal Setting

- 6.1.S Develop a personal plan to remain safe and injury-free.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Practice ways to resolve conflicts nonviolently.

Standard 8: Health Promotion

- 8.2.S Promote a bully-free school and community environment.

Mental, Emotional, and Social Health**Standard 1: Essential Concepts**

- 1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).
- 1.9.M Discuss the harmful effects of violent behaviors.

Standard 2: Analyzing Influences

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.

Standard 3: Accessing Valid Information

- 3.2.M Discuss the importance of getting help from a trusted adult when it is needed.

Standard 4: Interpersonal Communication

- 4.1.M Practice asking for help with mental, emotional, or social health problems from trusted adults.

Standard 5: Decision Making

- 5.1.M Apply a decision-making process to enhance health.

Standard 6: Goal Setting

- 6.2.M Describe how personal goals can be affected if violence is used to solve problems.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Carry out personal and social responsibilities appropriately.
- 7.3.M Practice appropriate ways to respect and include others who are different from oneself.

Standard 8: Health Promotion

- 8.1.M Encourage a school environment that is respectful of individual differences.
- 8.2.M Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation