

Too Good for Violence – Social Perspectives

Grade 7 Revised Edition

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

Lesson 1: *Set to Win* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the criteria for naming a personal goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working towards a goal

Injury Prevention and Safety

Standard 6: Goal Setting

6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

Alcohol, Tobacco, and Other Drugs

Standard 6: Goal Setting

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

Lesson 2: *The Decision is Yours* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Identify and apply the four steps in the decision-making model
- Define consequences and differentiate between positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

Injury Prevention and Safety

Standard 5: Decision Making

5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.

Alcohol, Tobacco, and Other Drugs

Standard 5: Decision Making

5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.

Mental, Emotional, and Social Health

Standard 5: Decision Making

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

Lesson 3: *Understanding Me* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Demonstrate healthy strategies to manage emotions and stress
- Identify and manage the emotions of others

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.2.M Identify a variety of nonviolent ways to respond when angry or upset.

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

Standard 5: Decision Making

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.

Lesson 4: *Say It With Style* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of effective communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Demonstrate assertive speaking and active listening techniques

Injury Prevention and Safety

Standard 4: Interpersonal Communication

4.5.S Describe characteristics of effective communication.

4.6.S Differentiate between passive, aggressive, and assertive communication.

Lesson 5: *The Right Connection* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer pressure refusal strategies and the peer pressure situations to which they apply

Injury Prevention and Safety

Standard 4: Interpersonal Communication

4.5.S Describe characteristics of effective communication.

4.6.S Differentiate between passive, aggressive, and assertive communication.

Alcohol, Tobacco, and Other Drugs

Standard 4: Interpersonal Communication

4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

Injury Prevention and Safety

Standard 4: Interpersonal Communication

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

Lesson 6: *Celebrating Differences*- Respect for Self & Others

Objectives

Following this lesson, the student will be able to:

- Define respect
- Identify personal strengths and their effects on sense of self
- Explain the link between thoughts, emotions, and behavior
- Explain how individual differences among people can be beneficial
- Describe the positive effects of respect on attitudes, behaviors, and relationships
- Demonstrate the ability to think positively when faced with a difficult situation

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).

1.3.M Identify qualities that contribute to a positive self-image.

1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.

Standard 2: Analyzing Influences

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

2.3.M Analyze the influence of culture on family values and practices.

Standard 5: Decision Making

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

5.3.M Describe healthy ways to express caring, friendship, affection, and love.

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

Standard 7: Practicing Health-Enhancing Behaviors

7.2.M Practice respect for individual differences and diverse backgrounds.

7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.

Standard 8: Health Promotion

8.1.M Promote a positive and respectful school environment.

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

Injury Prevention and Safety

Standard 2: Analyzing Influences

- 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

Lesson 7: *Meeting Point* – Conflict Resolution

Objectives

Following this lesson, the student will be able to:

- Define conflict
- Demonstrate the ability to listen respectfully to different points of view
- Recognize conflict as an opportunity to learn about oneself and others
- Demonstrate the effective use of cooperation as an approach to conflict resolution
- Differentiate healthy and unhealthy approaches to resolving a conflict
- Compare the potential consequences of handling conflict in healthy and unhealthy ways

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.

Standard 4: Interpersonal Communication

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.
- 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
- 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- 4.5.S Describe characteristics of effective communication.
- 4.6.S Differentiate between passive, aggressive, and assertive communication.

Standard 5: Decision Making

- 5.1.S Use a decision-making process to examine risky social and dating situations.
- 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.

Standard 6: Goal Setting

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.2.S Practice ways to resolve conflicts nonviolently.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- 1.2.M Identify a variety of nonviolent ways to respond when angry or upset.
- 1.3.M Identify qualities that contribute to a positive self-image.

Standard 2: Analyzing Influences

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

Standard 3: Accessing Valid Information

- 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
- 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

Standard 5: Decision Making

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.4.M Practice personal boundaries in a variety of situations.

Standard 8: Health Promotion

- 8.1.M Promote a positive and respectful school environment.

Lesson 8: *Anger Outlet* – Anger Management

Objectives

Following this lesson, the student will be able to:

- Differentiate healthy and unhealthy ways of managing anger
- Identify healthy, effective anger management techniques
- Describe the role of personal responsibility in a peaceful response to anger-provoking situations
- Demonstrate how to reframe self-talk to reduce anger and promote calm
- Apply strategies to de-escalate a conflict
- Distinguish the actions that escalate and de-escalate conflicts

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.

Standard 4: Interpersonal Communication

- 4.5.S Describe characteristics of effective communication.
- 4.6.S Differentiate between passive, aggressive, and assertive communication.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.2.S Practice ways to resolve conflicts nonviolently.

Standard 8: Health Promotion

8.1.S Support changes to promote safety in the home, at school, and in the community.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- 1.2.M Identify a variety of nonviolent ways to respond when angry or upset.
- 1.3.M Identify qualities that contribute to a positive self-image.

Standard 2: Analyzing Influences

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

Standard 5: Decision Making

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- 5.2.M Monitor personal stressors and assess techniques for managing them.

Standard 6: Goal Setting

6.1.M Develop achievable goals for handling stressors in healthy ways.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
- 7.2.M Practice respect for individual differences and diverse backgrounds.
- 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
- 7.4.M Practice personal boundaries in a variety of situations.

Lesson 9: *Home Base* – Identifying and 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 motivations for bully behavior
- Demonstrate healthy alternatives to bullying behavior

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
- 1.6.S Identify trusted adults to whom school or community violence should be reported.

Standard 4: Interpersonal Communication

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.
- 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
- 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- 4.5.S Describe characteristics of effective communication.
- 4.6.S Differentiate between passive, aggressive, and assertive communication.

Standard 5: Decision Making

- 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
- 5.4.S Evaluate why some students are bullies.

Standard 6: Goal Setting

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
- 6.2.S Create a personal-safety plan.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.2.S Practice ways to resolve conflicts nonviolently.

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

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).

Standard 2: Analyzing Influences

- 2.1.M Analyze internal and external influences on mental, emotional, and social health.
- 2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.

Standard 3: Accessing Valid Information

- 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
- 3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.
- 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

Standard 4: Interpersonal Communication

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

Standard 5: Decision Making

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

- 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Standard 6: Goal Setting

- 6.1.M Develop achievable goals for handling stressors in healthy ways.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.4.M Practice personal boundaries in a variety of situations.
7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.

Standard 8: Health Promotion

- 8.1.M Promote a positive and respectful school environment.
8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.

Lesson 10: *Site Survey* – Peer Violence

Objectives

Following this lesson, the student will be able to:

- Define violence
- List behaviors that can escalate a conflict into violence
- Identify warning signs for violence
- List the consequences of violence for the aggressor, target, and witness
- Demonstrate a knowledge and understanding of concepts and skills learned in lessons 1-10

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.
1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
1.7.S Describe possible legal consequences of sexual harassment and violence.

Standard 4: Interpersonal Communication

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.
4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
4.3.S Describe ways to manage interpersonal conflicts nonviolently.
4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
4.5.S Describe characteristics of effective communication.
4.6.S Differentiate between passive, aggressive, and assertive communication.
4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.

Standard 5: Decision Making

- 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
5.4.S Evaluate why some students are bullies.

Standard 6: Goal Setting

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
- 6.2.S Create a personal-safety plan.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.2.S Practice ways to resolve conflicts nonviolently.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- 1.2.M Identify a variety of nonviolent ways to respond when angry or upset.
- 1.3.M Identify qualities that contribute to a positive self-image.
- 1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.

Standard 2: Analyzing Influences

- 2.1.M Analyze internal and external influences on mental, emotional, and social health.
- 2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.

Standard 3: Accessing Valid Information

- 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

Standard 4: Interpersonal Communication

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

Standard 5: Decision Making

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- 5.2.M Monitor personal stressors and assess techniques for managing them.
- 5.3.M Describe healthy ways to express caring, friendship, affection, and love.
- 5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.
- 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
- 7.2.M Practice respect for individual differences and diverse backgrounds.

Standard 8: Health Promotion

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.