

Too Good for Violence – Social Perspectives High School Revised Edition

Correlated with California Health Education Standards

Lesson One: *Graduation Day* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable goal
- Apply knowledge of aptitudes and interests to goal setting
- Recognize and manage obstacles that can interfere with reaching a goal

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.4.M Describe qualities that contribute to a positive self-image.

The Overarching Health Education Content Standards

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Lesson Two: *Who's in Charge Here?* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Demonstrate the ability to apply the steps in the Decision-Making Model
- Predict the consequences of decisions on self and others
- Recognize personal responsibility for the outcomes of decisions
- Use decision-making and problem-solving skills to reach a desirable outcome
- Examine the effects of influence on decision-making

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Standard 2: Analyzing Health Influences

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Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Lesson Three: *Feelings 101* – Identifying and Managing Emotions

Objectives

Following this lesson, the student will be able to:

- Demonstrate strategies to identify and manage emotions
- Discern the emotions of others
- Demonstrate the ability to perspective take in a variety of situations
- Demonstrate ways to communicate care, consideration, and respect for self and others
- Analyze how emotions and self-awareness influence decision making
- Relate managing emotions to success in life

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

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

Standard 4: Interpersonal Communication

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

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Lesson Four: *Say What You Mean. Mean What You Say* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Demonstrate active listening techniques to build and maintain healthy relationships
- Recognize the role of verbal and nonverbal communication in conveying meaning and understanding
- Differentiate assertive, passive, and aggressive communication styles
- Demonstrate assertive communication techniques
- Use effective communication skills in asking for help and advocating needs
- Apply effective communication skills to collaborative efforts

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All students will demonstrate the ability to promote and support personal, family, and community health.

Lesson Five: *The Ties that Bind* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy relationships
- Develop social-awareness and interpersonal skills to maintain positive relationships
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group
- Manage one's emotions in relationships to positively influence and inspire others

Growth, Development, and Sexual Health

Standard 1: Essential Health Concepts

1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.

Standard 4: Interpersonal Communication

4.1.G Analyze how interpersonal communication affects relationships.

Standard 5: Decision Making

5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.

5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.

Standard 8: Health Promotion

8.1.G Encourage and support safe, respectful, and responsible relationships.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.2.M Analyze the qualities of healthy peer and family relationships.

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

Standard 7: Practicing Health-Enhancing Behaviors

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

Standard 8: Health Promotion

8.2.M Promote a positive and respectful environment at school and in the community.

Lesson Six: *Many Rivers to Cross* – Respect for Self and Others

Objectives

Following this lesson, the student will be able to:

- Define respect
- Appreciate differences in preference, point of view, opinion, value, and experience of others
- Identify the effect of self-respect on decisions and relationships
- Identify specific examples of demonstrating respect to others
- Differentiate commanding and demanding respect
- Determine how to promote respect in different situations

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Lesson Seven: *The Resolution Solution* – Conflict Resolution

Objectives

Following this lesson, the student will be able to:

- Differentiate between conflict and violence
- Determine behaviors that escalate a conflict
- Identify healthy approaches to conflict resolution
- Demonstrate effective conflict resolution skills

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Standard 5: Decision Making

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Injury Prevention and Safety

Standard 1: Essential Concepts

1.9.S Explain the effects of violence on individuals, families, and communities.

Standard 4: Interpersonal Communication

4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.

5.4.S Analyze the consequences of violence for self, family, and the community.

Standard 7: Practicing Health-Enhancing Behaviors

7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.

7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

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Lesson Eight: *Maximizing Life, Minimizing Stress* – Stress Management

Objectives

Following this lesson, the student will be able to:

- Identify common stressors including change, difficult situations, internal conflict, and external conflict
- Identify physical, emotional, and health-related signs and symptoms of stress
- Discuss the role of self-control and personal responsibility in managing the emotions related to stress
- Evaluate and apply effective strategies for coping with stress

Growth, Development, and Sexual Health

Standard 5: Decision Making

5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.4.M Describe qualities that contribute to a positive self-image.

1.9.M Classify personal stressors at home, in school, and with peers.

Standard 5: Decision Making

5.1.M Monitor personal stressors and assess techniques for managing them.

5.2.M Compare various coping mechanisms for managing stress.

Standard 6: Goal Setting

6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.

6.2.M Set a goal to reduce life stressors in a health-enhancing way.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Assess personal patterns of response to stress and use of resources.

7.2.M Practice effective coping mechanisms and strategies for managing stress.

Lesson Nine: #Compatibility – Healthy Teen Dating

Objectives

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy dating relationships
- Define teen dating abuse
- Demonstrate ways to bond with pro-social partners to build and maintain healthy dating relationships
- Demonstrate ways to avoid unhealthy dating relationships
- Establish standards and characteristics of healthy personal relationships
- Evaluate and manage the potential risks when unhealthy characteristics are present in a dating relationship

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Standard 4: Interpersonal Communication

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4.3.G Demonstrate effective communication skills within healthy dating relationships.

Standard 5: Decision Making

5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.

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Standard 8: Health Promotion

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Injury Prevention and Safety

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1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.

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Lesson Ten: *Finding Perspective* – Social Media Awareness/Course Review

Objectives

Following this lesson, the student will be able to:

- Analyze online content to detect embellishment or other enhanced portrayals
- Identify the benefits and stressors associated with online activity
- Identify the influence of peer acceptance via social media on decision making
- Apply the decision-making model to mitigate the influence of social media activity
- Demonstrate knowledge and understanding of social-emotional skills learned in lessons 1-10

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