

# Too Good for Violence – Social Perspectives

## Grade 6 Revised Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

### 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

#### Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

M.7.1. Use the goal-setting process to enhance health.

### 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

#### Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

#### Content Standard 6: Decision-Making Skills

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

M.6.1. Use a decision-making process to enhance health.

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## 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

### Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M.1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being.

### Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

### Content Standard 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.3. Analyze how family, school and peers influence personal health.

### Content Standard 5: Communication Skills

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

M.5.6. Use communication skills to build and maintain healthy relationships

## **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

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M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being.

### **Content Standard 5: Communication Skills**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health

M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.6. Use communication skills to build and maintain healthy relationships

M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships

M.5.9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate

## **Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## **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

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M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

### **Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

**Content Standard 7: Goal-Setting Skills**

Students will use goal-setting skills to enhance health.

M.7.1. Use the goal-setting process to enhance health.

**Content Standard 8: Advocacy**

M.8.4. Encourage and support others in making positive health choices

**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

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M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents.

M.1.5. Analyze ways in which the environment and personal health are interrelated

**Content Standard 5: Communication Skills**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

M.5.6. Use communication skills to build and maintain healthy relationships

M.5.8. Examine the possible causes of conflict among youth in schools and communities

### **Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## **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

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M.1.4. Examine how families and peers can influence the health of adolescents.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

### **Content Standard 5: Communication Skills**

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health

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M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## **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

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**Content Standard 6: Decision-Making Skills**

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

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

## **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

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M.1.4. Examine how families and peers can influence the health of adolescents.

### **Content Standard 3: Self-management of Healthy Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

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### **Content Standard 6: Decision-Making Skills**

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M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

### **Content Standard 8: Advocacy**

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

M.8.5. Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools

## **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

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M.1.4. Examine how families and peers can influence the health of adolescents.

### **Content Standard 2: Accessing Health Information and Resources**

Students will demonstrate the ability to access valid health information, products and services.

M.2.3. Examine factors that may influence the personal selection of health information, products and services.

### **Content Standard 3: Self-management of Healthy Behaviors**

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors

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### **Content Standard 4: Analyzing Internal and External Influences**

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.2. Analyze how media, technology and other factors influence personal health behaviors

### **Content Standard 5: Communication Skills**

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health

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