

Too Good for Violence – Social Perspectives

High School Revised Edition

Correlated with Connecticut 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

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

H.1.2. Describe the interrelationship of mental, emotional, social and physical health throughout adulthood

H.1.3. Evaluate the impact of personal health behaviors on the functioning of body systems

H.1.4. Evaluate how families, peers and community members can influence the health of individuals

Content Standard 3: Self-management of Healthy Behaviors

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

H.3.1. Assess the importance of assuming responsibility for personal health behaviors

H.3.2. Analyze personal health status to determine needs

Content Standard 5: Communication Skills

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

H.5.2. Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community

Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

H.7.1. Demonstrate various strategies when making goal-setting decisions to enhance health

Content Standard 8: Advocacy

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

H.8.4. Use the ability to influence and support others in making positive health choices

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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Content Standard 4: Analyzing Internal and External Influences

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

H.4.2. Evaluate the effects of media, technology and other factors on personal, family and community health

H.4.3. Evaluate how information from family, school, peers and the community influences personal health

Content Standard 6: Decision-Making Skills

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

H.6.1. Demonstrate various strategies when making decisions to enhance health

H.6.2. Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process

H.6.3. Predict the immediate and long-term impact of health decisions on the individual, family and community

Content Standard 8: Advocacy

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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

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Content Standard 5: Communication Skills

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H.5.2. Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community

H.5.3. Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior

H.5.4. Analyze situations and demonstrate healthy ways to express needs, wants and feelings

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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H.5.4. Analyze situations and demonstrate healthy ways to express needs, wants and feelings

H.5.6. Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts

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

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H.5.5. Demonstrate 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

H.5.6. Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts

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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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H.3.1. Assess the importance of assuming responsibility for personal health behaviors

H.3.3. Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community

Content Standard 4: Analyzing Internal and External Influences

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

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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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H.5.6. Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts

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

H.5.8. Analyze the possible causes of conflict in families, among peers, and in schools and communities

H.5.9. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate

Content Standard 6: Decision-Making Skills

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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

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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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Content Standard 2: Accessing Health Information and Resources

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

H.2.2. Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others

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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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