

# Too Good for Violence – Social Perspectives

## Grade 6 Revised Edition

Correlated with Hawaii Content and Performance Standards for Health

### 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

**Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

#### Mental and Emotional Health

HE.6-8.1.1: Explain the relationship between mental, emotional, social, and physical health

**Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

#### Personal Health and Wellness

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

**Standard 4: ANALYZING INFLUENCES—Understand the influences of culture, family, peers, media, technology, and other factors on health**

#### Factors Influencing Health across Topic Areas

HE.6-8.4.1 Explain the influence of internal and external factors on health outcomes

**Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

#### Goal-Setting across Topic Areas

HE.6-8.6.3: Evaluate personal health strengths and risks to set personal goals

### 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

**Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

#### Promoting Safety and Preventing Violence and Unintentional Injury

HE.6-8.1.4: Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations

#### **Personal Health and Wellness**

HE.6-8.1.9: Identify choices individuals can make to promote or harm their health

**Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

#### **Personal Health and Wellness**

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

**Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

#### **Decision-Making across Topic Areas**

HE.6-8.6.1: Describe decision-making processes related to health-related decisions

HE.6-8.6.2: Assess health-related decisions for consequences that affect oneself 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

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#### **Mental and Emotional Health**

HE.6-8.1.1: Explain the relationship between mental, emotional, social, and physical health

**Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

#### **Personal Health and Wellness**

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

## **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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### **Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

#### **Personal Health and Wellness**

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

### **Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health**

#### **Communication Skills across Topic Areas**

HE.6-8.5.1 Use effective verbal and non-verbal communication skills

HE.6-8.5.2 Use effective behaviors that communicate care, consideration, and respect of self and others

### **Standard 7: ADVOCACY—Advocate for personal, family, and community health**

#### **Advocacy across Topic Areas**

HE.6-8.7.3 Describe how barriers can affect the communication of information, ideas, feelings, and opinions

## **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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#### **Promoting Safety and Preventing Violence and Unintentional Injury**

HE.6-8.1.4: Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations

#### **Personal Health and Wellness**

HE.6-8.1.9: Identify choices individuals can make to promote or harm their health

### **Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

#### **Personal Health and Wellness**

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

**Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

**Decision-Making across Topic Areas**

HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others

**Goal-Setting across Topic Areas**

HE.6-8.6.3: Evaluate personal health strengths and risks to set personal goals

**Standard 7: ADVOCACY—Advocate for personal, family, and community health**

**Advocacy across Topic Areas**

HE.6-8.7.1 Use effective strategies to influence and support others in making healthful 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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**Communication Skills across Topic Areas**

HE.6-8.5.2 Use effective behaviors that communicate care, consideration, and respect of self and others

**Promoting Safety and Preventing Violence and Unintentional Injury**

HE.6-8.5.3 Identify possible causes of disputes connected to personal, family, and community matters

## **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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HE.6-8.1.3 Describe short- and long-term effects and consequences of violent or aggressive behaviors

HE.6-8.1.4 Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations

#### **Personal Health and Wellness**

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### **Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health**

#### **Promoting Safety and Preventing Violence and Unintentional Injury**

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HE.6-8.5.4 Apply appropriate conflict resolution strategies to deal with potentially harmful situations

## **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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HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

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## **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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#### **Advocacy across Topic Areas**

HE.6-8.7.1 Use effective strategies to influence and support others in making healthful choices

## **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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