

Too Good for Violence – Social Perspectives

Grade 7 Revised Edition

Correlated with National Health Education Standards
Iowa Health Education Standards not available

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.1. Assess personal health practices.
- 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3. Apply strategies and skills needed to attain a personal health goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.8.1. Identify circumstances that can help or hinder healthy decision making.
- 5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.
- 5.8.5. Predict the potential short-term impact of each alternative on self and others.
- 5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7. Analyze the outcomes of a health related decision.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

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

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.3. Describe how peers influence healthy and unhealthy behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

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

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

Lesson 9: *Home Base* – 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
- Differentiate 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 bullying behavior

- Demonstrate healthy alternatives to bullying behavior

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- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4. Analyze how the school and community can impact personal health practices and behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
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- 8.8.2. Demonstrate how to influence and support others to make positive health choices.