

Too Good for Violence – Social Perspectives High School Revised Edition

Correlated with Iowa Health Literacy Standards Grade 9

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

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate goal setting skills.

- Implement goals to enhance personal health and track its achievement.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Achieve and maintain health enhancing level of physical activity.

- Develop, implement and evaluate goals for physical 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

21.6–8.HL.1

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Know and use concepts related to health promotion and disease prevention.

- Develop healthy personal choices to promote health maintenance and disease prevention.

Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

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21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.
- Analyze the effectiveness of health-related decisions.
- Describe the ethical factors that influence health related decisions.
- Demonstrate how health related decisions impact individual, family, community and environment.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

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

21.6–8.HL.1

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Know and use concepts related to health promotion and disease prevention.

- Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during adolescence.
- Develop preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate proper methods of obtaining help for self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.

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

21.6–8.HL.1

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21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

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

21.6–8.HL.1

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Know and use concepts related to health promotion and disease prevention.

- Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during adolescence.

Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

21.6–8.HL.2

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Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

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

21.6–8.HL.1

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- Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during adolescence.

Analyze influencing factors on health enhancing behaviors.

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Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.
- Demonstrate proper methods of obtaining help for self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

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

21.6–8.HL.1

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Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.
- Utilize effective conflict management strategies.
- Demonstrate proper methods of obtaining help for self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.

21.6–8.HL.5

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Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

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

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Evaluate the impact of personal health behaviors on the functioning of body systems.
- Develop healthy personal choices to promote health maintenance and disease prevention.
- Develop preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Demonstrate proper methods of obtaining help for self and others.

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.

- Analyze the effectiveness of health–related decisions.
- Describe the ethical factors that influence health related decisions.
- Demonstrate how health related decisions impact individual, family, community and environment.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Practice appropriate and effective stress management.
- Analyze risk factors and make healthy choices.

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

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Analyze influencing factors on health enhancing behaviors.

- Describe how diverse families, peers, cultural practices and attitudes influence health.

21.6–8.HL.2

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal, family, and community health goals.

Demonstrate social and communication skills to enhance health and increase safety.

- Apply appropriate communication skills to enhance health of self and others.
- Utilize effective conflict management strategies.
- Demonstrate proper methods of obtaining help for self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Practice preventive health behaviors.

- Analyze risk factors and make healthy choices.

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

21.6–8.HL.1

Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.

Know and use concepts related to health promotion and disease prevention.

- Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, sexual and spiritual wellness during adolescence.
- Evaluate the impact of personal health behaviors on the functioning of body systems.
- Develop healthy personal choices to promote health maintenance and disease prevention.
- Develop preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

Analyze influencing factors on health enhancing behaviors.

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- Apply appropriate communication skills to enhance health of self and others.
- Utilize effective conflict management strategies.
- Demonstrate proper methods of obtaining help for self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

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

21.6–8.HL.3

Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness.

Demonstrate decision making skills.

- Apply skills needed to make healthy decisions.
- Analyze the effectiveness of health–related decisions.
- Describe the ethical factors that influence health related decisions.
- Demonstrate how health related decisions impact individual, family, community and environment.

Demonstrate goal setting skills.

- Implement goals to enhance personal health and track its achievement.

21.6–8.HL.4

Essential Concept and/or Skill: Integrate media literacy skills to analyze media and other influences to effectively manage personal, family and community health situations.

Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.

- Demonstrate appropriate responses to negative and positive health influences.

21.6–8.HL.5

Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Achieve and maintain health enhancing level of physical activity.

- Develop, implement and evaluate goals for physical health.

Practice preventive health behaviors.

- Practice appropriate and effective stress management.
- Analyze risk factors and make healthy choices.