

Too Good For Violence - Social Perspectives

Grade 6 Revised Edition

Correlated with Illinois Learning Standards for Physical Development and 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

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

A. Explain the basic principles of health promotion, illness prevention and safety.

22.A.3a Identify and describe ways to reduce health risks common to adolescents.
e.g., exercise, diet, refusal of harmful substances.

22.A.3b Identify how positive health practices and relevant health care can help reduce health risks.
e.g., proper diet and exercise reduce risks of cancer and heart disease.

22.A.3d Identify various careers involved in health promotion, health care and injury prevention.

State Goal 23: Understand human body systems and factors that influence growth and development.

B. Explain the effects of health-related actions on the body systems.

23.B.3 Explain the effects of health related actions upon body systems.
e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use.

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

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

- A. Explain the basic principles of health promotion, illness prevention, and safety.
 - 22.A.3a Identify and describe ways to reduce health risks common to adolescents.
e.g., exercise, diet, refusal of harmful substances.

State Goal 23: Understand human body systems and factors that influence growth and development.

- A. Explain the effects of health-related actions on the body systems.
 - 23.B.3 Explain the effects of health related actions upon body systems.
e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

- B. Apply decision-making skills related to the protection and promotion of individual health.
 - 24.B.3 Apply a decision-making process to an individual health concern.
- B. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
 - 24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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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e.g., exercise, diet, refusal of harmful substances.

State Goal 23: Understand human body systems and factors that influence growth and development.

- B. Explain the effects of health-related actions on the body systems.
 - 23.B.3 Explain the effects of health related actions upon body systems.
e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3b Demonstrate methods of for addressing interpersonal differences without harm.
e.g., avoidance, compromise, cooperation.

B. Apply decision-making skills related to the protection and promotion of individual health.

24.B.3 Apply a decision-making process to an individual health concern.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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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e.g., exercise, diet, refusal of harmful substances.

State Goal 23: Understand human body systems and factors that influence growth and development.

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23.B.3 Explain the effects of health related actions upon body systems.
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State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

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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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e.g., proper diet and exercise reduce risks of cancer and heart disease.

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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
- oneself and others with respect

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups and communities.

22.B.3a Describe how the individual influences the health and well-being of the workplace and the community (e.g. volunteerism, disaster preparedness, proper care to prevent the spread of illness).

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g. the effects of stress on physical and mental performance, effects of nutrition on growth).

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3b Demonstrate methods of addressing interpersonal differences without harm.
e.g., avoidance, compromise, cooperation.

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g. the effects of stress on physical and mental performance, effects of nutrition on growth).

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.

24.A.3b Demonstrate methods of for addressing interpersonal differences without harm. (e.g. avoidance, compromise, cooperation).

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations..

24.C.3 Apply refusal and negotiation skills to 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

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g. the effects of stress on physical and mental performance, effects of nutrition on growth).

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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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- C. Describe factors that affect growth and development.
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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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