

Too Good For Violence – Social Perspectives

Grade 7 Revised Edition

Correlated with Illinois Physical Development and Health Standards

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

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.

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

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

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.

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

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

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

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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.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationship 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.

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: *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

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

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24.A.3b Demonstrate methods of 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.

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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

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

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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.

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 relationship 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.

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.

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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

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: *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

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

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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 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 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

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.

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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
- 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 motivations for bully behavior
- Demonstrate healthy alternatives to bullying behavior

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C. Describe factors that affect growth and development.

23.C.3 Describe the relationship 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 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

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.

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