

Too Good for Violence – Social Perspectives

Grade 6 Revised Edition

Correlated with Middle School Health Education Kentucky Core Academic Standards

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

Big Idea: Safety (Health Education)

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among options.

Big Idea: Safety (Health Education)

Academic Expectations

- 3.2 Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.4 Students use a decision-making process to make informed decisions among-options.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.

Big Idea: Safety (Health Education)

Academic Expectations

- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

4.1 Students effectively use interpersonal skills.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

4.1 Students effectively use interpersonal skills.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.4 Students use a decision-making process to make informed decisions among options.

Big Idea: Safety (Health Education)

Academic Expectations

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.4 Students use a decision-making process to make informed decisions among-options.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 4.1 Students effectively use interpersonal skills.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life 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

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- 4.1 Students effectively use interpersonal skills.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
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- 5.4 Students use a decision-making process to make informed decisions among-options.

Big Idea: Safety (Health Education)

Academic Expectations

- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2 Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.3 Students individually demonstrate consistent, responsive and caring behavior.

- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4 Students use a decision-making process to make informed decisions among-options.

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

Big Idea: Personal Wellness (Health Education)

Academic Expectations

- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.

Big Idea: Safety (Health Education)

Academic Expectations

- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.

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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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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Academic Expectations

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- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2 Students will demonstrate the ability to maintain a healthy lifestyle.
- 5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

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