

# Too Good for Violence – Social Perspectives High School Revised Edition

*Correlated with Louisiana Health Education Standards*

## **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

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

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

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

**Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.**

2-H-1.5 Describe the influences of family, peers, and community on personal health.

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

**Benchmark 4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.**

4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.

## **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

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

**Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.**

2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.

2-H-1.5 Describe the influences of family, peers, and community on personal health.

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

**Benchmark 4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.**

4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.

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

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.

5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

5-H-2.5 Model how to use decision-making skills to avoid violent situations.

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

5-H-3.1 Identify effective strategies for decision-making.

5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

## **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

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

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

1-H-3.5 Summarize healthy and appropriate ways to express feelings.

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

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

## **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

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1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

1-H-3.5 Summarize healthy and appropriate ways to express feelings.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

4-H-2.1 Practice effective communication techniques through role playing.

4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).

4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

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

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

## **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

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

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

- 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.
- 1-H-3.5 Summarize healthy and appropriate ways to express feelings.
- 1-H-3.6 Summarize healthy ways to express affection, love, and friendship.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

- 4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).
- 4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

- 4-H-3.4 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior.

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

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

- 5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.
- 5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

- 5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

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

**Benchmark 8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.**

- 8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.

## **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

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**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

- 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.
- 1-H-3.5 Summarize healthy and appropriate ways to express feelings.
- 1-H-3.6 Summarize healthy ways to express affection, love, and friendship.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

- 4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).
- 4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

- 4-H-3.4 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior.

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

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

- 5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.
- 5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

- 5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

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

**Benchmark 8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.**

- 8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.

## **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

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

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

- 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.
- 1-H-3.5 Summarize healthy and appropriate ways to express feelings.
- 1-H-3.6 Summarize healthy ways to express affection, love, and friendship.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

- 4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).
- 4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

- 4-H-3.4 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior.

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- 5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.
- 5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

- 5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

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

**Benchmark 8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.**

- 8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.

## **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

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

**Benchmark 1-H-1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.**

1-H-1.1 Explain the impact of personal health behavior on the function of body systems.

1-H-1.6 Describe the importance of maintaining healthy dating relationships to one's long-term physical and emotional health.

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

1-H-3.5 Summarize healthy and appropriate ways to express feelings.

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

**Benchmark 4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.**

4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

**Benchmark 7-H-5: Examine strategies to manage stress.**

7-H-5.1 Identify ways and outlets to deal with stress.

7-H-5.2 Develop a plan of action for avoiding or managing the impact of stress.

## **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

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

**Benchmark 1-H-1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.**

1-H-1.1 Explain the impact of personal health behavior on the function of body systems.

1-H-1.6 Describe the importance of maintaining healthy dating relationships to one's long-term physical and emotional health.

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

1-H-3.2 Define victimization in dating relationships (the effects of abuse on a victim).

1-H-3.5 Summarize healthy and appropriate ways to express feelings.

1-H-3.6 Summarize healthy ways to express affection, love, and friendship.

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

**Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.**

2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.

2-H-1.5 Describe the influences of family, peers, and community on personal health.

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

**Benchmark 4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.**

4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

4-H-2.1 Practice effective communication techniques through role playing.

4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).

4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

4-H-2.5 Describe methods to help someone who is in an abusive relationship.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

4-H-3.1 Identify effective strategies for avoiding violence.

4-H-3.2 Demonstrate effective negotiation skills that can be used to avoid dangerous situations.

4-H-3.4 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior.

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

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

5-H-2.5 Model how to use decision-making skills to avoid violent situations.

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

**Benchmark 8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.**



8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.

## **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

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**Benchmark 1-H-1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.**

1-H-1.1 Explain the impact of personal health behavior on the function of body systems.

1-H-1.6 Describe the importance of maintaining healthy dating relationships to one's long-term physical and emotional health.

**Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.**

1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.

1-H-3.2 Define victimization in dating relationships (the effects of abuse on a victim).

1-H-3.5 Summarize healthy and appropriate ways to express feelings.

1-H-3.6 Summarize healthy ways to express affection, love, and friendship.

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

**Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.**

2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.

2-H-1.5 Describe the influences of family, peers, and community on personal health.

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

**Benchmark 4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.**

4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.

4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.

**Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.**

4-H-2.1 Practice effective communication techniques through role playing.

4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).

4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.

4-H-2.5 Describe methods to help someone who is in an abusive relationship.

**Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.**

4-H-3.1 Identify effective strategies for avoiding violence.

4-H-3.2 Demonstrate effective negotiation skills that can be used to avoid dangerous situations.

4-H-3.4 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior.

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

**Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.**

5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.

5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.

**Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.**

5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.

5-H-2.5 Model how to use decision-making skills to avoid violent situations.

**Benchmark 5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.**

5-H-3.1 Identify effective strategies for decision-making.

5-H-3.2 Apply critical decision-making process to a personal health issue or problem.

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

**Benchmark 6-H-1: Assess personal health practices and overall health status.**

6-H-1.2 Identify goals for attaining lifelong personal health.

**Benchmark 6-H-2: Develop a plan to address strengths and needs to attain one or more personal health goals.**

6-H-2.1 Identify short- and long-term goals that are measurable.

6-H-2.2 Describe desirable activities that are related to goal achievement.

6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.

**Benchmark 7-H-5: Examine strategies to manage stress.**

7-H-5.1 Identify ways and outlets to deal with stress.

7-H-5.2 Develop a plan of action for avoiding or managing the impact of stress.

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

**Benchmark 8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.**

8-H-1.2 Develop a checklist to differentiate between helpful and harmful strategies for coping with someone who is angry.

8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.

