

Too Good for Violence - Social Perspectives

Grade 6 Revised Edition

Correlated with Missouri Department of Elementary and Secondary Education
Health Education Grade Level Expectations

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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

A. Influence of Family and Peers

- Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

C. Goal Setting and Asset Development

- Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities

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

Health Maintenance and Enhancement

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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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

C. Communication Skills

- Describe how to constructively manage feelings caused by disappointment, stress, separation or loss
- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

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

Functions and Interrelationships of Systems

2. Social, Emotional and Mental Health

C. Communication Skills

- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

4. Life Management Skills

A. Decision Making and Problem Solving

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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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

A. Influence of Family and Peers

- Differentiate between negative and positive peer pressure and discuss reversal techniques
- Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence

C. Communication Skills

- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

C. Goal Setting and Asset Development

- Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities

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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

A. Influence of Family and Peers

- Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence

C. Communication Skills

- Describe how to constructively manage feelings caused by disappointment, stress, separation or loss

- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

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B. Preventative Care

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4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

C. Goal Setting and Asset Development

- Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities

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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2. Social, Emotional, and Mental Health

A. Influence of Family and Peers

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C. Communication Skills

- Describe how to constructively manage feelings caused by disappointment, stress, separation or loss
- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

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B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

B. Refusal/Assertive Skills and Conflict Resolution

- Apply and assess conflict/mediation strategies to a variety of conflict situations

Lesson 8: *Keep Your Cool* – Anger Management

Objectives

Following this lesson, the student will be able to:

- Differentiate 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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

C. Communication Skills

- Describe how to constructively manage feelings caused by disappointment, stress, separation or loss
- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

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4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

B. Refusal/Assertive Skills and Conflict Resolution

- Apply and assess conflict/mediation strategies to a variety of conflict situations

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
- Differentiate 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

Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

C. Communication Skills

- Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others

Health Maintenance and Enhancement

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter
- B. Refusal/Assertive Skills and Conflict Resolution
- Apply and assess conflict/mediation strategies to a variety of conflict situations
- E. Harassment/Bullying and Violence Prevention
- Formulate a personal and school-wide plan(s) to address and reduce bullying

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

Health Maintenance and Enhancement

1. Personal and Family Health

B. Preventative Care

- Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)

3. Consumer Health and Safety

A. Media Influence on Health Habits and Decisions

- Recognize that fads, quackery, and advertising can influence health behaviors and practices

4. Life Management Skills

A. Decision Making and Problem Solving

- Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter

B. Refusal/Assertive Skills and Conflict Resolution

- Apply and assess conflict/mediation strategies to a variety of conflict situations