

Too Good for Violence – Social Perspectives

Grade 7 Revised Edition

Correlated with Mississippi Comprehensive Health Framework

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

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

d. Describe the effects of puberty on social and emotional behavior.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

(S, D, PH, N, M, DA)

a. Demonstrate practices of making safe choices.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

- a. Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.
- b. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
- d. Develop a plan that addresses personal strengths, values, needs, and health risks.

7. Demonstrate the ability to advocate for personal, family, and community health.

(C, CH, F, S, D)

b. Demonstrate the ability to work cooperatively.

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

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

d. Describe the effects of puberty on social and emotional behavior.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

(S, D, PH, N, M, DA)

a. Demonstrate practices of making safe choices.

4. Analyze the influence of culture, media, technology, and other factors on health.

(C, CH, PH)

d. Examine how information from peers influences health.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

a. Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.

b. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.

c. Demonstrate the ability to apply decision-making models to health issues and problems.

d. Develop a plan that addresses personal strengths, values, needs, and health risks.

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

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

a. Identify behaviors for effectively handling negative peer pressure and stress.

d. Describe the effects of puberty on social and emotional behavior.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

d. Develop a plan that addresses personal strengths, values, needs, and health risks.

7. Demonstrate the ability to advocate for personal, family, and community health.

(C, CH, F, S, D)

b. Demonstrate the ability to work cooperatively.

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

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

- a. Identify behaviors for effectively handling negative peer pressure and stress.
- d. Describe the effects of puberty on social and emotional behavior.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.

(F, H, M)

- b. Demonstrate various forms of effective communication.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

- d. Develop a plan that addresses personal strengths, values, needs, and health risks.

7. Demonstrate the ability to advocate for personal, family, and community health.

(C, CH, F, S, D)

- b. Demonstrate the ability to work cooperatively.

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

1. Comprehend concepts related to health promotion and disease prevention.

(M, PH, D, H, DA, C)

- a. Identify behaviors for effectively handling negative peer pressure and stress.
- d. Describe the effects of puberty on social and emotional behavior.

4. Analyze the influence of culture, media, technology, and other factors on health.

(C, CH, PH)

- d. Examine how information from peers influences health.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.

(F, H, M)

- b. Demonstrate various forms of effective communication.
- c. Demonstrate refusal and negotiation skills to enhance health.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

d. Develop a plan that addresses personal strengths, values, needs, and health risks.

7. Demonstrate the ability to advocate for personal, family, and community health.
(C, CH, F, S, D)

b. Demonstrate the ability to work cooperatively.

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

1. Comprehend concepts related to health promotion and disease prevention.
(M, PH, D, H, DA, C)

b. Analyze how body hygiene, posture, and self-image affect overall health.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, D, F, M, H, S, DA)

d. Develop a plan that addresses personal strengths, values, needs, and health risks.

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 ways

1. Comprehend concepts related to health promotion and disease prevention.
(M, PH, D, H, DA, C)

a. Identify behaviors for effectively handling negative peer pressure and stress.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
(S, D, PH, N, M, DA)

a. Demonstrate practices of making safe choices.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.

(F, H, M)

- b. Demonstrate various forms of effective communication.
- c. Demonstrate refusal and negotiation skills to enhance health.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, D, F, M, H, S, DA)

- c. Demonstrate the ability to apply decision-making models to health issues and problems.

7. Demonstrate the ability to advocate for personal, family, and community health.
(C, CH, F, S, D)

- b. Demonstrate the ability to work cooperatively.

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

1. Comprehend concepts related to health promotion and disease prevention.
(M, PH, D, H, DA, C)

- d. Describe the effects of puberty on social and emotional behavior.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.
(F, H, M)

- b. Demonstrate various forms of effective communication.
- c. Demonstrate refusal and negotiation skills to enhance health.

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

1. Comprehend concepts related to health promotion and disease prevention.
(M, PH, D, H, DA, C)
 - a. Identify behaviors for effectively handling negative peer pressure and stress.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
(S, D, PH, N, M, DA)
 - a. Demonstrate practices of making safe choices.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
(F, H, M)
 - b. Demonstrate various forms of effective communication.
 - c. Demonstrate refusal and negotiation skills to enhance health.
6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
(N, PH, D, F, M, H, S, DA)
 - c. Demonstrate the ability to apply decision-making models to health issues and problems.
7. Demonstrate the ability to advocate for personal, family, and community health.
(C, CH, F, S, D)
 - b. Demonstrate the ability to work cooperatively.

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

1. Comprehend concepts related to health promotion and disease prevention.
(M, PH, D, H, DA, C)
 - a. Identify behaviors for effectively handling negative peer pressure and stress.
 - d. Describe the effects of puberty on social and emotional behavior.
2. Demonstrate the ability to obtain valid health information. (CH, PH, C)
 - a. Critique sources of information regarding health products and services to determine if they are reliable/unreliable.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
(S, D, PH, N, M, DA)
 - a. Demonstrate practices of making safe choices.

4. Analyze the influence of culture, media, technology, and other factors on health.

(C, CH, PH)

d. Examine how information from peers influences health.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.

(F, H, M)

b. Demonstrate various forms of effective communication.

c. Demonstrate refusal and negotiation skills to enhance health.

6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

(N, PH, D, F, M, H, S, DA)

a. Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.

b. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.

c. Demonstrate the ability to apply decision-making models to health issues and problems.

d. Develop a plan that addresses personal strengths, values, needs, and health risks.

7. Demonstrate the ability to advocate for personal, family, and community health.

(C, CH, F, S, D)

b. Demonstrate the ability to work cooperatively.