

Too Good for Violence – Social Perspectives

Grade 6 Revised Edition

Correlated with North Dakota Health Content and Achievement 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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

6.5.1 Develop goals to sustain or improve personal health practices

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)

6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

6.7.1 Identify strategies (e.g., compromise, active listening, knowledge of facts and myths, assertiveness) to influence and support others in making positive health choices

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

6.2.2 Explain characteristics and conditions associated with positive self-esteem (e.g., confidence, self-worth)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)

6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

6.4.3 Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)

6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

6.4.3 Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others

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

Standard 1: Students understand the fundamental concepts of growth and development.

6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle

6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

6.4.3 Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities