

Too Good for Violence – Social Perspectives

Grade 7 Revised Edition

Correlated with North Dakota Health Content and Achievement Standards

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

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

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

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

7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)

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

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

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

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

7-8.5.2 Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)

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

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

7-8.1.2 Describe the interrelationship 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.

7-8.2.1 Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity)

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

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

7-8.1.2 Describe the interrelationship 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.

7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)

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

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

7-8.1.2 Describe the interrelationship 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.

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

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

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

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

7-8.4.2 Apply strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

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

7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)

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

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

7-8.1.2 Describe the interrelationship 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.

7-8.2.2 Describe ways (e.g., personal achievement, community involvement, physical activity) to improve self-esteem

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

7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities

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

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

7-8.1.2 Describe the interrelationship 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.

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

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

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

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

7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and strategies to prevent conflict in such situations

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

7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities

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

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

7-8.1.2 Describe the interrelationship 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.

7-8.2.1 Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity)

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

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

7-8.1.2 Describe the interrelationship 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.

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

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

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

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

7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and strategies to prevent conflict in such situations

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

7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities

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

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

7-8.1.2 Describe the interrelationship 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.

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

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7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities