

Too Good for Violence – Social Perspectives

Grade 6

Correlated with North Dakota Health Education Content Standards 2018

Lesson 6.1 *My Road Ahead* – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define “Goal”
- Identify and apply the goal-naming criteria
- Identify and apply steps to setting and reaching a personal goal
- Name someone to support him or her in working toward a goal

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

6.6.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6.6.3 Identify strategies and skills needed to attain a personal health goal.

Lesson 6.2 *Who’s in the Driver’s Seat?* – Making Responsible Decisions

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 benefits of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.6.2 Determine when health-related situations require the application of a decision-making process.

5.6.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.

5.6.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

5.6.7 Analyze the outcomes of a health-related decision.

Lesson 6.3 *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 intensifying emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the role of emotion management in preventing intensifying emotions from leading to inappropriate actions

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.

1.6.2 Identify examples of mental, emotional, physical, and social health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 6.4 *Express Yourself* - Effective Communication

Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Distinguish among assertive, aggressive, and passive communication styles

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1.6.2 Identify examples of mental, emotional, physical, and social health.

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4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 6.5 *Peer Review* – Bonding & 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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.6.2 Identify examples of mental, emotional, physical, and social health.

1.6.11 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.6.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.2 Demonstrate refusal skills to avoid or reduce health risks.

Lesson 6.6 *Confidence in Progress* – Respect for Self and Others

Objectives

Following this lesson, the students 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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.6.2 Identify examples of mental, emotional, physical, and social health.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.6.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.

Lesson 6.7 *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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.6.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.4 Demonstrate effective conflict management or resolution strategies.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.

Lesson 6.8 *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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.6.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.4 Demonstrate effective conflict management or resolution strategies.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

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Lesson 6.9 *What to Say* – Identifying & Managing Bullying Situations

Objectives

Following this lesson, the students 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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.6.3 Identify how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.3 Demonstrate negotiation skills to avoid or reduce health risks.

4.6.4 Demonstrate effective conflict management or resolution strategies.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

8.6.2 Demonstrate how to influence and support others to make positive health choices.

Lesson 6.10 *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

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1.6.2 Identify examples of mental, emotional, physical, and social health.

1.6.11 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.6.3 Identify how peers influence health behaviors.

2.6.5 Explain how messages from media and technology influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.6.3 Demonstrate negotiation skills to avoid or reduce health risks.

4.6.4 Demonstrate effective conflict management or resolution strategies.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

5.6.2 Determine when health-related situations require the application of a decision-making process.

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6.6.2 Develop a goal to adopt, maintain, or improve a personal health practice.

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7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

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