

# Too Good for Violence – Social Perspectives

## Grade 7

Correlated with North Dakota Health Education Content Standards 2018

### Lesson 7.1 *Set to Win* – Setting Reachable Goals

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working toward a goal

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

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

6.8.3 Apply strategies and skills needed to attain a personal health goal.

6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

### Lesson 7.2 *The Decision is Yours* – Making Responsible Decisions

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply four steps in the decision-making model
- Define consequences and differentiate positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

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

5.8.1 Identify circumstances that can help or hinder healthy decision making.

5.8.2 Apply the decision-making process in health-related situations.

5.8.3 Distinguish when individual or collaborative decision making is appropriate.

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

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

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

5.8.7 Analyze the outcomes of a health-related decision.

### Lesson 7.3 *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
- Identify and manage the emotions of others

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

1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

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

2.8.3 Describe how peers influence health behaviors.

2.8.5 Analyze 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.**

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

## **Lesson 7.4 *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 nonverbal
- Recognize how tone of voice, facial expressions, and body language affect meaning
- Demonstrate assertive speaking and active listening techniques

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

1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

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

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

## **Lesson 7.5 *The Right Connection* – Bonding & 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: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

1.8.13 Analyze 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.**

2.8.3 Describe how peers influence health behaviors.

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

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

4.8.2 Demonstrate refusal skills to avoid or reduce health risks.

## **Lesson 7.6 *Celebrating Differences* – Respect for Self & Others**

### **Objectives**

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

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1.8.13 Analyze 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.**

2.8.3 Describe how peers influence health behaviors.

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

4.8.1 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.

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

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

## **Lesson 7.7 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

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1.8.13 Analyze 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.**

2.8.3 Describe how peers influence health behaviors.

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

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

4.8.3 Demonstrate negotiation skills to avoid or reduce health risks.

4.8.4 Demonstrate collaboration skills to avoid or reduce health risks.

4.8.5 Demonstrate effective conflict management or resolution strategies.

## **Lesson 7.8 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: Understand concepts related to human growth and development, health promotion, disease prevention.**

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

2.8.3 Describe how peers influence health behaviors.

2.8.5 Analyze 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.**

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

## **Lesson 7.9 *Home Base* – Identifying and 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 motivations for bullying behavior
- Demonstrate healthy alternatives to bullying behavior

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**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.**

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

## **Lesson 7.10 *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

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4.8.3 Demonstrate negotiation skills to avoid or reduce health risks.

4.8.4 Demonstrate collaboration skills to avoid or reduce health risks.

4.8.5 Demonstrate effective conflict management or resolution strategies.

4.8.6 Demonstrate how to ask for assistance to enhance the health of self and others.

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5.8.1 Identify circumstances that can help or hinder healthy decision making.

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