

# Too Good for Violence – Social Perspectives

## High School Revised Edition

*Correlated with North Dakota Health Content and Achievement Standards*

### Lesson One: *Graduation Day* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable goal
- Apply knowledge of aptitudes and interests to goal setting
- Recognize and manage obstacles that can interfere with reaching a goal

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

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

9-12.5.1 Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure).

9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.

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

9-12.7.2 Develop strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects).

9-12.7.3 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects).

### Lesson Two: *Who's in Charge Here?* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Demonstrate the ability to apply the steps in the Decision-Making Model
- Predict the consequences of decisions on self and others
- Recognize personal responsibility for the outcomes of decisions
- Use decision-making and problem-solving skills to reach a desirable outcome
- Examine the effects of influence on decision-making

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

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

9-12.5.3 Apply the decision making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle.

9-12.5.5 Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. nonsmoking, wearing a seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations.

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

9-12.7.3 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects).

## **Lesson Three: *Feelings 101* – Identifying and Managing Emotions**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate strategies to identify and manage emotions
- Discern the emotions of others
- Demonstrate the ability to perspective take in a variety of situations
- Demonstrate ways to communicate care, consideration, and respect for self and others
- Analyze how emotions and self-awareness influence decision making
- Relate managing emotions to success in life

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9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

## **Lesson Four: *Say What You Mean. Mean What You Say* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate active listening techniques to build and maintain healthy relationships
- Recognize the role of verbal and nonverbal communication in conveying meaning and understanding
- Differentiate assertive, passive, and aggressive communication styles
- Demonstrate assertive communication techniques
- Use effective communication skills in asking for help and advocating needs
- Apply effective communication skills to collaborative efforts

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).

## **Lesson Five: *The Ties that Bind* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy relationships
- Develop social-awareness and interpersonal skills to maintain positive relationships
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group
- Manage one's emotions in relationships to positively influence and inspire others

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).

9-12.4.2 Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks

9-12.4.3 Explain why a particular strategy (e.g., roleplay/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts).

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

9-12.5.3 Apply the decision making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle.

## Lesson Six: *Many Rivers to Cross* – Respect for Self and Others

### Objectives

Following this lesson, the student will be able to:

- Define respect
- Appreciate differences in preference, point of view, opinion, value, and experience of others
- Identify the effect of self-respect on decisions and relationships
- Identify specific examples of demonstrating respect to others
- Differentiate commanding and demanding respect
- Determine how to promote respect in different situations

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9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).

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## Lesson Seven: *The Resolution Solution* – Conflict Resolution

### Objectives

Following this lesson, the student will be able to:

- Differentiate between conflict and violence
- Determine behaviors that escalate a conflict
- Identify healthy approaches to conflict resolution
- Demonstrate effective conflict resolution skills

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

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## **Lesson Eight: *Maximizing Life, Minimizing Stress* – Stress Management**

### **Objectives**

Following this lesson, the student will be able to:

- Identify common stressors including change, difficult situations, internal conflict, and external conflict
- Identify physical, emotional, and health-related signs and symptoms of stress
- Discuss the role of self-control and personal responsibility in managing the emotions related to stress
- Evaluate and apply effective strategies for coping with stress

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

9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs).

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

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9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).

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9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal.

9-12.5.5 Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. nonsmoking, wearing a seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations.

## Lesson Nine: #Compatibility – Healthy Teen Dating

### Objectives

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy dating relationships
- Define teen dating abuse
- Demonstrate ways to bond with pro-social partners to build and maintain healthy dating relationships
- Demonstrate ways to avoid unhealthy dating relationships
- Establish standards and characteristics of healthy personal relationships
- Evaluate and manage the potential risks when unhealthy characteristics are present in a dating relationship

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9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

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### **Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.**

9-12.6.1 Describe situations (e.g., diabetes, chronic depression, prenatal and postnatal care, alcohol or drug related problems, child abuse) that require professional health services in the areas of prevention, treatment, and rehabilitation.

9-12.6.2 Describe resources (e.g., reputable internet sites such as Centers for Disease Control, Surgeon General, and National Institute of Health, Chamber of Commerce, or public health organizations) to access valid and reliable health information, products, and services both in and outside of the community.

## **Lesson Ten: *Finding Perspective* – Social Media Awareness/Course Review**

### **Objectives**

Following this lesson, the student will be able to:

- Analyze online content to detect embellishment or other enhanced portrayals
- Identify the benefits and stressors associated with online activity
- Identify the influence of peer acceptance via social media on decision making
- Apply the decision-making model to mitigate the influence of social media activity
- Demonstrate knowledge and understanding of social-emotional skills learned in lessons 1-10

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

9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)

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

9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health).

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