

# Too Good for Violence – Social Perspectives High School Revised Edition

*Correlated with the National Health Education 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 will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

**Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.**

6.12.1 Assess personal health practices and overall health status.

6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

6.12.4 Formulate an effective long-term personal health plan.

**Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.12.1 Analyze the role of individual responsibility for enhancing health.

## **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

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2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.5 Evaluate the effect of media on personal and family health.

- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

**Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.12.1 Examine barriers that can hinder healthy decision making.  
5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.  
5.12.3 Justify when individual or collaborative decision making is appropriate.  
5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.  
5.12.6 Defend the healthy choice when making decisions.  
5.12.7 Evaluate the effectiveness of health-related decisions.

**Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.12.1 Assess personal health practices and overall health status.

**Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.12.1 Analyze the role of individual responsibility for enhancing health.

**Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.**

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

## **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

**Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.12.1 Predict how healthy behaviors can affect health status.  
1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

**Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

**Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.**

6.12.1 Assess personal health practices and overall health status.

**Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.12.1 Analyze the role of individual responsibility for enhancing health.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

**Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.**

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

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

## **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

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1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

**Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

**Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.12.1 Examine barriers that can hinder healthy decision making.

**Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.12.1 Assess personal health practices and overall health status.

**Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

## **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

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- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

**Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
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**Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.

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- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

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

- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

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

## **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

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- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
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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

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- 1.12.1 Predict how healthy behaviors can affect health status.
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- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

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

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
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## **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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## **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

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- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
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**Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.