

Too Good for Violence – Social Perspectives

Grade 6

Correlated with New Mexico Health Education Standards

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

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:

1. evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.)
2. evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 5: analyze how environments and personal health are interrelated:

1. explain how school, religion, culture, community, society and media, along with other outside influences (such as federal, state or local laws, policies, etc.), impact personal health decisions

5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:

2. identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
2. describe the consequences of personal health choices and their effects; and
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

5-8 Benchmark 2: analyze a personal health assessment to determine health strengths and risks:

1. determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.)

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:

1. demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:

2. describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:

1. draw conclusions as to why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to remain abstinent from sexual activity will lead to not having an unwanted pregnancy or sexually transmitted infection, the decision not to smoke a cigarette will help prevent lung cancer, etc.)
2. summarize how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities (i.e., the decision to do physical activity as a family will lead to better physical and social health, etc.)

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them
2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.)
2. describe and demonstrate how to express feelings in a positive way; and 3. describe and demonstrate how to respond appropriately to other people’s needs, wants and feelings.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:

2. describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

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

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them
2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. identify and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

1. describe and demonstrate communication skills as a tool to enhance relationships
2. describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use physical activity; personal safety; mental, social and emotional well-being.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)
2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

5-8 Benchmark 4: demonstrate strategies to improve or maintain personal and family health:

1. describe how families, peers and culture influence personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

1. describe and demonstrate communication skills as a tool to enhance relationships

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

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)
2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

3. describe and demonstrate how to respond appropriately to other people's needs, wants and feelings.

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. identify and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

1. describe and demonstrate communication skills as a tool to enhance relationships

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)
2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.)
3. describe and demonstrate how to respond appropriately to other people's needs, wants and feelings.

5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:

1. identify and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 6: demonstrate refusal and negotiation skills to enhance health:

1. demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. discuss aggressive, passive and assertive ways to respond to conflict
3. demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:

1. discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 8: demonstrate strategies to manage conflict in positive ways

1. demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:

1. demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them
2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.)
2. describe and demonstrate how to express feelings in a positive way; and 3. describe and demonstrate how to respond appropriately to other people’s needs, wants and feelings.

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:

2. identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

5-8 Benchmark 6: describe situations requiring professional health services:

1. identify and recognize risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STI/HIV, etc.)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

5-8 Benchmark 2: analyze a personal health assessment to determine health strengths and risks:

1. determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.)

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)
2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

2. describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.

5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:

1. discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 8: demonstrate strategies to manage conflict in positive ways

1. demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

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

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.)

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 4: describe how family and peers influence the health of adolescents:

1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:

2. identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.

5-8 Benchmark 6: describe situations requiring professional health services:

1. identify and recognize risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STI/HIV, etc.)

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being
3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety

5-8 Benchmark 2: analyze a personal health assessment to determine health strengths and risks:

1. determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.)

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.)
2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.

5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:

1. identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:

2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:

2. describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.

5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:

1. discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 8: demonstrate strategies to manage conflict in positive ways

1. demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:

1. demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:

2. describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:

1. draw conclusions as to why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to remain abstinent from sexual activity will lead to not having an unwanted pregnancy or sexually transmitted infection, the decision not to smoke a cigarette will help prevent lung cancer, etc.)
2. summarize how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities (i.e., the decision to do physical activity as a family will lead to better physical and social health, etc.)

5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:

1. explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and