

# Too Good for Violence – Social Perspectives

## Grade 6 Revised Edition

Correlated with South Dakota Health Education Standards

### Lesson 1: *My Road Ahead* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

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

#### **HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

#### **HEALTH EDUCATION STANDARD 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.**

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.

#### **HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

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

### Lesson 2: *Who's in the Driver's Seat?* – Decision Making

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

#### **HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

**HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**HEALTH EDUCATION STANDARD 5 – Students will demonstrate the ability to use decision-making skills to enhance health.**

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

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

5.8.7. Analyze the outcomes of a health related decision.

## **Lesson 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 intense emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the importance of managing emotions to prevent them from intensifying and leading to inappropriate actions

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

## **Lesson 4: *Express Yourself* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

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

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

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

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

## Lesson 5: *Peer Review* – Bonding and 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

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

**HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

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

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

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

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

**HEALTH EDUCATION STANDARD 8 - Students will demonstrate the ability to advocate for personal, family and community health.**

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

## Lesson 6: *Confidence in Progress* – Respect for Self & Others

### Objectives

Following this lesson, the student 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

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

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

**HEALTH EDUCATION STANDARD 8 - Students will demonstrate the ability to advocate for personal, family and community health.**

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

## **Lesson 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

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

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

**HEALTH EDUCATION STANDARD 8 - Students will demonstrate the ability to advocate for personal, family and community health.**

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

## **Lesson 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

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

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

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

## **Lesson 9: *What to Say* – Identifying & Managing Bullying Situations**

### **Objectives**

Following this lesson, the student 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

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

**HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

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

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

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

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

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

**HEALTH EDUCATION STANDARD 8 - Students will demonstrate the ability to advocate for personal, family and community health.**

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

## **Lesson 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

**HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

**HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

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

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

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

**HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

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

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