

Grade High School Too Good for Violence – Social Perspectives

Correlated with South Dakota Health Education Standards

Lesson HS.1 *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 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

As a result of health instruction in Grades 9-12, students will:

- 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.

Lesson HS.2 *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 5: Students will demonstrate the ability to use decision-making skills to enhance health.

As a result of health instruction in Grades 9-12, students will:

- 5.12.1 Examine circumstances that can help or 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.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 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.

Lesson HS.3 *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.

As a result of health instruction in Grades 9-12, students will:

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

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

As a result of health instruction in Grades 9-12, students will:

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

Lesson HS.5 *The Ties That Bind* – Bonding & 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

As a result of health instruction in Grades 9-12, students will:

1.12.1 Predict how healthy behaviors can affect health status.

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

1.12.3 Analyze how social and physical environments affect personal health.

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

As a result of health instruction in Grades 9-12, students will:

2.12.3 Demonstrate how peers influence healthy and unhealthy behaviors.

2.12.7 Describe 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.

Lesson HS.6 *Many Rivers to Cross* – Respect for Self and Others

Objectives

Following this lesson, the students 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

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

As a result of health instruction in Grades 9-12, students will:

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

1.12.3 Analyze how social and physical environments affect personal health.

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

As a result of health instruction in Grades 9-12, students will:

2.12.3 Demonstrate how peers influence healthy and unhealthy behaviors.

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

As a result of health instruction in Grades 9-12, students will:

4.12.1 Utilize 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.

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

As a result of health instruction in Grades 9-12, students will:

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.

Lesson HS.7 *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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

As a result of health instruction in Grades 9-12, students will:

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

1.12.3 Analyze how social and physical environments affect personal health.

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

As a result of health instruction in Grades 9-12, students will:

2.12.3 Demonstrate how peers influence healthy and unhealthy behaviors.

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

As a result of health instruction in Grades 9-12, students will:

4.12.1 Utilize 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 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

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

As a result of health instruction in Grades 9-12, students will:

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.

Lesson HS.8 *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 will comprehend concepts related to health promotion and disease prevention to enhance health.

As a result of health instruction in Grades 9-12, students will:

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.12.3 Analyze how social and physical environments affect personal health.

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

As a result of health instruction in Grades 9-12, students will:

- 2.12.9 Articulate 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.

As a result of health instruction in Grades 9-12, students will:

- 4.12.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

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

As a result of health instruction in Grades 9-12, students will:

- 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.

Lesson HS.9 *#Compatibility* – Healthy Dating Relationships

Objectives

Following this lesson, the students 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

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

As a result of health instruction in Grades 9-12, students will:

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.12.3 Analyze how social and physical environments affect personal health.

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

As a result of health instruction in Grades 9-12, students will:

2.12.3 Demonstrate how peers influence healthy and unhealthy behaviors.

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

As a result of health instruction in Grades 9-12, students will:

4.12.1 Utilize 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 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

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

As a result of health instruction in Grades 9-12, students will:

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.

Lesson HS.10 Finding Perspective – Social Media Awareness

Objectives

Following this lesson, the student will be able to:

- Discuss the effects of one's actions on social media on relationships and emotional well-being
- Discuss the relationship between past online activity and obstacles to reaching goals
- Identify the effects of one's online interactions on others
- Demonstrate knowledge and understanding of the social-emotional skills learned in lessons 1-10

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

As a result of health instruction in Grades 9-12, students will:

1.12.1 Predict how healthy behaviors can affect health status.

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

1.12.3 Analyze how social and physical environments affect personal health.

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

As a result of health instruction in Grades 9-12, students will:

2.12.3 Demonstrate how peers influence healthy and unhealthy behaviors.

2.12.7 Describe 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 Articulate 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.

As a result of health instruction in Grades 9-12, students will:

4.12.1 Utilize 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 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

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

As a result of health instruction in Grades 9-12, students will:

5.12.1 Examine circumstances that can help or 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.

5.12.4 Generate alternatives to health-related issues or problems.

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.

As a result of health instruction in Grades 9-12, students will:

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.

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

As a result of health instruction in Pre-K - Grade 2, students will:

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

7.12.2 Model a variety of behaviors that avoid or reduce health risks to self and others.

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

As a result of health instruction in Grades 9-12, students will:

8.12.1 Advocate the role of individual responsibility in enhancing health.

8.12.2 Persuade and support others to make positive health choices.