

# Too Good for Violence – Social Perspectives

## High School Revised Edition

*Correlated with Virginia Department of Education Health Standards of Learning*

### **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

#### **Essential Health Concepts**

**9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.**

g) Describe the importance of health habits that promote personal wellness.

#### **Advocacy and Health Promotion**

**9.3 The student will demonstrate skills to advocate for personal and community health.**

i) Create strategies to manage deadlines.

### **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

#### **Essential Health Concepts**

**9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.**

g) Describe the importance of health habits that promote personal wellness.

#### **Healthy Decisions**

**9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.**

h) Apply a decision-making process for selecting health and wellness products.

#### **Advocacy and Health Promotion**

**9.3 The student will demonstrate skills to advocate for personal and community health.**

i) Create strategies to manage deadlines.

## 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

### Essential Health Concepts

#### 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

- g) Describe the importance of health habits that promote personal wellness.
- n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.

### Healthy Decisions

#### 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.

### Advocacy and Health Promotion

#### 9.3 The student will demonstrate skills to advocate for personal and community health.

- c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.
- k) Identify school and community mental health resources.

## 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

### Essential Health Concepts

#### 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

- g) Describe the importance of health habits that promote personal wellness.

### Advocacy and Health Promotion

### **9.3 The student will demonstrate skills to advocate for personal and community health.**

- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

## **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

### **Essential Health Concepts**

#### **9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.**

- g) Describe the importance of health habits that promote personal wellness.  
q) Identify causes of conflict with friends and family.

### **Healthy Decisions**

#### **9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.**

- h) Apply a decision-making process for selecting health and wellness products.

### **Advocacy and Health Promotion**

#### **9.3 The student will demonstrate skills to advocate for personal and community health.**

- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

## **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

### **Essential Health Concepts**

#### **9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.**

- g) Describe the importance of health habits that promote personal wellness.  
p) Evaluate how social environments affect health and well-being.  
q) Identify causes of conflict with friends and family.

## Healthy Decisions

**9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.**

- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.
- s) Demonstrate peaceful resolution of conflicts.

## Advocacy and Health Promotion

**9.3 The student will demonstrate skills to advocate for personal and community health.**

- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

# 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

## Essential Health Concepts

**9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.**

- g) Describe the importance of health habits that promote personal wellness.
- l) Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.
- n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.
- p) Evaluate how social environments affect health and well-being.
- q) Identify causes of conflict with friends and family.

## Healthy Decisions

**9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.**

- j) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.
- n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.
- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.
- s) Demonstrate peaceful resolution of conflicts.

## Advocacy and Health Promotion

**9.3 The student will demonstrate skills to advocate for personal and community health.**

- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

## **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

### **Essential Health Concepts**

#### **9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.**

- g) Describe the importance of health habits that promote personal wellness.
- n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.
- p) Evaluate how social environments affect health and well-being.
- q) Identify causes of conflict with friends and family.

### **Healthy Decisions**

#### **9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.**

- q) Develop a personal system for coping with distress and stress.
- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.

### **Advocacy and Health Promotion**

#### **9.3 The student will demonstrate skills to advocate for personal and community health.**

- k) Identify school and community mental health resources.
- l) Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.
- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of 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

### **Essential Health Concepts**

#### **9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.**

- g) Describe the importance of health habits that promote personal wellness.

- l) Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.
- p) Evaluate how social environments affect health and well-being.
- q) Identify causes of conflict with friends and family.

### **Healthy Decisions**

#### **9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.**

- n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.
- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.
- s) Demonstrate peaceful resolution of conflicts.

### **Advocacy and Health Promotion**

#### **9.3 The student will demonstrate skills to advocate for personal and community health.**

- c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.
- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

## **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

### **Essential Health Concepts**

#### **9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.**

- g) Describe the importance of health habits that promote personal wellness.
- l) Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.
- m) Describe the positive and negative impacts of social networking.
- n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.
- p) Evaluate how social environments affect health and well-being.
- q) Identify causes of conflict with friends and family.

### **Healthy Decisions**

#### **9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.**

- h) Apply a decision-making process for selecting health and wellness products.
- m) Explain short- and long-term consequences of inappropriate behaviors online.
- n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.
- q) Develop a personal system for coping with distress and stress.

- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.
- s) Demonstrate peaceful resolution of conflicts.

### **Advocacy and Health Promotion**

#### **9.3 The student will demonstrate skills to advocate for personal and community health.**

- c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.
- i) Create strategies to manage deadlines.
- k) Identify school and community mental health resources.
- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.