

Too Good for Violence – Social Perspectives

High School Revised Edition

Correlated with Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities

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

Personal Health and Wellness (PHW)

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer) community factors on personal health behavior.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of health issues.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals.
- b. Identify barriers and supports to achieve goals and strategies.
- c. Identify strategies to overcome barriers and enhance supports.

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

Family, Social and Sexual Health (FSSH)

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.

- a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- b. Describe how community and social norms influence health choices.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values.
- b. Analyze the immediate and long-term impact of health decisions on the individual, family and community.
- c. Evaluate the internal and social pressures that influence decisions.

Personal Health and Wellness (PHW)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Analyze a personal health history to determine strategies and practices for reducing risks and enhancing health.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Analyze how behavior can impact health maintenance and disease prevention, including the short and long-term consequences of safe, risky, and harmful behaviors.
- b. Analyze the impact of personal health behaviors on body systems (e.g., regular health examinations and screenings, importance of rest and sleep, sun safety, self-examinations, early treatment of diseases).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer) community factors on personal health behavior.
- b. Evaluate how community and social norms influence health choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of health issues.
- b. Provide evidence to support the validity of health information, products, and services.
- c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.
- d. Evaluate factors that influence a personal selection of health products and services.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals.
- b. Identify barriers and supports to achieve goals and strategies.
- c. Identify strategies to overcome barriers and enhance supports.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors.
- b. Analyze the immediate and long-term impact of health decisions on the individual, family, and community, including environmental issues, public health policies, and government regulations.

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

Family, Social and Sexual Health (FSSH)

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.

- a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- b. Describe how community and social norms influence health choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, “I” messages, assertive, active listening, body language).

- b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, “I” messages).
- c. Demonstrate the ability to advocate for health promoting opportunities for self and others.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values.
- b. Analyze the immediate and long-term impact of health decisions on the individual, family and community.
- c. Evaluate the internal and social pressures that influence decisions.

Mental and Emotional Health (MEH)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze internal and external factors that influence a positive self-image.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues.
- b. Evaluate factors that influence access to resources and support for mental and emotional health issues, including denial.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).
- b. Develop strategies to support others and ask for help around issues of depression and suicide.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others.
- b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

Personal Health and Wellness (PHW)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Analyze a personal health history to determine strategies and practices for reducing risks and enhancing 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

Mental and Emotional Health (MEH)

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HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze internal and external factors that influence a positive self-image.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others.
- b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

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

Family, Social and Sexual Health (FSSH)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., relationship violence, sexual pressures).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.

- a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.
- c. Differentiate between respectful and disrespectful relationships.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impacts of internal (e.g., experiences perceptions, self-respect) and external (e.g., media, peer, community) factors on family, social and sexual health and behaviors.
- b. Describe how community and social norms influence health choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, "I" messages, assertive, active listening, body language).

- b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, “I” messages).
- c. Demonstrate the ability to advocate for health promoting opportunities for self and others.

HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values.
- c. Evaluate the internal and social pressures that influence decisions.

Mental and Emotional Health (MEH)

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).

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

Mental and Emotional Health (MEH)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze internal and external factors that influence a positive self-image.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).
- b. Develop strategies to support others and ask for help around issues of depression and suicide.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others.
- b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

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

Violence and Injury Prevention (VIP)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- b. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies.
- c. Recognize and avoid situations and persons that can increase risk of assault, acquaintance or date rape.
- d. Demonstrate strategies to diffuse potentially violent situations (e.g., fighting, bullying, hazing, and harassment).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- b. Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, fighting, dating violence, acquaintance rape, sexual assault, family violence).
- d. Analyze the extent to which individuals are responsible for enhancing safety in the school, community and workplace.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze internal and external influences on behaviors that could lead to injuries or violence.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access reliable school and community resources to assist with problems.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury.
- b. Analyze personal conflict styles and demonstrating effective strategies for resolving conflicts.
- c. Demonstrate strategies for dealing with hazing, harassment, and to avoid or escape a potentially violent dating situation.
- d. Demonstrate the ability to advocate for a safe, respectful school and social environment, including how to influence others to report situations involving safety or violence.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- b. Implement a goal setting plan related to avoiding situations that could lead to injuries or violence.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Apply a decision-making process that results in reducing risks of injury or violence.
- b. Analyze positive and negative consequences of decisions related to safety and violence.
- c. Analyze safety concerns that require collaborative decision making.

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

Mental and Emotional Health (MEH)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation.

- b. Designing, implement and evaluate a plan of healthy stress management.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).
- b. Describe signs, symptoms of depression, suicide, and mental health issues (e.g., obsessive-compulsive disorder, autism).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze internal and external factors that influence a positive self-image.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).
- b. Develop strategies to support others and ask for help around issues of depression and suicide.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others.
- b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

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

Family, Social and Sexual Health (FSSH)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., relationship violence, sexual pressures).
- b. Demonstrate strategies to promote acceptance and respect for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.

- a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.
- c. Differentiate between respectful and disrespectful relationships.
- f. Describe the process of human reproduction including conception, prenatal development and birth.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze the impacts of internal (e.g., experiences perceptions, self-respect) and external (e.g., media, peer, community) factors on family, social and sexual health and behaviors.
- b. Describe how community and social norms influence health choices.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, "I" messages, assertive, active listening, body language).
- b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, "I" messages).
- c. Demonstrate the ability to advocate for health promoting opportunities for self and others.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health.

- a. Implement a goal setting plan and evaluating the progress in attaining personal health goals.
- b. Identify barriers and supports to achieving goals and strategies to overcome barriers and enhance supports.

HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values.

- b. Analyze the immediate and long-term impact of health decisions on the individual, family and community.
- c. Evaluate the internal and social pressures that influence decisions.

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

Mental and Emotional Health (MEH)

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors.

- a. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation.
- b. Designing, implement and evaluate a plan of healthy stress management.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts.

- a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

- a. Analyze internal and external factors that influence a positive self-image.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

- a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

- a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).

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Students demonstrate the ability to make decisions that lead to better health.

- a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others.
- b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.