

# Too Good for Violence – Social Perspectives

## Grade 6 Revised Edition

Correlated with Wisconsin Standards for Health Education

### 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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

##### A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

##### B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

#### **Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

Learning Priority: Apply goal-setting skills to health situations.

##### A. Identify additional steps to setting and achieving realistic health goals.

6:3:A1 Establish a baseline of personal health behaviors and health status.

6:3:A2 Identify strategies and behaviors needed to maintain or improve health status.

6:3:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

##### B. Apply goal-setting skills to various health-related situations.

6:3:B1 Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan.

6:3:B2 Develop goals to maintain or improve personal health status.

6:3:B3 Assess the effectiveness of strategies to reach personal health goals.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to 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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

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

Learning Priority: Apply a decision-making process in various health-related situations.

A. Identify situations where effective decision-making skills are implemented.

5:3:A1 Determine when individual or collaborative decision making is appropriate.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

5:3:B3 Analyze the outcome of a health-related decision.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

## **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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

## **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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

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

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

## **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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

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

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors.

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

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

B. Apply appropriate communication skills in various health-related settings.

4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks.

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

Learning Priority: Apply a decision-making process in various health-related situations.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

## **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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

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

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors.

2:3:A5 Examine how one's values and beliefs influence one's own personal health behaviors.

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

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

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

Learning Priority: Apply a decision-making process in various health-related situations.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

5:3:B3 Analyze the outcome of a health-related decision.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.



7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

## **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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

#### **A. Identify the components of health promotion and disease prevention.**

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

#### **B. Analyze the benefits of and barriers to practicing healthy behaviors.**

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

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

Learning Priority: Examine how internal and external factors influence personal health behaviors.

#### **A. Examine impact of influences.**

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors.

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

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

B. Apply appropriate communication skills in various health-related settings.

4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks.

4:3:B2 Demonstrate effective conflict resolution skills.

4:3:B3 Demonstrate ways, such as restorative justice practices, to 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.**

Learning Priority: Apply a decision-making process in various health-related situations.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

5:3:B3 Analyze the outcome of a health-related decision.

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

Learning Priority: Apply goal-setting skills to health situations.

A. Identify additional steps to setting and achieving realistic health goals.

6:3:A1 Establish a baseline of personal health behaviors and health status.

6:3:A2 Identify strategies and behaviors needed to maintain or improve health status.

6:3:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

## **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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences 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.**

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

## **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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

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

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

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

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

B. Apply appropriate communication skills in various health-related settings.

4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks.

4:3:B2 Demonstrate effective conflict resolution skills.

4:3:B3 Demonstrate ways, such as restorative justice practices, to 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.**

Learning Priority: Apply a decision-making process in various health-related situations.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

5:3:B3 Analyze the outcome of a health-related decision.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and

varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others.

## **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

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

Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1 Analyze the relationships between healthy behaviors and personal health.

1:3:B2 Examine healthy behaviors and consequences related to a health issue.

1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.

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

Learning Priority: Examine how internal and external factors influence personal health behaviors.

A. Examine impact of influences.

2:3:A1 Examine how external and internal factors can influence health behaviors.

2:3:A2 Provide examples of how factors can interact to influence health behaviors.

2:3:A4 Examine how media and technology influence one's own personal health behaviors.

**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.**

Learning Priority: Examine strategies to access valid and reliable sources of health information.

B. Analyze sources of information for validity and reliability.

3:4:B1 Evaluate the validity of sources of health information using key criteria.

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

Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1 Examine appropriate communication strategies.

4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.

B. Apply appropriate communication skills in various health-related settings.

4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks.

4:3:B2 Demonstrate effective conflict resolution skills.

4:3:B3 Demonstrate ways, such as restorative justice practices, to 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.**

Learning Priority: Apply a decision-making process in various health-related situations.

A. Identify situations where effective decision-making skills are implemented.

5:3:A1 Determine when individual or collaborative decision making is appropriate.

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1 Demonstrate decision making in a health-related situation.

5:3:B2 Predict the impact of each decision on self and others.

5:3:B3 Analyze the outcome of a health-related decision.

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

Learning Priority: Apply goal-setting skills to health situations.

A. Identify additional steps to setting and achieving realistic health goals.

6:3:A1 Establish a baseline of personal health behaviors and health status.

6:3:A2 Identify strategies and behaviors needed to maintain or improve health status.

6:3:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

B. Apply goal-setting skills to various health-related situations.

6:3:B1 Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan.

6:3:B2 Develop goals to maintain or improve personal health status.

6:3:B3 Assess the effectiveness of strategies to reach personal health goals.

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

Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.

7:3:B2 Demonstrate 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.**

Learning Priority: Develop health-promoting strategies that support family or friends to make positive health choices.

B. Implement an advocacy plan pertaining to a health issue.

8:3:B4 Describe ways to adapt health messages for different audiences.