

# Too Good for Violence – Social Perspectives

## Grade 7 Revised Edition

Correlated with Wisconsin Standards for Health Education

### Lesson 1: *Set to Win* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the criteria for naming a personal goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working towards a 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: *The Decision is Yours* – Decision Making**

### **Objectives**

Following this lesson, the student will be able to:

- Identify and apply the four steps in the decision-making model
- Define consequences and differentiate between positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

**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: *Understanding Me* – Identifying and Managing Emotions**

### **Objectives**

Following this lesson, the student will be able to:

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Demonstrate healthy strategies to manage emotions and stress
- Identify and manage the emotions of others

## **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: *Say It With Style* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of effective communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Demonstrate assertive speaking and active listening techniques

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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: *The Right Connection* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer pressure refusal strategies and the peer pressure situations to which they apply

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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: *Celebrating Differences* – Respect for Self & Others**

### **Objectives**

Following this lesson, the student will be able to:

- Define respect
- Identify personal strengths and their effects on sense of self
- Explain the link between thoughts, emotions, and behavior
- Explain how individual differences among people can be beneficial
- Describe the positive effects of respect on attitudes, behaviors, and relationships
- Demonstrate the ability to think positively when faced with a difficult situation

**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: Meeting Point – Conflict Resolution**

### **Objectives**

Following this lesson, the student will be able to:

- Define conflict
- Demonstrate the ability to listen respectfully to different points of view
- Recognize conflict as an opportunity to learn about oneself and others
- Demonstrate the effective use of cooperation as an approach to conflict resolution
- Differentiate healthy and unhealthy approaches to resolving a conflict
- Compare the potential consequences of handling conflict in healthy and unhealthy ways

### **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: *Anger Outlet* – Anger Management**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate healthy and unhealthy ways of managing anger
- Identify healthy, effective anger management techniques
- Describe the role of personal responsibility in a peaceful response to anger-provoking situations
- Demonstrate how to reframe self-talk to reduce anger and promote calm
- Apply strategies to de-escalate a conflict
- Distinguish the actions that escalate and de-escalate conflicts

### **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: *Home Base* – 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 motivations for bullying behavior
- Demonstrate healthy alternatives to 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: *Site Survey* – Peer Violence**

### **Objectives**

Following this lesson, the student will be able to:

- Define violence
- List behaviors that can escalate a conflict into violence
- Identify warning signs for violence
- List the consequences of violence for the aggressor, target, and witness
- 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: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 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.