

Too Good for Violence – Social Perspectives High School Revised Edition

Correlated with Wisconsin Standards for Health Education

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

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

B. Explore factors that impact health status.

1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; 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.

A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.

2:4:A1 Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.

2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.

2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.

2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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

A. Analyze issues that impact setting a goal.

6:4:A1 Assess personal health practices and their impact on overall health status.

6:4:A2 Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal.

6:4:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

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

6:4:B1 Formulate an effective long-term personal health goal.

6:4:B2 Develop a plan to reach a personal health goal that addresses strengths, needs, and risks.

6:4:B3 Implement a plan and monitor progress in achieving a personal health goal.

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

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

A. Analyze the impact of determinants of health.

1:4:A2 Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Evaluate the impact of a decision-making process on health related situations.

5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.

5:4:A2 Justify when individual or collaborative decision making is appropriate.

B. Apply effective decision-making skills to enhance health.

5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.

5:4:B3 Examine barriers that can hinder healthy decision making.

5:4:B4 Predict the potential short-term and long-term impacts of each alternative on self and others.

5:4:B5 Defend the healthy choice when making decisions.

5:4:B6 Evaluate the effectiveness of a health-related decision.

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

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

B. Demonstrate communication skills in health-related situations.

4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.

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

A. Evaluate the impact of a decision-making process on health related situations.

5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.

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

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

A. Continue to analyze communication skills in various health related settings.

4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.

4:4:A2 Reflect on the impact of communication on enhancing health.

4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

B. Demonstrate communication skills in health-related situations.

4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.

4:4:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.

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

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4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

B. Demonstrate communication skills in health-related situations.

4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.

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

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5:4:A2 Justify when individual or collaborative decision making is appropriate.

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

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B. Demonstrate communication skills in health-related situations.

4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.

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B. Apply effective decision-making skills to enhance health.

5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.

5:4:B3 Examine barriers that can hinder healthy decision making.

5:4:B5 Defend the healthy choice when making decisions.

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

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

8:4:B3 Demonstrate conviction in encouraging others to make positive health choices.

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

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1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

B. Explore factors that impact health status.

1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.

1:4:B3 Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors

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2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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

A. Continue to analyze communication skills in various health related settings.

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- 4:4:A2 Reflect on the impact of communication on enhancing health.
- 4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

B. Demonstrate communication skills in health-related situations.

- 4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.
- 4:4: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.

A. Evaluate the impact of a decision-making process on health related situations.

- 5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.
- 5:4:A2 Justify when individual or collaborative decision making is appropriate.

B. Apply effective decision-making skills to enhance health.

- 5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.
- 5:4:B4 Predict the potential short-term and long-term impacts of each alternative on self and others.
- 5:4:B5 Defend the healthy choice when making decisions.

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

A. Examine health-enhancing behaviors.

- 7:4:A1 Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.

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

- 8:4:B3 Demonstrate conviction in encouraging others to make positive health choices.

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

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B. Explore factors that impact health status.

1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.

1:4:B3 Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors

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2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.

2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

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

A. Continue to analyze communication skills in various health related settings.

4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.

4:4:A2 Reflect on the impact of communication on enhancing health.

4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

B. Demonstrate communication skills in health-related situations.

4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.

4:4:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.

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

A. Analyze issues that impact setting a goal.

6:4:A1 Assess personal health practices and their impact on overall health status.

6:4:A2 Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal.

6:4:A3 Identify strategies that might be utilized to overcome barriers or setbacks.

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

6:4:B2 Develop a plan to reach a personal health goal that addresses strengths, needs, and risks.

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A. Examine health-enhancing behaviors.

7:4:A1 Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.

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

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

8:4:B3 Demonstrate conviction in encouraging others to make positive health choices.

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

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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

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

A. Examine health-enhancing behaviors.

7:4:A1 Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.

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

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

8:4:B3 Demonstrate conviction in encouraging others to make positive health choices.