

# Too Good for Violence – Social Perspectives

## Grade 6 Revised Edition

Correlated with National Health Education Standards

### 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.**

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

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

- 6.8.1. Assess personal health practices.
- 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3. Apply strategies and skills needed to attain a personal health goal.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health

### 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.**

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 5.8.1. Identify circumstances that can help or hinder healthy decision making.
- 5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.
- 5.8.5. Predict the potential short-term impact of each alternative on self and others.
- 5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7. Analyze the outcomes of a health related decision.

## **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.**

- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

## **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.**

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.9. Describe how some health risk behaviors can influence the likelihood 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.**

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3. 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 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

- 2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. 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.**

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if 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.**

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. 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.**

- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. 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.**

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4. Analyze how the school and community can impact personal health practices and behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. 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.**

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.

## 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.**

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.5. Analyze how messages from media influence health behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. 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.**

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.