

Too Good for Violence – Social Perspectives Grade 6

2018 Edition

Correlated with Wyoming Health Education Content and Performance Standards

Lesson 1 My Road Ahead – *Setting Reachable Goals*

Objectives

Following this lesson, the student will be able to:

- Define “Goal”
- Identify and apply the goal-naming criteria
- Identify and apply steps to setting and reaching a personal goal
- Name someone to support him or her in working toward a goal

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

HE6.4.6 Use multiple criteria to set short-term personal health goals (e.g., Specific, Measurable, Action oriented, Realistic, Timely).

HE6.4.7 Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was not achieved because of snowy weather and no community facility was available for exercise).

Lesson 2 Who’s in the Driver’s Seat? – *Making Responsible Decisions*

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 benefits of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

HE6.1.2 Analyze family school or community resources that can be used to reduce or avoid health risks. (e.g., DARE officer help with strategies).

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.3 Explain the steps of a decision-making process to enhance health or reduce health risk.

HE6.2.4 Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).

HE6.2.6 Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

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 intensifying emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the role of emotion management in preventing intensifying emotions from leading to inappropriate actions

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

Lesson 4 Express Yourself - *Effective Communication*

Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Distinguish among assertive, aggressive, and passive communication styles

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.5 Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions).

Lesson 5 Peer Review – *Bonding & 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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors.

Lesson 6 Confidence in Progress – *Respect for Self and Others*

Objectives

Following this lesson, the students 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

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.8 Explain how individual, social and cultural differences may increase vulnerability to bullying and identify ways to address it.

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

HE6.2.2 Determine when health-related situations require the application of a thoughtful decision-making process.

HE6.2.4 Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).

HE6.2.6 Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community).

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HE6.3.1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others).

HE6.3.2 Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).

HE6.3.3 Analyze refusal strategies for potential effectiveness.

HE6.3.5 Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

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

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CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

Lesson 9 What to Say – Identifying & Managing Bullying Situations

Objectives

Following this lesson, the students 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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE6.2.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

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HE6.2.5 Explain how family and peers can influence decisions students make about health practices and risk behaviors.

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CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE6.4.1 Demonstrate an understanding of behaviors that improve or maintain personal health.

HE6.4.2 Demonstrate an understanding of behaviors to avoid or reduce health risks.

HE6.4.8 Explain how individual, social and cultural differences may increase vulnerability to bullying and identify ways to address it.

HE6.4.9 Define various types of bullying and the roles of the aggressor and bystanders in bullying situations. (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.).

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

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