

Too Good for Violence – Social Perspectives Grade 7

2018 Edition

Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education

Lesson 1 Set to Win – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working toward a goal

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:*
- (B) identify and develop strategies for setting long-term personal goals;
 - (C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children;

Lesson 2 The Decision is Yours – Making Responsible Decisions

Objectives

Following this lesson, the student will be able to:

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

- (5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:*
- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

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
- Identify and manage the emotions of others

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify and analyze different emotions and causal thoughts in self;
- (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

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 nonverbal
- Recognize how tone of voice, facial expressions, and body language affect meaning
- Demonstrate assertive speaking and active listening techniques

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (E) analyze similarities and differences between one's own and others' perspectives; and

Lesson 5 The Right Connection – *Bonding & 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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (D) identify decision-making skills that promote individual, family, and community mental health.

Lesson 6 Celebrating Differences – *Respect for Self & Others*

Objectives

Following this lesson, the students 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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify and analyze different emotions and causal thoughts in self;
- (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;
- (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;
- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (E) analyze similarities and differences between one's own and others' perspectives; and

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) describe how internal and external factors influence self-esteem;

- (B) identify and develop strategies for setting long-term personal goals;
- (D) identify decision-making skills that promote individual, family, and community mental health.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify and analyze different emotions and causal thoughts in self;
- (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;
- (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;
- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (E) analyze similarities and differences between one's own and others' perspectives; and

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) describe how internal and external factors influence self-esteem;
- (B) identify and develop strategies for setting long-term personal goals;
- (D) identify decision-making skills that promote individual, family, and community mental health.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify and analyze different emotions and causal thoughts in self;
- (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;
- (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;
- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (E) analyze similarities and differences between one's own and others' perspectives; and

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) describe how internal and external factors influence self-esteem;
- (B) identify and develop strategies for setting long-term personal goals;
- (D) identify decision-making skills that promote individual, family, and community mental health.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

Lesson 9 Home Base – *Identifying and 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 motivations for bullying behavior
- Demonstrate healthy alternatives to bullying behavior

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify and analyze different emotions and causal thoughts in self;
- (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;
- (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;
- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (E) analyze similarities and differences between one's own and others' perspectives; and

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) describe how internal and external factors influence self-esteem;
- (B) identify and develop strategies for setting long-term personal goals;
- (D) identify decision-making skills that promote individual, family, and community mental health.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

- (C) explain the responsibility to report bullying behavior, including cyberbullying;

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

115.27. Grades 7-8, Adopted 2020

(b) Knowledge and skills.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

- (A) identify and analyze different emotions and causal thoughts in self;
- (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;
- (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;
- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (E) analyze similarities and differences between one's own and others' perspectives; and

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) describe how internal and external factors influence self-esteem;
- (B) identify and develop strategies for setting long-term personal goals;
- (D) identify decision-making skills that promote individual, family, and community mental health.

(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

- (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;

(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

- (C) explain the responsibility to report bullying behavior, including cyberbullying;