

# Too Good for Violence – Social Perspectives Grade 7

## 2018 Edition

Correlated with Wyoming Health Education Content and Performance Standards

### 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

#### CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.7 Use criteria to set a short-term personal health goal and make a plan for achieving it.

HE8.4.8 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 achieved because it met all SMART criteria and my plan included activities for all weather conditions).

### 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

#### CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE8.2.1 Distinguish when individual or collaborative decision-making is appropriate.

HE8.2.2 Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).

HE8.2.3 Apply a systematic decision making process that includes analysis of consequences to enhance health (e.g., impact of decision on self, on others).

HE8.2.4 Apply a systematic decision-making process that includes analysis of consequences to reduce or avoid health risks.

HE8.2.5 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).

### 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

#### CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to 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 nonverbal
- Recognize how tone of voice, facial expressions, and body language affect meaning
- Demonstrate assertive speaking and active listening techniques

### CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE8.3.1 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.2 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.4 Analyze characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (e.g., listen for details, listen for specific information, identify emotions, listen for opinions, infer meaning, etc.).

## 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

### CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE8.2.2 Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).

HE8.2.5 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).

### CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE8.3.1 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.2 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to avoid risky situations.

HE8.3.4 Analyze characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (e.g., listen for details, listen for specific information, identify emotions, listen for opinions, infer meaning, etc.).

## 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

### CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE8.2.2 Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).

HE8.2.5 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).

## **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

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

HE8.3.1 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.2 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to avoid risky situations.

HE8.3.4 Analyze characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (e.g., listen for details, listen for specific information, identify emotions, listen for opinions, infer meaning, etc.).

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and 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

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

HE8.3.1 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.2 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).

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### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to self and others.

## 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

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to self and others.

HE8.4.9 Analyze the effects of taking action to oppose bullying based on individual and group differences.

HE8.4.10 Describe various forms of bullying and the roles of all involved (aggressor, bystander, victim, etc.) in bullying situations.

HE8.4.11 Describe the impact of bullying on physical health, mental and emotional health, and social health (e.g. depression, violence, avoidance, suicide, physical illness, etc.).

## 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

### **CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES**

HE8.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community that help enhance health.

HE8.1.2 Demonstrate the ability to locate appropriate health resources at school or in the community that help reduce health risks.

HE8.1.3 Analyze situations or conditions to determine when health services are needed (e.g., Distinguish when symptoms warrant a visit to the doctor versus taking over the counter medication.).

### **CONTENT STANDARD 3. EFFECTIVE COMMUNICATION**

HE8.3.1 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.2 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.4 Analyze characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (e.g., listen for details, listen for specific information, identify emotions, listen for opinions, infer meaning, etc.).

### **CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY**

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to self and others.

HE8.4.10 Describe various forms of bullying and the roles of all involved (aggressor, bystander, victim, etc.) in bullying situations.