Too Good for Violence – Social Perspectives
Grade High School

*Correlated to American School Counselors Association Mindset and Behaviors for Student Success Standards*

**Lesson HS.1 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

**Category 2: Behavior Standards**
**Learning Strategies**
B-LS 7. Identify long- and short-term academic, career and social/emotional goals

**Self-Management Skills**
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

**Lesson HS.2 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

**Category 2: Behavior Standards**
**Learning Strategies**
B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

**Lesson HS.3 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

**Category 1: Mindset Standards**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 3. Sense of belonging in the school environment
M 6. Positive attitude toward work and learning

**Category 2: Behavior Standards**
**Social Skills**
B-SS 2. Create positive and supportive relationships with other students
Lesson HS.4 *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

**Category 1: Mindset Standards**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

**Category 2: Behavior Standards**
**Social Skills**
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Lesson HS.5 *The Ties That Bind* – Bonding & 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

**Category 1: Mindset Standards**
M 3. Sense of belonging in the school environment

**Category 2: Behavior Standards**
**Learning Strategies**
B-LS 10. Participate in enrichment and extracurricular activities

**Social Skills**
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

Lesson HS.6 *Many Rivers to Cross* – Respect for Self and Others

**Objectives**
Following this lesson, the students 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

B-SS 3. Create relationships with adults that support success
B-SS 5. Demonstrate ethical decision-making and social responsibility
B-SS 6. Use effective collaboration and cooperation skills
Category 1: Mindset Standards
M 3. Sense of belonging in the school environment

Category 2: Behavior Standards
Social Skills
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

Lesson HS.7 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

Category 2: Behavior Standards
Learning Strategies
B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills
B-SMS 1. Demonstrate ability to assume responsibility
B-SMS 2. Demonstrate self-discipline and self-control
B-SMS 6. Demonstrate ability to overcome barriers to learning
B-SMS 7. Demonstrate effective coping skills when faced with a problem
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 5. Demonstrate ethical decision-making and social responsibility
B-SS 6. Use effective collaboration and cooperation skills
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Lesson HS.8 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

Category 1: Mindset Standards
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards
Self-Management Skills
B-SMS 1. Demonstrate ability to assume responsibility
B-SMS 6. Demonstrate ability to overcome barriers to learning
B-SMS 7. Demonstrate effective coping skills when faced with a problem
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Lesson HS.9 #Compatibility – Healthy Dating Relationships

Objectives
Following this lesson, the students 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

Category 1: Mindset Standards
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Category 2: Behavior Standards

Learning Strategies
B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
B-LS 10. Participate in enrichment and extracurricular activities

Self-Management Skills
B-SMS 2. Demonstrate self-discipline and self-control
B-SMS 7. Demonstrate effective coping skills when faced with a problem
B-SMS 9. Demonstrate personal safety
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Lesson HS.10 Finding Perspective – Social Media Awareness

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

Category 1: Mindset Standards
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
Category 2: Behavior Standards

Learning Strategies
B-LS 1. Demonstrate critical-thinking skills to make informed decisions

Self-Management Skills
B-SMS 2. Demonstrate self-discipline and self-control
B-SMS 7. Demonstrate effective coping skills when faced with a problem
B-SMS 9. Demonstrate personal safety

Social Skills
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary