

# Too Good for Violence – Social Perspectives High School 2021 Edition

*Correlated to Alaska Skills for a Healthy Life*

## Lesson 1 Graduation Day – Setting Reachable Goal

### 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

- A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*
1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
  2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

## Lesson 2 Who's in Charge Here? – Making Responsible Decisions

### 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

- C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*
1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- D. A student should be able to contribute to the well-being of families and communities.** *A student who meets the content standard should:*
1. Make responsible decisions as a member of a family or community;
  2. Take responsible actions to create safe and healthy environments;

## Lesson 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

- B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*
2. Communicate effectively within relationships;

## Lesson 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 5 The Ties that Bind – *Bonding and 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

## Lesson 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. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;

4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and

## Lesson 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

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 8 Maximize Life, Minimize 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

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;
3. Assess the effects of culture, heritage, and traditions on personal well-being;
4. Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;
6. Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

## Lesson 9 #Compatibility – Healthy Teen Dating

### 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

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;
6. Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

**D. A student should be able to contribute to the well-being of families and communities.** *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;

## Lesson 10 Finding Perspective – Social Media Awareness and Course Review

### 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

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4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

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4. Understand how respect for the rights of self and others contributes to relationships;

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**D. A student should be able to contribute to the well-being of families and communities.** *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;