

Too Good for Violence – Social Perspectives High School

2021 Edition

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

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

115.39. Health II (One-Half Credit), Adopted 2020.

(c) Knowledge and skills.

(3) 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 describe how internal and external factors influence self-esteem.

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

115.39. Health II (One-Half Credit), Adopted 2020.

(c) Knowledge and skills.

(3) 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 describe how internal and external factors influence self-esteem.

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

115.38. Health I (One-Half Credit), Adopted 2020.

(c) Knowledge and skills

(2) 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) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and

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

115.38. Health I (One-Half Credit), Adopted 2020.

(c) Knowledge and skills

(2) 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) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and
- (B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.

(2) 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:

- (B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and

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

115.39. Health II (One-Half Credit), Adopted 2020.

(c) Knowledge and skills.

(2) 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) evaluate positive and negative effects of various relationships on physical, emotional, and social health;
- (B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and

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

Objectives

Following this lesson, the student 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

115.38. Health I (One-Half Credit), Adopted 2020.

(c) Knowledge and skills

(2) *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) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and

115.39. Health II (One-Half Credit), Adopted 2020.

(c) Knowledge and skills.

(2) *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) evaluate positive and negative effects of various relationships on physical, emotional, and social health;
(B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; 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

115.38. Health I (One-Half Credit), Adopted 2020.

(c) Knowledge and skills

(2) *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:*

- (B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.

115.39. Health II (One-Half Credit), Adopted 2020.

(c) Knowledge and skills.

(2) *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) evaluate positive and negative effects of various relationships on physical, emotional, and social health;
(B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and
(C) evaluate the effectiveness of conflict resolution techniques in various situations.

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

115.38. Health I (One-Half Credit), Adopted 2020.

(c) Knowledge and skills

(2) 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) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and

115.39. Health II (One-Half Credit), Adopted 2020.

(c) Knowledge and skills.

(2) 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) evaluate positive and negative effects of various relationships on physical, emotional, and social health;
(B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and

Lesson 9 #Compatibility – *Healthy Teen Dating*

Objectives

Following this lesson, the student 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

115.38. Health I (One-Half Credit), Adopted 2020.

(c) Knowledge and skills

(2) 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) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and
(B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.

(11) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

- (A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and
(B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.

(12) 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:

- (B) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and
- (C) describe the ramifications of bullying behavior.

115.39. Health II (One-Half Credit), Adopted 2020.

(c) Knowledge and skills.

(2) 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) evaluate positive and negative effects of various relationships on physical, emotional, and social health;
- (B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and

(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- (A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage;
- (B) analyze behaviors in romantic relationships that enhance dignity and respect; and

Lesson 10 Finding Perspective – Social Media Awareness and Course Review

Objectives

Following this lesson, the student will be able to:

- Discuss the effects of one's actions on social media on relationships and emotional well-being
- Discuss the relationships between past online activity and obstacles to reaching goals
- Identify the effects of one's online interactions on others
- Demonstrate knowledge and understanding of social-emotional skills learned in lessons 1-10

115.38. Health I (One-Half Credit), Adopted 2020.

(c) Knowledge and skills

(2) 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) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and
- (B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.

(11) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

- (A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and
- (B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.

(12) 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:

- (B) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and
- (C) describe the ramifications of bullying behavior.

115.39. Health II (One-Half Credit), Adopted 2020.

(c) Knowledge and skills.

(2) 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) evaluate positive and negative effects of various relationships on physical, emotional, and social health;
- (B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and
- (C) evaluate the effectiveness of conflict resolution techniques in various situations.

(3) 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 describe how internal and external factors influence self-esteem.

(11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

- (B) develop educational safety models for children and adults for use at home, school, and in the community.

(13) 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:

- (A) identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment; and
- (B) promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.

(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- (A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage;
- (B) analyze behaviors in romantic relationships that enhance dignity and respect; and