

Too Good for Violence – Social Perspectives

Grade 8 Revised Edition

Correlated with Arkansas Physical Education and Health Curriculum Framework, Revised 2011

Lesson 1: *The Architect* – Goal Setting

Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable personal goal
- Name a personal goal using the goal-setting model
- Recognize and manage potential obstacles that can get in the way of reaching a goal

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

HW.11.8.3

Distinguish personal responsibility in making choices affecting individual health and wellness

Lesson 2: *iDecide* – Decision Making

Objectives

Following this lesson, the student will be able to:

- Define decision
- Demonstrate the ability to apply the steps in the Decision-Making Model
- Examine how goals, media, peers, and family influence decisions
- Demonstrate the effect decisions have on accomplishing goals
- Recognize that decisions are made every day
- Differentiate between impulsive behavior and thoughtful decisions
- Predict how decisions have consequences for self and others

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

HW.11.8.1

Demonstrate skills necessary to manage mental and emotional health: defense mechanisms, self-talk, coping skills, stress management

HW.11.8.3

Distinguish personal responsibility in making choices affecting individual health and wellness

Lesson 3: *Calibrating Sensors* – Identifying and Managing Emotions

Objective:

Following this lesson, the student will be able to:

- Relate managing emotions to success in life
- Demonstrate strategies to manage emotions
- Analyze how emotions and self-awareness influence decision making
- Demonstrate healthy ways to express feelings
- Discern the emotions of others
- Demonstrate ways to communicate care, consideration, and respect of self and others

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

HW.11.8.1

Demonstrate skills necessary to manage mental and emotional health: defense mechanisms, self- talk, coping skills, stress management

Lesson 4: *Press Send* – Effective Communication

Objectives

Following this lesson, the student will be able to:

- Analyze the elements of interpersonal communication
- Distinguish assertive, aggressive, and passive communication styles
- Distinguish verbal and nonverbal communication
- Demonstrate assertive communication techniques
- Demonstrate active listening techniques to build and maintain healthy relationships
- Understand how perception and emotions can influence communication

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

HW.11.8.1

Demonstrate skills necessary to manage mental and emotional health: defense mechanisms, self- talk, coping skills, stress management

Lesson 5: *Friend Request* – Bonding and Relationships

Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy relationships
- Recognize the effects of negative peer pressure and peer influence
- Employ strategies to resist negative peer pressure and peer influence
- Recognize the effects of positive peer pressure and peer influence
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships:

HW.9.8.3

Evaluate how social issues affect inappropriate behaviors: peers, media, family, socioeconomic status

Standard 11: Personal Health and Safety:

HW.11.8.11

Analyze examples of harassment and intimidating behaviors: media , technology, peer groups

Lesson 6: *Compatibility* - Respect for Self & Others

Objectives

Following this lesson, the student will be able to:

- Define respect
- Identify differences among people in regard to preferences, opinions, values, and experiences
- Differentiate respectful and disrespectful actions
- Articulate the link between attitude and respectful or disrespectful behavior
- Discuss positive consequences of treating oneself and others with respect

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

HW.11.8.1

Demonstrate skills necessary to manage mental and emotional health: defense mechanisms, self- talk, coping skills, stress management

Lesson 7: *Optimal Resolution* - Conflict Resolution

Objectives

Following this lesson, the student will be able to:

- Define conflict
- Identify healthy and unhealthy approaches to conflict resolution
- Consider the relationship between participants when choosing a conflict approach
- Demonstrate effective negotiation skills
- Anticipate the effect of heightened emotions on unresolved conflicts

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships:

HW.9.8.2

Examine how communication skills can prevent bullying, reduce prejudices, and encourage tolerance

Standard 11: Personal Health and Safety:

HW.11.8.1

Demonstrate skills necessary to manage mental and emotional health: defense mechanisms, self- talk, coping skills, stress management

Lesson 8: *System Feedback* – Constructive Criticism

Objectives

Following this lesson, the student will be able to:

- Differentiate destructive and constructive criticism
- Identify the role that tone of voice plays in delivering criticism
- Identify the communication skills necessary to give constructive criticism
- Identify healthy management strategies to receive criticism
- Demonstrate expressing and receiving constructive criticism
- Identify words and phrases that can provoke defensive reactions

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships:

HW.9.8.2

Examine how communication skills can prevent bullying, reduce prejudices, and encourage tolerance

Standard 11: Personal Health and Safety:

HW.11.8.1

Demonstrate skills necessary to manage mental and emotional health: defense mechanisms, self- talk, coping skills, stress management

Lesson 9: *What's the Deal?* – Identifying and Managing Bullying Situations

Objectives

Following this lesson, the student will be able to:

- Define bullying behavior
- Identify the three types of participants in a bully situation
- Identify several motivations for bullying behavior
- Demonstrate healthy ways for targets and witnesses to respond to bullying behavior
- Demonstrate healthy alternatives for bullying behavior

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships:

HW.9.8.2

Examine how communication skills can prevent bullying, reduce prejudices, and encourage tolerance

Standard 11: Personal Health and Safety:

HW.11.8.1

Demonstrate skills necessary to manage mental and emotional health: defense mechanisms, self- talk, coping skills, stress management

HW.11.8.11

Analyze examples of harassment and intimidating behaviors: media , technology, peer groups

Lesson 10: *Relationship Status* – Teen Dating Violence

Objectives

Following this lesson, the student will be able to:

- Define teen dating violence
- Identify characteristics of healthy and unhealthy dating relationships
- Predict the consequences of staying in an unhealthy dating relationship
- Identify the warning signs of teen dating violence.
- Demonstrate a knowledge and understanding of the skills taught in lessons 1-10

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships:

HW.9.8.2

Examine how communication skills can prevent bullying, reduce prejudices, and encourage tolerance

Standard 11: Personal Health and Safety:

HW.11.8.1

Demonstrate skills necessary to manage mental and emotional health: defense mechanisms, self- talk, coping skills, stress management

HW.11.8.3

Distinguish personal responsibility in making choices affecting individual health and wellness

HW.11.8.11

Analyze examples of harassment and intimidating behaviors: media , technology, peer groups

HW.11.8.12

Identify individuals and other sources to help and report abuse (e.g., counselor, teacher, resource officer)