

# Too Good for Violence – Social Perspectives

## Grade 8 Revised Edition

Correlated with the Health Education Content Standards for California Public Schools, 2008

### 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

#### Alcohol, Tobacco, and Other Drugs

##### Standard 6: Goal Setting

6.1.A Develop short- and long-term goals to remain drug-free.

#### Injury Prevention and Safety

##### Standard 6: Goal Setting

6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

### 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

#### Injury Prevention and Safety

##### Standard 5: Decision Making

5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.

#### Alcohol, Tobacco, and Other Drugs

##### Standard 5: Decision Making

5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.

#### Mental, Emotional, and Social Health

##### Standard 5: Decision Making

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

## 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

### Mental, Emotional, and Social Health

#### Standard 1: Essential Concepts

1.2.M Identify a variety of nonviolent ways to respond when angry or upset.

#### Standard 5: Decision Making

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

#### Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.

## 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

### Injury Prevention and Safety

#### Standard 4: Interpersonal Communication

4.5.S Describe characteristics of effective communication.

4.6.S Differentiate between passive, aggressive, and assertive communication.

## 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

### Injury Prevention and Safety

#### Standard 4: Interpersonal Communication

4.5.S Describe characteristics of effective communication.

4.6.S Differentiate between passive, aggressive, and assertive communication.

## **Alcohol, Tobacco, and Other Drugs**

### **Standard 4: Interpersonal Communication**

- 4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

## **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

### **Mental, Emotional, and Social Health**

#### **Standard 1: Essential Concepts**

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- 1.3.M Identify qualities that contribute to a positive self-image.
- 1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.

#### **Standard 2: Analyzing Influences**

- 2.1.M Analyze internal and external influences on mental, emotional, and social health.
- 2.3.M Analyze the influence of culture on family values and practices.

#### **Standard 5: Decision Making**

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- 5.3.M Describe healthy ways to express caring, friendship, affection, and love.
- 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

#### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.2.M Practice respect for individual differences and diverse backgrounds.
- 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.

#### **Standard 8: Health Promotion**

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.

### **Injury Prevention and Safety**

#### **Standard 2: Analyzing Influences**

- 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

## **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

### **Injury Prevention and Safety**

#### **Standard 1: Essential Concepts**

1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.

#### **Standard 4: Interpersonal Communication**

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.
- 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
- 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- 4.5.S Describe characteristics of effective communication.
- 4.6.S Differentiate between passive, aggressive, and assertive communication.

#### **Standard 5: Decision Making**

- 5.1.S Use a decision-making process to examine risky social and dating situations.
- 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.

#### **Standard 6: Goal Setting**

6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

#### **Standard 7: Practicing Health-Enhancing Behaviors**

7.2.S Practice ways to resolve conflicts nonviolently.

### **Mental, Emotional, and Social Health**

#### **Standard 1: Essential Concepts**

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- 1.2.M Identify a variety of nonviolent ways to respond when angry or upset.
- 1.3.M Identify qualities that contribute to a positive self-image.

#### **Standard 2: Analyzing Influences**

2.1.M Analyze internal and external influences on mental, emotional, and social health.

#### **Standard 3: Accessing Valid Information**

- 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
- 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

### **Standard 5: Decision Making**

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

### **Standard 7: Practicing Health-Enhancing Behaviors**

7.4.M Practice personal boundaries in a variety of situations.

### **Standard 8: Health Promotion**

8.1.M Promote a positive and respectful school environment.

## **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

### **Injury Prevention and Safety**

#### **Standard 1: Essential Concepts**

1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.

#### **Standard 4: Interpersonal Communication**

4.5.S Describe characteristics of effective communication.

4.6.S Differentiate between passive, aggressive, and assertive communication.

#### **Standard 7: Practicing Health-Enhancing Behaviors**

7.2.S Practice ways to resolve conflicts nonviolently.

### **Mental, Emotional, and Social Health**

#### **Standard 1: Essential Concepts**

1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).

1.2.M Identify a variety of nonviolent ways to respond when angry or upset.

1.3.M Identify qualities that contribute to a positive self-image.

#### **Standard 5: Decision Making**

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.

5.2.M Monitor personal stressors and assess techniques for managing them.

#### **Standard 6: Goal Setting**

6.1.M Develop achievable goals for handling stressors in healthy ways.

#### **Standard 7: Practicing Health-Enhancing Behaviors**

7.2.M Practice respect for individual differences and diverse backgrounds.

## **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

### **Injury Prevention and Safety**

#### **Standard 1: Essential Concepts**

- 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
- 1.6.S Identify trusted adults to whom school or community violence should be reported.

#### **Standard 4: Interpersonal Communication**

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.
- 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
- 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- 4.6.S Differentiate between passive, aggressive, and assertive communication.

#### **Standard 5: Decision Making**

- 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
- 5.4.S Evaluate why some students are bullies.

#### **Standard 6: Goal Setting**

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
- 6.2.S Create a personal-safety plan.

#### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.2.S Practice ways to resolve conflicts nonviolently.

### **Mental, Emotional, and Social Health**

#### **Standard 1: Essential Concepts**

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).

#### **Standard 2: Analyzing Influences**

- 2.1.M Analyze internal and external influences on mental, emotional, and social health.
- 2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.

#### **Standard 3: Accessing Valid Information**

- 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
- 3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.

- 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.4.M Practice personal boundaries in a variety of situations.  
7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.

### **Standard 8: Health Promotion**

- 8.1.M Promote a positive and respectful school environment.  
8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.

## **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

### **Injury Prevention and Safety**

#### **Standard 1: Essential Concepts**

- 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.  
1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.  
1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.  
1.7.S Describe possible legal consequences of sexual harassment and violence.

#### **Standard 4: Interpersonal Communication**

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.  
4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.  
4.3.S Describe ways to manage interpersonal conflicts nonviolently.  
4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.  
4.5.S Describe characteristics of effective communication.  
4.6.S Differentiate between passive, aggressive, and assertive communication.  
4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.

#### **Standard 5: Decision Making**

- 5.1.S Use a decision-making process to examine risky social and dating situations.  
5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.  
5.4.S Evaluate why some students are bullies.

#### **Standard 6: Goal Setting**

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

## **Standard 7: Practicing Health-Enhancing Behaviors**

7.2.S Practice ways to resolve conflicts nonviolently.

### **Mental, Emotional, and Social Health**

#### **Standard 1: Essential Concepts**

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- 1.2.M Identify a variety of nonviolent ways to respond when angry or upset.
- 1.3.M Identify qualities that contribute to a positive self-image.
- 1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.

#### **Standard 2: Analyzing Influences**

- 2.1.M Analyze internal and external influences on mental, emotional, and social health.
- 2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.

#### **Standard 3: Accessing Valid Information**

- 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

#### **Standard 4: Interpersonal Communication**

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

#### **Standard 5: Decision Making**

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- 5.3.M Describe healthy ways to express caring, friendship, affection, and love.
- 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
- 7.2.M Practice respect for individual differences and diverse backgrounds.
- 7.4.M Practice personal boundaries in a variety of situations.
- 7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.

#### **Standard 8: Health Promotion**

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.