

Too Good for Violence – Social Perspectives

Grade 8 Revised Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

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

Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

M.7.1. Use the goal-setting process to enhance health.

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

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

M.6.1. Use a decision-making process to enhance health.

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

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

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

M.3.6. Apply skills to manage stress

Content Standard 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

M.4.3. Analyze how family, school and peers influence personal health.

Content Standard 5: Communication Skills

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

M.5.6. Use communication skills to build and maintain healthy relationships

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

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M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

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Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health

M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.6. Use communication skills to build and maintain healthy relationships

M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships

M.5.9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

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

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M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents

M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

M.7.1. Use the goal-setting process to enhance health.

Content Standard 8: Advocacy

M.8.4. Encourage and support others in making positive health choices

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

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M 1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

M.1.4. Examine how families and peers can influence the health of adolescents.

M.1.5. Analyze ways in which the environment and personal health are interrelated

Content Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.3. Identify ways in which emotions may affect communication, behavior and relationships

M.5.4. Compare and contrast healthy ways to express needs, wants and feelings

M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national

origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

M.5.6. Use communication skills to build and maintain healthy relationships

M.5.8. Examine the possible causes of conflict among youth in schools and communities

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

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

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M.1.4. Examine how families and peers can influence the health of adolescents.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

M.3.1. Explain the importance of assuming responsibility for personal health behaviors.

M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

Content Standard 5: Communication Skills

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health

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M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

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

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M.1.4. Examine how families and peers can influence the health of adolescents.

Content Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

- M.3.1. Explain the importance of assuming responsibility for personal health behaviors.
- M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others.
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- M.5.6. Use communication skills to build and maintain healthy relationships
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- M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

Lesson 9: *What's the Deal?* – Identifying & 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

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M.1.1. Explain the relationship between positive health behaviors and prevention injury, illness, disease and premature death.

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Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others.

Content Standard 8: Advocacy

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

M.8.5. Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools

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

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M.1.4. Examine how families and peers can influence the health of adolescents.

Content Standard 2: Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

M.2.3. Examine factors that may influence the personal selection of health information, products and services.

Content Standard 3: Self-management of Healthy Behaviors

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Content Standard 8: Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.

M.8.4. Encourage and support others in making positive health choices.