

Too Good for Violence – Social Perspectives

Grade 8 Revised Curriculum

Correlated with Delaware Health Education Standards

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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
6. Students will demonstrate the ability to use *goal-setting skills* 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

1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
5. Students will demonstrate the ability to use *decision-making skills* to enhance 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

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

7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-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
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.

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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

Lesson 6: *Compatibility* - Respect for Self and 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
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-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
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)
 8. Students will demonstrate the ability to *advocate* for personal, family and community health.

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
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.

2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
6. Students will demonstrate the ability to use *goal-setting skills* to enhance health.
7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)
8. Students will demonstrate the ability to *advocate* for personal, family and community health.