

# Too Good for Violence – Social Perspectives

## Grade 8 Revised Edition

Correlated with Hawaii Content and Performance Standards for Health

### 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

**Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

#### Mental and Emotional Health

HE.6-8.1.1: Explain the relationship between mental, emotional, social, and physical health

**Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

#### Personal Health and Wellness

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

**Standard 4: ANALYZING INFLUENCES—Understand the influences of culture, family, peers, media, technology, and other factors on health**

#### Factors Influencing Health across Topic Areas

HE.6-8.4.1 Explain the influence of internal and external factors on health outcomes

**Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

#### Goal-Setting across Topic Areas

HE.6-8.6.3: Evaluate personal health strengths and risks to set personal goals

### 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

**Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention**

## **Promoting Safety and Preventing Violence and Unintentional Injury**

HE.6-8.1.4: Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations

### **Personal Health and Wellness**

HE.6-8.1.9: Identify choices individuals can make to promote or harm their health

## **Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

### **Personal Health and Wellness**

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

## **Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

### **Decision-Making across Topic Areas**

HE.6-8.6.1: Describe decision-making processes related to health-related decisions

HE.6-8.6.2: Assess health-related decisions for consequences that affect oneself 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

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### **Mental and Emotional Health**

HE.6-8.1.1: Explain the relationship between mental, emotional, social, and physical health

## **Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

### **Personal Health and Wellness**

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

## **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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**Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

**Personal Health and Wellness**

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

**Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health**

**Communication Skills across Topic Areas**

HE.6-8.5.1 Use effective verbal and non-verbal communication skills

HE.6-8.5.2 Use effective behaviors that communicate care, consideration, and respect of self and others

**Standard 7: ADVOCACY—Advocate for personal, family, and community health**

**Advocacy across Topic Areas**

HE.6-8.7.3 Describe how barriers can affect the communication of information, ideas, feelings, and opinions

## **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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HE.6-8.1.4: Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations

**Personal Health and Wellness**

HE.6-8.1.9: Identify choices individuals can make to promote or harm their health

**Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks**

**Personal Health and Wellness**

HE.6-8.3.2: Explain the importance of assuming responsibility for personal health behaviors

**Standard 6: DECISION: MAKING AND GOAL: SETTING: Use decision: making and goal: setting skills to enhance health**

**Decision-Making across Topic Areas**

HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others

**Goal-Setting across Topic Areas**

HE.6-8.6.3: Evaluate personal health strengths and risks to set personal goals

**Standard 7: ADVOCACY—Advocate for personal, family, and community health**

**Advocacy across Topic Areas**

HE.6-8.7.1 Use effective strategies to influence and support others in making healthful choices

## **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

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**Communication Skills across Topic Areas**

HE.6-8.5.2 Use effective behaviors that communicate care, consideration, and respect of self and others

**Promoting Safety and Preventing Violence and Unintentional Injury**

HE.6-8.5.3 Identify possible causes of disputes connected to personal, family, and community matters

## **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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### **Promoting Safety and Preventing Violence and Unintentional Injury**

HE.6-8.1.3 Describe short- and long-term effects and consequences of violent or aggressive behaviors

HE.6-8.1.4 Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations

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## **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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**Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health**

**Communication Skills across Topic Areas**

HE.6-8.5.1 Use effective verbal and non-verbal communication skills

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## **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

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#### **Advocacy across Topic Areas**

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## **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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