

Too Good for Violence – Social Perspectives

Grade 8 Revised Edition

Correlated with National Health Education Standards
Iowa Health Education Standards not available

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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.1. Assess personal health practices.
- 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3. Apply strategies and skills needed to attain a personal health goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the 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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.8.1. Identify circumstances that can help or hinder healthy decision making.

5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.

5.8.5. Predict the potential short-term impact of each alternative on self and others.

5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7. Analyze the outcomes of a health related decision.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

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

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

4.8.1. Apply effective verbal and nonverbal communication 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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

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

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self 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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self 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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

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 bullying 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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4. Analyze how the school and community can impact personal health practices and behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
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Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
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Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.