

Too Good For Violence – Social Perspectives

Grade 8 Revised Edition

Correlated with Illinois Physical Development and Health 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

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

A. Explain the basic principles of health promotion, illness prevention and safety.

22.A.3a Identify and describe ways to reduce health risks common to adolescents.
e.g., exercise, diet, refusal of harmful substances.

22.A.3b Identify how positive health practices and relevant health care can help reduce health risks.
e.g., proper diet and exercise reduce risks of cancer and heart disease.

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

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A. Explain the basic principles of health promotion, illness prevention and safety.

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e.g., exercise, diet, refusal of harmful substances.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3b Demonstrate methods of addressing interpersonal differences without harm.
e.g., avoidance, compromise, cooperation.

B. Apply decision-making skills related to the protection and promotion of individual health.

24.B.3 Apply a decision-making process to an individual health concern.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.
e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use.

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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e.g., proper diet and exercise reduce risks of cancer and heart disease.

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationship among physical, mental and social health factors during adolescence
e.g., The effects of stress on physical and mental performance, effects of nutrition on growth

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3b Demonstrate methods of addressing interpersonal differences without harm.
e.g., avoidance, compromise, cooperation.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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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A. Explain the basic principles of health promotion, illness prevention and safety.

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e.g., exercise, diet, refusal of harmful substances.

22.A.3b Identify how positive health practices and relevant health care can help reduce health risks.
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State Goal 23: Understand human body systems and factors that influence growth and development.

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State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3b Demonstrate methods of addressing interpersonal differences without harm.
e.g., avoidance, compromise, cooperation.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups and communities.

22.B.3. Describe how the individual influences the health and well-being of the workplace and the community (e.g. volunteerism, disaster preparedness, proper care to prevent the spread of illness.)

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3b Demonstrate methods of addressing interpersonal differences without harm.
e.g., avoidance, compromise, cooperation.

B. Apply decision-making skills related to the protection and promotion of individual health.

24.B.3 Apply a decision-making process to an individual health concern.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups and communities.

22.B.3a Describe how the individual influences the health and well-being of the workplace and the community (e.g. volunteerism, disaster preparedness, proper care to prevent the spread of illness).

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g. the effects of stress on physical and mental performance, effects of nutrition on growth).

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3b Demonstrate methods of addressing interpersonal differences without harm.
e.g., avoidance, compromise, cooperation.

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups and communities.

22.B.3a Describe how the individual influences the health and well-being of the workplace and the community (e.g. volunteerism, disaster preparedness, proper care to prevent the spread of illness).

State Goal 23: Understand human body systems and factors that influence growth and development.

A. Describe factors that affect growth and development.

23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g. the effects of stress on physical and mental performance, effects of nutrition on growth).

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.

24.A.3b Demonstrate methods of addressing interpersonal differences without harm.
e.g., avoidance, compromise, cooperation.

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g. the effects of stress on physical and mental performance, effects of nutrition on growth).

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

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24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationship among physical, mental and social health factors during adolescence (e.g., The effects of stress on physical and mental performance, effects of nutrition on growth).

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

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e.g., avoidance, compromise, cooperation.

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

B. Apply decision-making skills related to the protection and promotion of individual health.

24.B.3 Apply a decision-making process to an individual health concern.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.

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

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

B. Describe and explain the factors that influence health among individuals, groups and communities.

22.B.3a Describe how the individual influences the health and well-being of the workplace and the community (e.g. volunteerism, disaster preparedness, proper care to prevent the spread of illness).

State Goal 23: Understand human body systems and factors that influence growth and development.

C. Describe factors that affect growth and development.

23.C.3 Describe the relationship among physical, mental and social health factors during adolescence e.g., The effects of stress on physical and mental performance, effects of nutrition on growth.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

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24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

B. Apply decision-making skills related to the protection and promotion of individual health.

24.B.3 Apply a decision-making process to an individual health concern.

A. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3 Apply refusal and negotiation skills to potentially harmful situations.