

# Too Good for Violence – Social Perspectives

## Grade 8 Revised Edition

Correlated with Indiana Academic Standards for Health and Wellness

### 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.

8.1.1 Analyze the relationship between healthy behaviors and personal health.

8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries.

8.1.7 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.

8.6.1 Assess personal health practices.

8.6.2 Develop a goal to adopt, maintain or improve a personal health practice.

8.6.3 Apply strategies and skills needed to attain a personal health goal.

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

8.7.1 Explain the importance of assuming responsibility for personal health behaviors.

8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

8.2.9 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.**

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

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

8.5.3 Distinguish when individual or collaborative decision making is appropriate.

8.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

8.5.5 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

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

8.5.7 Analyze the outcomes of a health-related decision.

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## **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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8.1.2 Describe the interrelationships 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

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8.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

8.1.9 Examine the likelihood 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.

4.1.1 Apply effective verbal and non-verbal 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

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

8.2.3 Describe how peers influence healthy and unhealthy behaviors.

8.2.9 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.**

4.1.1 Apply effective verbal and non-verbal communication skills to enhance health.

8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.

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

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

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

8.7.1 Explain the importance of assuming responsibility for personal health behaviors.

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## **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

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

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

8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

8.7.3 Demonstrate behaviors to 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

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8.4.1 Apply effective verbal and non-verbal communication skills to enhance health.

8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.

8.4.3 Demonstrate effective conflict management or resolution strategies.

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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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## 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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## **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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