

Too Good for Violence – Social Perspectives

Grade 8 Revised Edition

Correlated with Kansas Model Curricular Standards for Health Education

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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 1: The student will explain the relationship between positive health behaviors and wellness.

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Goal-Setting and Decision-Making Skills

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making 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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 1: The student will explain the relationship between positive health behaviors and wellness.

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Benchmark 3: The student will describe the influence of family, community, and peer on adolescent health decisions.

Benchmark 4: Students describe ways to reduce risks related to adolescent growth and development.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Influence of Culture, Media and Technology

Standard 4: The student will analyze the influence of culture, media, technology, and other factors on health.

Benchmark 1: The student will describe the influence of cultural beliefs on health behaviors and the use of health services.

Benchmark 2: The student will analyze how messages from media and other sources influence health behaviors.

Benchmark 3: The student will analyze the influence of technology on health.

Benchmark 4: Students analyze how information from peers influences health.

Goal-Setting and Decision-Making Skills

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark 1: The student will demonstrate the ability to apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

Advocating For Health

Standard 7: The student will demonstrate the ability to advocate for personal, family, and community health.

Benchmark 1: The student will identify various research methods to compare and contrast reliable health resources.

Benchmark 3: The student will demonstrate the ability to work cooperatively with peers when advocating for healthy individuals, families and schools.

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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 1: The student will explain the relationship between positive health behaviors and wellness.

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate effective verbal and non-verbal communication skills in order to express needs, wants, and feelings.

Benchmark 2: Students demonstrate communication skills to build and maintain a variety of healthy relationships.

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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 1: The student will explain the relationship between positive health behaviors and wellness.

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Benchmark 4: Students describe ways to reduce risks related to adolescent growth and development.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate effective verbal and non-verbal communication skills in order to express needs, wants, and feelings.

Benchmark 2: Students demonstrate communication skills to build and maintain a variety of healthy relationships.

Benchmark 4: The student will demonstrate refusal and negotiation 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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 1: The student will explain the relationship between positive health behaviors and wellness.

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Influence of Culture, Media and Technology

Standard 4: The student will analyze the influence of culture, media, technology, and other factors on health.

Benchmark 4: Students analyze how information from peers influences health

Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate effective verbal and non-verbal communication skills in order to express needs, wants, and feelings.

Benchmark 2: Students demonstrate communication skills to build and maintain a variety of healthy relationships.

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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Benchmark 3: The student will describe the influence of family, community, and peer on adolescent health decisions.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Influence of Culture, Media and Technology

Standard 4: The student will analyze the influence of culture, media, technology, and other factors on health.

Goal-Setting and Decision-Making Skills

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark 1: The student will demonstrate the ability to apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

Advocating For Health

Standard 7: The student will demonstrate the ability to advocate for personal, family, and community health.

Benchmark 3: The student will demonstrate the ability to work cooperatively with peers when advocating for healthy individuals, families and schools.

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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Benchmark 3: The student will describe the influence of family, community, and peer on adolescent health decisions.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 2: The student will demonstrate refusal, negotiation, collaboration, mediation, and conflict resolution skills to avoid potentially harmful situations.

Goal-Setting and Decision-Making Skills

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark 1: The student will demonstrate the ability to apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Benchmark 4: Students describe ways to reduce risks related to adolescent growth and development.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Benchmark 4: Students demonstrate strategies to manage stress

Influence of Culture, Media and Technology

Standard 4: The student will analyze the influence of culture, media, technology, and other factors on health.

Benchmark 4: Students analyze how information from peers influences health.

Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate effective verbal and non-verbal communication skills in order to express needs, wants, and feelings.

Benchmark 2: Students demonstrate communication skills to build and maintain a variety of healthy relationships.

Goal-Setting and Decision-Making Skills

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark 1: The student will demonstrate the ability to apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Benchmark 3: The student will describe the influence of family, community, and peer on adolescent health decisions.

Benchmark 4: Students describe ways to reduce risks related to adolescent growth and development.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Benchmark 3: The student will recognize risky and harmful health behaviors.

Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate effective verbal and non-verbal communication skills in order to express needs, wants, and feelings.

Benchmark 2: Students demonstrate communication skills to build and maintain a variety of healthy relationships.

Benchmark 4: The student will demonstrate refusal and negotiation skills to enhance health.

Goal-Setting and Decision-Making Skills

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark 1: The student will demonstrate the ability to apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

Content Standard: Advocating For Health

Standard 7: The student will demonstrate the ability to advocate for personal, family, and community health.

Benchmark 3: The student will demonstrate the ability to work cooperatively with peers when advocating for healthy individuals, families, and schools.

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

Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health

- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

- Benchmark 2:** The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.
- Benchmark 3:** The student will describe the influence of family, community, and peer on adolescent health decisions.
- Benchmark 4:** Students describe ways to reduce risks related to adolescent growth and development.
- Benchmark 5:** The student will recognize personal and bodily risks of: (1) intentional injury such as harassment, date rape, assault, and suicide (2) unintentional injury such as vehicle and industrial accidents.

Self-Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- Benchmark 1:** The student will explain the importance of assuming responsibility for health behaviors.
- Benchmark 2:** Students recognize strategies to maximize health strengths within their personal health assessment.
- Benchmark 3:** The student will recognize risky and harmful health behaviors.

Influence of Culture, Media and Technology

Standard 4: The student will analyze the influence of culture, media, technology, and other factors on health.

- Benchmark 2:** The student will analyze how messages from media and other sources influence health behaviors.

Interpersonal Communication

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

- Benchmark 1:** The student will demonstrate effective verbal and non-verbal communication skills in order to express needs, wants, and feelings.
- Benchmark 2:** Students demonstrate communication skills to build and maintain a variety of healthy relationships.
- Benchmark 3:** Students analyze and identify possible causes of conflict among youth and strategies to manage that conflict.
- Benchmark 4:** The student will demonstrate refusal and negotiation skills to enhance health.

Goal-Setting and Decision-Making Skills

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- Benchmark 1:** The student will demonstrate the ability to apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

Advocating For Health

Standard 7: The student will demonstrate the ability to advocate for personal, family, and community health.

Benchmark 3: The student will demonstrate the ability to work cooperatively with peers when advocating for healthy individuals, families and schools.