

# Too Good for Violence – Social Perspectives

## Grade 8 Revised Edition

Correlated with Missouri Department of Elementary and Secondary Education  
Health Education Grade Level Expectations

### 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 Maintenance and Enhancement

##### 1. Personal and Family Health

###### A. Personal Health

- Analyze how social, emotional, physical, and mental health affect wellness

###### B. Preventive Care

- Assess personal health needs during adolescence and apply strategies to address those needs or problems

### 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 Maintenance and Enhancement

##### 1. Personal and Family Health

###### B. Preventive Care

- Assess personal health needs during adolescence and apply strategies to address those needs or problems

##### 3. Consumer Health and Safety

###### A. Media Influence on Health Habits and Decisions

- Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters)

#### Risk Assessment and Reduction

##### 2. Injury Prevention and Safety

###### A. Safety for Home, School, and Communities

- Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others

### 3. Substance Education

#### C. Substance Use vs. Non-Use

- Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of short and long-term effects on the body, individual, and society

## 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 Maintenance and Enhancement

#### 1. Personal and Family Health

##### A. Personal Health

- Analyze how social, emotional, physical, and mental health affect wellness

## 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 Maintenance and Enhancement

#### 1. Personal and Family Health

##### A. Personal Health

- Analyze how social, emotional, physical, and mental health affect wellness

## 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 Maintenance and Enhancement

#### 1. Personal and Family Health

A. Personal Health

- Analyze how social, emotional, physical, and mental health affect wellness

4. Life Management Skills

A. Decision Making and Problem Solving

- Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional

## 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

### Functions and Interrelationships of Systems

2. Social, Emotional, and Mental Health

C. Communication Skills

- Analyze ways individuals can respond to the various needs and characteristics of diverse people including those with different abilities, chronic diseases, different ethnic and cultural backgrounds

### Health Maintenance and Enhancement

1. Personal and Family Health

A. Personal Health

- Analyze how social, emotional, physical, and mental health affect wellness

## 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 Maintenance and Enhancement

1. Personal and Family Health

A. Personal Health

- Analyze how social, emotional, physical, and mental health affect wellness

B. Preventive Care

- Assess personal health needs during adolescence and apply strategies to address those needs or problems

4. Life Management Skills

A. Decision Making and Problem Solving

- Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional
- E. Harassment/Bullying and Violence Prevention
- Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying

### **Risk Assessment and Reduction**

#### **2. Injury Prevention and Safety**

##### **A. Safety for Home, School, and Communities**

- Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm 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

### **Health Maintenance and Enhancement**

#### **1. Personal and Family Health**

##### **A. Personal Health**

- Analyze how social, emotional, physical, and mental health affect wellness

##### **B. Preventive Care**

- Assess personal health needs during adolescence and apply strategies to address those needs or problems

## **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

### **Functions and Interrelationships of Systems**

#### **2. Social, Emotional, and Mental Health**

##### **C. Communication Skills**

- Analyze ways individuals can respond to the various needs and characteristics of diverse people including those with different abilities, chronic diseases, different ethnic and cultural backgrounds

### **Health Maintenance and Enhancement**

#### **1. Personal and Family Health**

##### **A. Personal Health**

- Analyze how social, emotional, physical, and mental health affect wellness

B. Preventive Care

- Assess personal health needs during adolescence and apply strategies to address those needs or problems

4. Life Management Skills

A. Decision Making and Problem Solving

- Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional

E. Harassment/Bullying and Violence Prevention

- Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying
- Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors)

## **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 Maintenance and Enhancement**

1. Personal and Family Health

A. Personal Health

- Analyze how social, emotional, physical, and mental health affect wellness

B. Preventive Care

- Assess personal health needs during adolescence and apply strategies to address those needs or problems

4. Life Management Skills

E. Harassment/Bullying and Violence Prevention

- Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying

### **Risk Assessment and Reduction**

2. Injury Prevention and Safety

A. Safety for Home, School, and Communities

- Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others
- Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)