

Too Good for Violence – Social Perspectives

Grade 8 Revised Edition

Correlated with North Dakota Health Content and Achievement 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

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)

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 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

7-8.5.2 Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)

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 understand the fundamental concepts of growth and development.

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

7-8.2.1 Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity)

7-8.2.2 Describe ways (e.g., personal achievement, community involvement, physical activity) to improve self-esteem

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 1: Students understand the fundamental concepts of growth and development.

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)

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 understand the fundamental concepts of growth and development.

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

7-8.4.2 Apply strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure

Standard 5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.

7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)

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 1: Students understand the fundamental concepts of growth and development.

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

7-8.2.2 Describe ways (e.g., personal achievement, community involvement, physical activity) to improve self-esteem

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

7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities

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 understand the fundamental concepts of growth and development.

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and strategies to prevent conflict in such situations

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

7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities

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 understand the fundamental concepts of growth and development.

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

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 understand the fundamental concepts of growth and development.

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

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

7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities

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 understand the fundamental concepts of growth and development.

7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)

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

7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities