

Too Good for Violence – Social Perspectives

Grade 8

Correlated with North Dakota Health Education Content Standards 2018

Lesson 8.1 *The Architect* – Setting Reachable Goals

Objectives

Following this lesson, the student will be able to:

- Define 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 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.

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

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

6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Lesson 8.2 *iDecide* – Making Responsible Decisions

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 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

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

5.8.2 Apply the decision-making process in health-related situations.

5.8.3 Distinguish when individual or collaborative decision making is appropriate.

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

5.8.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.

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

5.8.7 Analyze the outcomes of a health-related decision.

Lesson 8.3 *Calibrating Sensors* - Identifying and Managing Emotions

Objectives

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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3 Describe how peers influence health behaviors.

2.8.5 Analyze how messages from media and technology influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 8.4 *Press Send* - Effective Communication

Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of verbal and non-verbal communication
- Recognize how tone of voice, facial expressions, and body language affect meaning and understanding
- Differentiate assertive, aggressive, and passive communication styles

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1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 8.5 *Friend Request* – Bonding & 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: Understand concepts related to human growth and development, health promotion, disease prevention.

1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3 Describe how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal skills to avoid or reduce health risks.

Lesson 8.6 *Compatibility* – Respect for Self and Others

Objectives

Following this lesson, the students 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

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1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3 Describe how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

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

Lesson 8.7 *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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1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3 Describe how peers influence health behaviors.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.8.3 Demonstrate negotiation skills to avoid or reduce health risks.

4.8.4 Demonstrate collaboration skills to avoid or reduce health risks.

4.8.5 Demonstrate effective conflict management or resolution strategies.

Lesson 8.8 *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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2.8.3 Describe how peers influence health behaviors.

2.8.5 Analyze how messages from media and technology influence health behaviors.

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4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Lesson 8.9 *What's the Deal* – Identifying & Managing Bullying Situations

Objectives

Following this lesson, the students 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

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Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 Identify the importance of assuming responsibility for personal health behaviors.

7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

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

Lesson 8.10 *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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1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.

1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3 Describe how peers influence health behaviors.

2.8.5 Analyze how messages from media and technology influence health behaviors.

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4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.8.3 Demonstrate negotiation skills to avoid or reduce health risks.

4.8.4 Demonstrate collaboration skills to avoid or reduce health risks.

4.8.5 Demonstrate effective conflict management or resolution strategies.

4.8.6 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.

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

5.8.2 Apply the decision- making process in health- related situations.

5.8.3 Distinguish when individual or collaborative decision making is appropriate.

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5.8.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.

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