

# Too Good for Violence – Social Perspectives

## Grade 8

Correlated to North Dakota's Multi-Tier System of Supports SEL Goals

### 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

#### Self-Awareness

1. **IE** Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).
2. **RS** Identify personal strengths and the skills required to develop those strengths.
3. **SC/SE** Understand the relationship between effort, attitude, and achievement.

#### Self-Management

5. **GS** Create and monitor personal and academic goals to meet identified needs.

### 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

#### Responsible Decision-Making

1. **IP** Demonstrate the ability to acknowledge problems in a variety of situations.
2. **SP** Evaluate potential solutions to problems.
5. **ER** Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior.

### 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

## Self-Awareness

1. **IE** Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).

## Self-Management

1. **IC** Explain possible outcomes of expressing emotions in various ways.

## 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

## Self-Awareness

1. **IE** Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).

## Self-Management

1. **IC** Explain possible outcomes of expressing emotions in various ways.

## Social Awareness

2. **E/PT** Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

## 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

## Social Awareness

2. **E/PT** Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

## Relationship Skills

3. **TW** Demonstrate cooperation and teamwork to promote group effectiveness.

## 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

### Self-Awareness

2. **RS** Identify personal strengths and the skills required to develop those strengths.
3. **SC/SE** Understand the relationship between effort, attitude, and achievement

### Social Awareness

2. **E/PT** Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

### Relationship Skills

3. **TW** Demonstrate cooperation and teamwork to promote group effectiveness.

## 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

### Social Awareness

2. **E/PT** Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

### Relationship Skills

3. **TW** Demonstrate cooperation and teamwork to promote group effectiveness.
5. **CR** Apply conflict resolution strategies in a variety of situations (e.g. interpersonal, intrapersonal, intragroup, intergroup).

## 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

## Self-Awareness

1. **IE** Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).

## Self-Management

1. **IC** Explain possible outcomes of expressing emotions in various ways.

## Relationship Skills

3. **TW** Demonstrate cooperation and teamwork to promote group effectiveness.

## 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

## Social Awareness

2. **E/PT** Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

## Relationship Skills

5. **CR** Apply conflict resolution strategies in a variety of situations (e.g. interpersonal, intrapersonal, intragroup, intergroup).

## Responsible Decision-Making

1. **IP** Demonstrate the ability to acknowledge problems in a variety of situations.
2. **SP** Evaluate potential solutions to problems.
4. **E&R** Recognize unsafe or high risk situations and utilize strategies to remove oneself.
5. **ER** Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior.

## 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

## Self-Awareness

1. **IE** Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).
2. **RS** Identify personal strengths and the skills required to develop those strengths.

3. **SC/SE** Understand the relationship between effort, attitude, and achievement.

### Self-Management

1. **IC** Explain possible outcomes of expressing emotions in various ways.
2. **StressM** Apply stress management strategies.
5. **GS** Create and monitor personal and academic goals to meet identified needs.

### Social Awareness

2. **E/PT** Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

### Relationship Skills

1. **C** Demonstrate proper etiquette when communicating electronically.
3. **TW** Demonstrate cooperation and teamwork to promote group effectiveness.
5. **CR** Apply conflict resolution strategies in a variety of situations (e.g. interpersonal, intrapersonal, intragroup, intergroup).

### Responsible Decision-Making

1. **IP** Demonstrate the ability to acknowledge problems in a variety of situations.
2. **SP** Evaluate potential solutions to problems.
4. **E&R** Recognize unsafe or high risk situations and utilize strategies to remove oneself.
5. **ER** Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior.