

# Too Good for Violence – Social Perspectives

## Grade 8

Correlated with National Health Education Standards

As of March 2019 Nebraska does not have State Health Education Standards

### 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: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.1 Assess personal health practices.
- 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: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 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 short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a 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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.

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

## **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

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.8.1 Apply 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

## **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

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

## **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

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

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 short-term impact of each alternative on self and others.

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

## **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

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

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

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

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.8.1 Analyze the relationship between healthy behaviors and personal health.

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

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.5 Predict the potential short-term impact of each alternative on self and others.

## **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.8.1 Analyze the relationship between healthy behaviors and personal health.

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

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.