

# Too Good for Violence – Social Perspectives

## Grade 8 Revised Edition

Correlated with New Jersey Core Curriculum Content 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

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### E. Social and Emotional Health

**Content: Social and emotional development impacts all components of wellness.**

2.1.8.E.1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### B. Decision Making and Goal Setting

**Content: Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.**

2.2.8.B.3. Analyze factors that support or hinder the achievement of personal health goals during different life stages.

### 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

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#### E. Social and Emotional Health

**Content: Social and emotional development impacts all components of wellness.**

2.1.8.E.1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### **B. Decision Making and Goal Setting**

**Content: Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.**

2.2.8.B.1. Predict social situations that may require the use of decision-making skills.

2.2.8.B.2. Justify when individual or collaborative decision-making is appropriate.

### **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

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### **E. Social and Emotional Health**

**Content: Social and emotional development impacts all components of wellness.**

2.1.8.E.1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

### **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

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### **E. Social and Emotional Health**

**Content: Social and emotional development impacts all components of wellness.**

2.1.8.E.1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### **A. Interpersonal Communication**

**Content: Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.**

2.2.8.A.1. Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

**Content: Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.**

2.2.8.A.2. Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

## **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

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### **E. Social and Emotional Health**

**Content: Social and emotional development impacts all components of wellness.**

2.1.8.E.1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

#### **A. Relationships**

**Content: The values acquired from family, culture, personal experiences, and friends impact all types of relationships.**

2.4.8.A.5. Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

## 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

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

### E. Social and Emotional Health

**Content: Social and emotional development impacts all components of wellness.**

2.1.6.E.1. Examine how personal assets and protective factors support healthy social and emotional development.

**Content: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention, and resolution of conflict.**

2.1.6.E.2. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### C. Character Development

**Content: Personal core ethical values impact the behavior of oneself and others.**

2.2.6.C.1. Explain how character and core ethical values can be useful in addressing challenging situations.

**Content: Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.**

2.2.6.C.2. Predict situations that may challenge an individual's core ethical values.

2.2.6.C.3. Develop ways to proactively include peers with disabilities at home, at school, and in community activities

## 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

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

## **E. Social and Emotional Health**

**Content:** Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

2.1.6.E.2. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### **A. Interpersonal Communication**

**Content:** Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

2.2.6.A.2. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

### **A. Relationships**

2.4.6.A.4. Demonstrate successful resolution of a problem(s) among friends and in other relationships

## **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

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

## **E. Social and Emotional Health**

**Content:** Social and emotional development impacts all components of wellness.

2.1.6.E.1. Examine how personal assets and protective factors support healthy social and emotional development.

## **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

### **2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### **D. Safety**

**Content: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.**

2.1.6.D.1. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

2.1.6.D.2. Explain what to do if abuse is suspected or occurs.

#### **E. Social and Emotional Health**

**Content: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.**

2.1.6.E.2. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

### **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### **A. Interpersonal Communication**

**Content: Effective communication may be a determining factor in the outcome of health and safety-related situations.**

2.2.6.A.1. Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

**Content: Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.**

2.2.6.A.2. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

### **2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

#### **A. Relationships**

**Content: Healthy relationships require a mutual commitment.**

2.4.6.A.4. Demonstrate successful resolution of a problem(s) among friends and in other relationships.

## **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

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

### **D. Safety**

**Content: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.**

2.1.6.D.1. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

### **E. Social and Emotional Health**

**Content: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.**

2.1.6.E.2. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

### **A. Relationships**

**Content: Healthy relationships require a mutual commitment.**

2.4.6.A.2. Analyze the characteristics of healthy friendships and other relationships.

2.4.6.A.3. Examine the types of relationships adolescents may experience.

2.4.6.A.5. Compare and contrast the role of dating and dating behaviors in adolescence.

2.4.6.A.4. Demonstrate successful resolution of a problem(s) among friends and in other relationships.