

# Too Good for Violence – Social Perspectives

## Grade 8

*Correlated with New Mexico 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

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making**

**5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:**

1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. set and apply strategies to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**5-8 Benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:**

1. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.);
2. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change.

**5-8 Benchmark 6: develop a plan that addresses personal strengths, needs and health risks:**

1. identify personal strengths, needs and health risks;
2. develop a personal wellness plan that addresses a personal health need and goal.

### 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

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making**

**5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:**

1. describe and demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. analyze the difference between making an individual decision or one in consultation with others.

**5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:**

1. analyze why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if

- sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.);
2. analyze how impulsive actions related to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections, taking drugs can lead to addictive behavior, etc.) and
  3. analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.

## **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

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. analyze and demonstrate how to express feelings in a positive way; and
3. analyze and demonstrate how to respond appropriately to other people's needs, wants and feelings.

**5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. analyze and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

## **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

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:**

1. recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication;
2. role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**5-8 Benchmark 2: describe how the behavior of family and peers affects interpersonal communication:**

1. describe how cultural diversity influences verbal and non-verbal communication;
2. describe factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peer and affect interpersonal communication
3. analyze how values are formed

**5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. analyze and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:**

1. analyze and demonstrate communication skills as a tool to enhance relationships

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making**

**5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:**

1. describe and analyze the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

## **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

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:**

1. recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication;
2. role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**5-8 Benchmark 2: describe how the behavior of family and peers affects interpersonal communication:**

1. describe how cultural diversity influences verbal and non-verbal communication;
2. describe factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers and affect interpersonal communication; and
3. analyze how values are formed.

**5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. analyze and demonstrate how to express feelings in a positive way; and
3. analyze and demonstrate how to respond appropriately to other people's needs, wants and feelings.

**5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. analyze and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:**

1. analyze and demonstrate communication skills as a tool to enhance relationships;
2. analyze why someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.

**5-8 Benchmark 6: demonstrate refusal and negotiation skills to enhance health:**

1. analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, and identify appropriate responses;
2. give examples of and demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
4. explain and demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:**

1. discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. describe possible solutions for resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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

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

**5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:**

1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.);
3. analyze how personal daily choices can affect future health status.

**5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:**

1. analyze the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. analyze the impact of family history, cultural values, social systems and environmental influences on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
3. understand how changes during adolescence affect mental, emotional, social and physical health;
4. identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence;

**5-8 Benchmark 4: describe how family and peers influence the health of adolescents:**

1. analyze how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**5-8 Benchmark 5: analyze how environments and personal health are interrelated:**

1. analyze how school, religion, culture, community, society and media, along with other outside influences (such as federal, state or local laws, policies, etc.), impact personal health decisions; and

2. analyze the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.

**5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:**

1. activity; personal safety; mental, social and emotional well-being;

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. analyze and demonstrate how to express feelings in a positive way; and
3. analyze and demonstrate how to respond appropriately to other people's needs, wants and feelings.

**5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:**

1. discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. describe possible solutions for resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:**

1. recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication;
2. role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**5-8 Benchmark 2: describe how the behavior of family and peers affects interpersonal communication:**

1. describe how cultural diversity influences verbal and non-verbal communication;
2. describe factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peer and affect interpersonal communication
3. analyze how values are formed

**5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. analyze and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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

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

**5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:**

1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.); and
3. analyze how personal daily choices can affect future health status.

**5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:**

2. analyze the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
3. understand how changes during adolescence affect mental, emotional, social and physical health;
4. identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence;

**5-8 Benchmark 5: analyze how environments and personal health are interrelated:**

1. analyze the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.

**Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

**5-8 Benchmark 5: develop injury prevention and management strategies for personal and family health:**

1. analyze factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.);
2. describe strategies to prevent intentional and unintentional injuries; and
3. role play skills related to personal safety in the areas of physical, emotional or sexual abuse.

**5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:**

1. analyze threatening situations and reduction strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.);
3. analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e., riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:**

1. recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication;
2. role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. analyze and demonstrate how to express feelings in a positive way; and
3. analyze and demonstrate how to respond appropriately to other people's needs, wants and feelings.

**5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:**

1. discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. describe possible solutions for resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

## **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

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

#### **5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:**

1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.);
3. analyze how personal daily choices can affect future health status.

#### **5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:**

1. analyze the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. analyze the impact of family history, cultural values, social systems and environmental influences on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
3. understand how changes during adolescence affect mental, emotional, social and physical health;
4. identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence;

#### **5-8 Benchmark 4: describe how family and peers influence the health of adolescents:**

1. analyze how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

#### **5-8 Benchmark 5: analyze how environments and personal health are interrelated:**

1. analyze how school, religion, culture, community, society and media, along with other outside influences (such as federal, state or local laws, policies, etc.), impact personal health decisions; and
2. analyze the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.

#### **5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:**

1. activity; personal safety; mental, social and emotional well-being;

### **Content Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services.**

#### **5-8 Benchmark 5: develop injury prevention and management strategies for personal and family health:**

1. analyze factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.);
2. describe strategies to prevent intentional and unintentional injuries; and

3. role play skills related to personal safety in the areas of physical, emotional or sexual abuse.

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1. analyze threatening situations and reduction strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.);
3. analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e., riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:**

1. recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication;
2. role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

**5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);
2. analyze and demonstrate how to express feelings in a positive way; and
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**5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:**

1. discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. describe possible solutions for resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making**

**5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:**

1. describe and demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. analyze the difference between making an individual decision or one in consultation with others.

**5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:**

1. analyze why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.);
2. analyze how impulsive actions related to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections, taking drugs can lead to addictive behavior, etc.) and
3. analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.

**5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:**

1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and
2. set and apply strategies to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**5-8 Benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:**

1. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.);
2. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change.



**5-8 Benchmark 6: develop a plan that addresses personal strengths, needs and health risks:**

1. identify personal strengths, needs and health risks;
2. develop a personal wellness plan that addresses a personal health need and goal.