

Too Good for Violence – Social Perspectives

Grade 8 Revised Edition

Correlated with Oregon Health Education Standards and Benchmarks

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

Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Set goals around increasing healthy self-image.

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

Strand - ALCOHOL, TOBACCO, AND OTHER DRUG PREVENTION

Analyze the short and long term effects of drugs using the decision making model.

Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Use a decision making process to prevent exposure to harmful substances.

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Use a decision making model to avoid or refuse addictive substances and/or behaviors.

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

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Identify how to manage emotions during adolescence.

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

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Demonstrate effective communication skills that encourage healthy relationships.

Strand - PROMOTION OF SEXUAL HEALTH

Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Strand - VIOLENCE AND SUICIDE PREVENTION

Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

Demonstrate a variety of clear communication skills to report dangerous situations.

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

Strand - ALCOHOL, TOBACCO, AND OTHER DRUG PREVENTION

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant, and other drug use.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Explain how to build and maintain healthy family, peer, and dating relationships.

Demonstrate effective communication skills that encourage healthy relationships.

Make decisions that enhance or establish healthy relationships.

Advocate for healthy communication skills within relationships

Strand - PROMOTION OF SEXUAL HEALTH

Compare and contrast the characteristics of healthy and unhealthy relationships

Explain the criteria for evaluating the health of a relationship.

Strand - VIOLENCE AND SUICIDE PREVENTION

Explain pro-social behaviors.

Lesson 6: *Compatibility* - Respect for Self & Others

Objectives

Following this lesson, the student will be able to:

- Define respect
- Identify differences among people in regards 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

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Explain how to build and maintain healthy family, peer, and dating relationships.

Demonstrate effective communication skills that encourage healthy relationships

Make decisions that enhance or establish healthy relationships.

Analyze influences that may affect self-esteem (e.g., peers, media, and adults).

Recognize diversity among people, including age, disability national origin, race, color, marital status, sex, sexual orientation, and gender identity.

Demonstrate appropriate ways to respect and include others who are different from you.

Advocate respect for diversity.

Strand - PROMOTION OF SEXUAL HEALTH

Explain how to promote safety, respect, awareness, and acceptance.

Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Advocate for the promotion of empathy for individual differences.

Strand - VIOLENCE AND SUICIDE PREVENTION

Explain pro-social behaviors.

Demonstrate effective ways to promote respect for self and others.

Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

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

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Explain how to build and maintain healthy family, peer, and dating relationships.

Demonstrate effective communication skills that encourage healthy relationships

Make decisions that enhance or establish healthy relationships.

Strand - PROMOTION OF SEXUAL HEALTH

Explain how to promote safety, respect, awareness, and acceptance.

Strand - UNINTENTIONAL INJURY PREVENTION

Demonstrate strategies and refusal skills to avoid situations that may cause injury.

Strand - VIOLENCE AND SUICIDE PREVENTION

Explain pro-social behaviors.

Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.

Explain the role problem-solving; anger management and impulse control have on preventing violence.

Demonstrate the steps of problem-solving, anger management and impulse control.

Demonstrate a variety of clear communication skills to report dangerous situations.

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

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Demonstrate effective communication skills that encourage healthy relationships.

Identify how to manage emotions during adolescence.

Strand - VIOLENCE AND SUICIDE PREVENTION

Explain the role problem-solving; anger management and impulse control have on preventing violence.

Demonstrate the steps of problem-solving, anger management and impulse control.

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

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Demonstrate appropriate ways to respect and include others who are different from you.

Strand - PROMOTION OF SEXUAL HEALTH

Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence

Demonstrate ways they can respond when someone is being bullied or harassed.

Explain how to promote safety, respect, awareness and acceptance.

Strand - UNINTENTIONAL INJURY PREVENTION

Demonstrate strategies and refusal skills to avoid situations that may cause injury.

Strand - VIOLENCE AND SUICIDE PREVENTION

Explain pro-social behaviors.

Demonstrate effective ways to promote respect for self and others.

Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.

Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

Demonstrate a variety of clear communication skills to report dangerous situations.

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

Strand - PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Explain how to build and maintain healthy family, peer, and dating relationships.

Demonstrate effective communication skills that encourage healthy relationships.

Make decisions that enhance or establish healthy relationships.

Strand - PROMOTION OF SEXUAL HEALTH

Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence

Explain how to promote safety, respect, awareness, and acceptance.

Compare and contrast the characteristics of healthy and unhealthy relationships.

Explain the criteria for evaluating the health of a relationship.

Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Strand - UNINTENTIONAL INJURY PREVENTION

Demonstrate strategies and refusal skills to avoid situations that may cause injury.

Strand - VIOLENCE AND SUICIDE PREVENTION

Explain pro-social behaviors.

Demonstrate effective ways to promote respect for self and others.

Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.

Describe the differences between physical, verbal, relational, sexual, and dating violence.

Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

Demonstrate a variety of clear communication skills to report dangerous situations.