

# Too Good for Violence – Social Perspectives

## Grade 8

*Correlated with South Carolina Standards for Health and Safety Education*

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

M-8.1.1 Examine factors that contribute to a positive self-concept.

M-8.1.2 Discuss the interrelationship among mental, emotional, social, and physical health during adolescence.

M-8.1.3 Describe the characteristics of resiliency.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

No specific indicators apply

### 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

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M-8.1.3 Describe the characteristics of resiliency.

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

M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.

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

No specific indicators apply

## **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

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

M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.

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

M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.

## **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.**

G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.

M-8.4.1 Demonstrate communication skills that foster healthy relationships.

## **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

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M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.

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

G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.

M-8.4.1 Demonstrate communication skills that foster healthy relationships.

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

M-8.1.2 Discuss the interrelationship among mental, emotional, social, and physical health during adolescence.

M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

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

M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.

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

G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.

M-8.4.1 Demonstrate communication skills that foster healthy relationships.

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

No specific indicators apply

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

M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.

## **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

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G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.

I-8.4.1 Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.

M-8.4.1 Demonstrate communication skills that foster healthy relationships.

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

No specific indicators apply

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

No specific indicators apply

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

I-8.7.1 Demonstrate behaviors and strategies to manage conflict in healthy ways.

M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.

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

I-8.8.1 Encourage others to provide active bystander-interventions when others are at risk.

P-8.8.1 Demonstrate ways to encourage others to avoid risk behaviors.

## **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

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M-8.1.4 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

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## **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

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## **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

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### **Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

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