

Too Good for Violence – Social Perspectives

Grade 8 Revised Edition

Correlated with Health Education Standards of Learning for Virginia Public Schools

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

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

d) the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include

a) methods used to reduce health hazards and risks

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

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include

d) the impact of failing to recognize issues related to emotional and mental health;

e) the health risks associated with feelings of immortality and invincibility;

f) the consequences of involvement in potentially dangerous situations

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

b) the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include

a) methods used to reduce health hazards and risks

b) the health risks associated with yielding to negative peer pressure;

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

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include

d) the impact of failing to recognize issues related to emotional and mental 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

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d) the impact of failing to recognize issues related to emotional and mental health

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

b) the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues

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

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include

d) the impact of failing to recognize issues related to emotional and mental health

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

b) the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues

c) the importance of developing relationships that are positive and promote wellness

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include

a) methods used to reduce health hazards and risks;

b) the health risks associated with yielding to negative peer pressure;

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

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include

d) the impact of failing to recognize issues related to emotional and mental health

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

c) the importance of developing relationships that are positive and promote wellness

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include

- c) practices associated with healthy environments;
- d) opportunities for community service.

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

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d) the impact of failing to recognize issues related to emotional and mental health

e) the health risks associated with feelings of immortality and invincibility;

f) the consequences of involvement in potentially dangerous situations;

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

a) the risks associated with gang-related activities;

b) the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues;

c) the importance of developing relationships that are positive and promote wellness;

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include

a) methods used to reduce health hazards and risks

b) the health risks associated with yielding to negative peer pressure

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

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c) the importance of developing relationships that are positive and promote wellness;

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

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c) the importance of developing relationships that are positive and promote wellness;

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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

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include

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e) the health risks associated with feelings of immortality and invincibility;

f) the consequences of involvement in potentially dangerous situations;

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

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b) the health risks associated with yielding to negative peer pressure