

# Too Good for Violence – Social Perspectives

## Grade 8 Revised Edition

Correlated with State of Washington Health and Fitness Learning 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

**EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.**

Component 2.1: Understands dimensions and indicators of health.

GLE

2.1.1 Analyzes the dimensions of health and relates to personal health behaviors.

- Points out how the dimensions of health create a balance of personal health.
- Analyzes personal health in relation to the dimensions of health.

**EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.**

Component 4.1: Analyzes personal health and fitness information.

GLE

4.1.1 Analyzes daily health and fitness habits.

- Sets goals for healthy behavior change.

Component 4.2: Develops and monitors a health and fitness plan.

GLE

4.2.1 Creates personal health and fitness data and sets goals.

- Develops personal health and fitness plan based on health-related standards.

## 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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Component 2.4: Acquires skills to live safely and reduce health risks.

GLE

2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

- Describes risky situations and provides appropriate response.

**EALR 3: The student analyzes and evaluates the impact of real-life influences on health.**

GLE

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

- Demonstrates positive communication skills (including steps for refusal skills, conflict resolution, anger management, and decision-making skills) in specific situations: Family, peers, adults.
- Predicts how changes in self and others impact peer relationships.

## 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

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## **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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GLE

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

- Demonstrates positive communication skills (including steps for refusal skills, conflict resolution, anger management, and decision-making skills) in specific situations: Family, peers, adults.

## **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

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3.3.1 Solves conflicts while maintaining safe and respectful relationships.

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## **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

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- Points out how the dimensions of health create a balance of personal health.

### **EALR 3: The student analyzes and evaluates the impact of real-life influences on health.**

Component 3.3 Evaluates the impact of social skills on health.

GLE

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

- Shows the value of individual differences (unique to race, ethnicity, gender, disabilities, sexual orientation, age, and religious beliefs).
- Demonstrates positive communication skills (including steps for refusal skills, conflict resolution, anger management, and decision-making skills) in specific situations: Family, peers, adults.
- Predicts how changes in self and others impact peer relationships.

## **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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## **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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Component 3.3 Evaluates the impact of social skills on health.

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## **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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Component 2.4: Acquires skills to live safely and reduce health risks.

GLE

2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

- Describes types of abuse, recognizes risky situations, and identifies sources to help in home, school, and community.
- Describes the potential impacts of harassment, bullying, and intimidation (sexual, sexual orientation, gender, religion, disability, ethnic, race, age) on individuals.
- Describes risky situations and provides appropriate response.

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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 knowledge and understanding of the skills taught in lessons 1-10

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- Predicts how changes in self and others impact peer relationships.