

# Too Good for Violence – Social Perspectives

## Grade 8

*Correlated to Washington State Health Education K-12 Learning 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

#### Health Education Core Idea: Wellness (W)

##### 7. Goal-Setting

Describe various short-and long-term goals that can be used to enhance health. H6.W7.8

### 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

#### Health Education Core Idea: Wellness (W)

##### 6. Decision-Making

Demonstrate a decision-making model to make a personal health-enhancing choice. H5.W6.8

### 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

#### Health Education Core Idea: Social Emotional Health (So)

##### 4. Expressing Emotions

Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8

Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8

## **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

### **Health Education Core Idea: Wellness (W)**

#### **5. Communication**

Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8

### **Health Education Core Idea: Safety (Sa)**

#### **3. Violence Prevention**

Differentiate between passive, aggressive, and assertive communication. H4.Sa3.8

## **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

### **Health Education Core Idea: Safety (Sa)**

#### **3. Violence Prevention**

Differentiate between passive, aggressive, and assertive communication. H4.Sa3.8

### **Health Education Core Idea: Sexual Health (Se)**

#### **5. Healthy Relationships**

Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a

Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8.

## **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

### **Health Education Core Idea: Safety (Sa)**

#### **3. Violence Prevention**

Differentiate between passive, aggressive, and assertive communication. H4.Sa3.8

### **Health Education Core Idea: Sexual Health (Se)**

#### **5. Healthy Relationships**

Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a

Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8.

## **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

### **Health Education Core Idea: Safety (Sa)**

#### 3. Violence Prevention

Differentiate between passive, aggressive, and assertive communication. H4.Sa3.8

### **Health Education Core Idea: Social Emotional Health (So)**

#### 4. Expressing Emotions

Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8

Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8

## **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

### **Health Education Core Idea: Safety (Sa)**

#### 3. Violence Prevention

Differentiate between passive, aggressive, and assertive communication. H4.Sa3.8

### **Health Education Core Idea: Social Emotional Health (So)**

#### 4. Expressing Emotions

Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8

Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8

## **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

### **Health Education Core Idea: Social Emotional Health (So)**

#### 5. Harassment, Intimidation, and Bullying

Describe possible consequences of harassment, intimidation, and bullying. H1.So5.8a

Advocate for a bully-free school and community environment. H8.So5.8

## **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

### **Health Education Core Idea: Safety (Sa)**

#### **3. Violence Prevention**

Differentiate between passive, aggressive, and assertive communication. H4.Sa3.8

### **Health Education Core Idea: Sexual Health (Se)**

#### **5. Healthy Relationships**

Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a

Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8.