

Too Good for Violence – Social Perspectives

Grade 8

Correlated to Washington State’s Social Emotional Learning Standards, Benchmarks, and Indicators

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 SELF-AWARENESS: Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

BENCHMARK 1B Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

- I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets) and identify how they influence aspirations.

BENCHMARK 1C Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.

- I can reflect on unanticipated outcomes and develop new strategies and adaptive approaches that lead toward meeting my goals.

STANDARD 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3A Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

- I can find applicable resources and identify how goals can help me learn and create outcomes that match my values.
- I can identify and plan steps, and garner the resources needed to accomplish a task.
- I can learn and apply strategies that will help me achieve my goals.
- I can prioritize goals by importance, necessity, and relevance for growth and development.

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

STANDARD 2 SELF-MANAGEMENT: Individual has the ability to regulate emotions, thoughts, and behaviors.

BENCHMARK 2A Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways.

- I can stop and think about consequences before acting, even when strong feelings and emotions are triggered.
- I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.

BENCHMARK 2B Demonstrates responsible decision-making and problem-solving skills.

- I can demonstrate the ability to draw on multiple views to inform decision-making and problem-solving approaches.

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

STANDARD 1 SELF-AWARENESS: Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

BENCHMARK 1A Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

- I can use self-reflection to determine if my emotions and feelings are proportional to the situation.
- I can identify emotions and feelings that contribute to or detract from my ability to solve problems.
- I can examine possible outcomes associated with different ways of communicating emotions and feelings.

STANDARD 2 SELF-MANAGEMENT: Individual has the ability to regulate emotions, thoughts, and behaviors.

BENCHMARK 2A Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.

- I can stop and think about consequences before acting, even when strong feelings and emotions are triggered.
- I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.

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 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A Demonstrates a range of communication and social skills to interact effectively with others.

- I can practice active and reflective listening skills to better understand linguistic styles, as well as the thoughts and ideas of others.

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

STANDARD 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

- I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful.

STANDARD 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify the possible reasons for peer responses to situations and can practice perspective taking.

BENCHMARK 4B Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.

- I can practice and adapt clear strategies for accepting, respecting, and supporting similarities and differences between myself and others.

STANDARD 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5C Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

- I can distinguish between a healthy relationship and a risky relationship and identify strategies for resisting negative peer pressure.
- I can practice strategies for engaging in, building, and maintaining relationships with people whose backgrounds and identities are different than my own.
- I can engage in positive activities with peers and demonstrate the ability to nurture constructive friendships.

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 3 SELF-EFFICACY: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

- I can demonstrate the ability to engage in a positive approach when faced with peer conflict.
- I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful.

STANDARD 4 SOCIAL AWARENESS: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

- I can identify the possible reasons for peer responses to situations and can practice perspective taking.

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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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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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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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STANDARD 5 SOCIAL MANAGEMENT: Individual has the ability to make safe and constructive choices about personal

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BENCHMARK 5A Demonstrates a range of communication and social skills to interact effectively with others.

- I can practice active and reflective listening skills to better understand linguistic styles, as well as the thoughts and ideas of others.

BENCHMARK 5B Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

- I can take the initiative to repair interactions that have not gone well and demonstrate the capacity for active listening to resolve conflicts with a strength-based approach.
- I can listen and respond calmly and constructively while resolving a conflict.

BENCHMARK 5C Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

- I can distinguish between a healthy relationship and a risky relationship and identify strategies for resisting negative peer pressure.
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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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- I can identify emotions and feelings that contribute to or detract from my ability to solve problems.
- I can examine possible outcomes associated with different ways of communicating emotions and feelings.

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- I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.

BENCHMARK 2B Demonstrates responsible decision-making and problem-solving skills.

- I can demonstrate the ability to draw on multiple views to inform decision-making and problem-solving approaches.

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- I can find applicable resources and identify how goals can help me learn and create outcomes that match my values.
- I can identify and plan steps, and garner the resources needed to accomplish a task.
- I can learn and apply strategies that will help me achieve my goals.
- I can prioritize goals by importance, necessity, and relevance for growth and development.

BENCHMARK 3B Demonstrates problem-solving skills to engage responsibly in a variety of situations.

- I can explain my personal responsibility for outcomes that arise from my behavior.

BENCHMARK 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

- I can demonstrate the ability to engage in a positive approach when faced with peer conflict.
- I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful.

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