

# Too Good for Violence – Social Perspectives

## Grade 8 Revised Edition

Correlated with National Health Education 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

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

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

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

- 6.8.1. Assess personal health practices.
- 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3. Apply strategies and skills needed to attain a personal health goal.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health

### 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

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

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

5.8.1. Identify circumstances that can help or hinder healthy decision making.

5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.

5.8.5. Predict the potential short-term impact of each alternative on self and others.

5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7. Analyze the outcomes of a health related decision.

## **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

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

1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

## **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

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

4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

## 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

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

- 1.8.1. Analyze the relationship between healthy behaviors and personal health.
- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

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

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

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

- 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

## 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

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

- 2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

## 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

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

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

## 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

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

- 1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

## 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

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

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4. Analyze how the school and community can impact personal health practices and behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.
- 4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

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

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.

## 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

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

- 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.

- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 2.8.3. Describe how peers influence healthy and unhealthy behaviors.

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

- 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.8.3. Demonstrate effective conflict management or resolution strategies.

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

- 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
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**Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.**

- 8.8.2. Demonstrate how to influence and support others to make positive health choices.