

Too Good for Violence – Social Perspectives Grade 8

2018 Edition

Correlated with District of Columbia Health Education Standards

Lesson 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

Category 1: Mental and Emotional Health

1. Health Promotion

6-8.1.1.5 Describe qualities that contribute to a positive self-image.

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

6. Goal Setting

6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

Category 2: Safety Skills

6. Goal Setting

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

Category 3: Human Body and Personal Health

6. Goal Setting

6-8.3.6.20 Design a personal health goal, analyze how family and peers might support or hinder its achievement, and evaluate progress toward its achievement.

Lesson 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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

Category 2: Safety Skills

2. Analyzing Influences

6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.

6-8.2.2.7 Describe the impact that individual behavior can have on public safety.

6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.

7. Healthy Behaviors

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

8. Advocacy

6-8.2.8.21 Persuade others to make positive safety and violence/ injury prevention choices.

Lesson 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

Category 1: Mental and Emotional Health

1. Health Promotion

6-8.1.1.5 Describe qualities that contribute to a positive self-image.

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

3. Accessing Information

6-8.1.3.11 Identify techniques and resources for managing mental and emotional health challenges (e.g., depression, grief, anxiety, and stress).

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

8. Advocacy

6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

Lesson 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

Category 1: Mental and Emotional Health

4. Communication

6-8.1.4.12 Demonstrate how to communicate about stress and anxiety productively.

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

Category 2: Safety Skills

4. Communication

6-8.2.4.11 Describe how refusal skills help youth avoid unsafe situations.

5. Decision-Making

6-8.2.5.14 Demonstrate ways to interact with different types of authorities.

Category 3: Human Body and Personal Health

4. Communication

6-8.3.4.15 Applying an assertive communication model to demonstrate effective ways to communicate personal boundaries within friendships and romantic relationships.

6-8.3.4.16 Explain the importance of positive self-concept.

Lesson 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

Category 1: Mental and Emotional Health

1. Health Promotion

6-8.1.1.5 Describe qualities that contribute to a positive self-image.

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

6-8.1.7.17 Demonstrate ways to show support to a peer who is grieving, suffering from trauma, or dealing with depression /anxiety.

8. Advocacy

6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

Category 2: Safety Skills

2. Analyzing Influences

6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.

6-8.2.2.7 Describe the impact that individual behavior can have on public safety.

6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.

4. Communication

6-8.2.4.11 Describe how refusal skills help youth avoid unsafe situations.

Category 3: Human Body and Personal Health

4. Communication

6-8.3.4.15 Applying an assertive communication model to demonstrate effective ways to communicate personal boundaries within friendships and romantic relationships.

6-8.3.4.16 Explain the importance of positive self-concept.

5. Decision-Making

6-8.3.5.18 Using a decision-making model, assess the full range of contraceptive choices.

6-8.3.5.19 Examine how self-esteem impacts decision-making around personal health and relationships.

7. Healthy Behaviors

6-8.3.7.23 Compare and contrast models of healthy relationships for family, friends, and romantic relationships.

Lesson 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

Category 1: Mental and Emotional Health

1. Health Promotion

6-8.1.1.5 Describe qualities that contribute to a positive self-image.

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

3. Accessing Information

6-8.1.3.11 Identify techniques and resources for managing mental and emotional health challenges (e.g., depression, grief, anxiety, and stress).

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

6. Goal Setting

6-8.1.6.15 Set realistic short- and long-term goals for stress management and develop plans to achieve them.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

6-8.1.7.17 Demonstrate ways to show support to a peer who is grieving, suffering from trauma, or dealing with depression /anxiety.

6-8.1.7.18 Demonstrate the ability to use stress relieving techniques.

Category 2: Safety Skills

1. Health Promotion

6-8.2.1.1 Identify dangerous/ risky behaviors that might lead to injuries.

2. Analyzing Influences

6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.

6-8.2.2.7 Describe the impact that individual behavior can have on public safety.

6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.

4. Communication

6-8.2.4.11 Describe how refusal skills help youth avoid unsafe situations.

6. Goal Setting

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

Category 3: Human Body and Personal Health

6. Goal Setting

6-8.3.6.20 Design a personal health goal, analyze how family and peers might support or hinder its achievement, and evaluate progress toward its achievement.

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

Category 1: Mental and Emotional Health

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

6-8.1.7.18 Demonstrate the ability to use stress relieving techniques.

Category 2: Safety Skills

1. Health Promotion

6-8.2.1.1 Identify dangerous/ risky behaviors that might lead to injuries.

2. Analyzing Influences

6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.

6-8.2.2.7 Describe the impact that individual behavior can have on public safety.

6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.

4. Communication

6-8.2.4.11 Describe how refusal skills help youth avoid unsafe situations.

5. Decision-Making

6-8.2.5.14 Demonstrate ways to interact with different types of authorities.

6-8.2.5.15 Demonstrate the ability to use mediation and negotiation skills to resolve conflict.

6. Goal Setting

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

7. Healthy Behaviors

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

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

Category 1: Mental and Emotional Health

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

8. Advocacy

6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

Category 2: Safety Skills

5. Decision-Making

6-8.2.5.14 Demonstrate ways to interact with different types of authorities.

Lesson 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

Category 1: Mental and Emotional Health

2. Analyzing Influences

6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.

4. Communication

6-8.1.4.12 Demonstrate how to communicate about stress and anxiety productively.

5. Decision-Making

6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.

Category 2: Safety Skills

1. Health Promotion

6-8.2.1.1 Identify dangerous/ risky behaviors that might lead to injuries.

6-8.2.1.5 Contrast the characteristics of harmful or abusive relationships, including intimate partner violence, to those of healthy relationships.

2. Analyzing Influences

6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.

6-8.2.2.7 Describe the impact that individual behavior can have on public safety.

6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.

3. Accessing Information

6-8.2.3.10 Identify the available emotional and physical abuse resources for support in schools and the community and describe when to use each.

4. Communication

6-8.2.4.11 Describe how refusal skills help youth avoid unsafe situations.

6-8.2.4.12 Demonstrate how to report situations that could lead to injury or violence.

5. Decision-Making

6-8.2.5.14 Demonstrate ways to interact with different types of authorities.

6-8.2.5.15 Demonstrate the ability to use mediation and negotiation skills to resolve conflict.

6. Goal Setting

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

7. Healthy Behaviors

6-8.2.6.17 Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.

8. Advocacy

6-8.2.8.21 Persuade others to make positive safety and violence/ injury prevention 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

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1. Health Promotion

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7. Healthy Behaviors

6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and nonverbally.

6-8.1.7.17 Demonstrate ways to show support to a peer who is grieving, suffering from trauma, or dealing with depression /anxiety.

8. Advocacy

6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

Category 2: Safety Skills

2. Analyzing Influences

6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.

6-8.2.2.7 Describe the impact that individual behavior can have on public safety.

6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.

4. Communication

6-8.2.4.11 Describe how refusal skills help youth avoid unsafe situations.

8. Advocacy

6-8.2.8.21 Persuade others to make positive safety and violence/ injury prevention choices.

Category 3: Human Body and Personal Health

4. Communication

6-8.3.4.15 Applying an assertive communication model to demonstrate effective ways to communicate personal boundaries within friendships and romantic relationships.

6-8.3.4.16 Explain the importance of positive self-concept.

5. Decision-Making

6-8.3.5.18 Using a decision-making model, assess the full range of contraceptive choices.

6-8.3.5.19 Examine how self-esteem impacts decision- making around personal health and relationships.

6. Goal Setting

6-8.3.6.20 Design a personal health goal, analyze how family and peers might support or hinder its achievement, and evaluate progress toward its achievement.

7. Healthy Behaviors

6-8.3.7.22 Identify the characteristics of committed relationships (e.g., love, respectfulness, generosity, kindness, and forgiveness).

6-8.3.7.23 Compare and contrast models of healthy relationships for family, friends, and romantic relationships.