

Too Good for Violence – Social Perspectives Grade 8

2018 Edition

Correlated with Massachusetts Comprehensive Health and Physical Education Standards 2023

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

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

9. Demonstrate strategies to persevere when facing adversity.
10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.
11. Analyze and demonstrate strategies for planning, prioritizing, and managing time.

Practice 6: Information and resource seeking

Mental and Emotional Health

1. Describe situations where professional health services are necessary to support or improve mental and emotional well-being.

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

Practice 1: Decision-making and Problem-Solving

Personal Safety

12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations.

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

11. Analyze and demonstrate strategies for planning, prioritizing, and managing time.

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

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.
4. Demonstrate techniques to independently manage emotions in a variety of settings.
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.
6. Explain possible outcomes of expressing or repressing emotions.
10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.

Practice 3: Social Awareness, Relationship, and Communication Skills

Mental and Emotional Health

2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.
9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.

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

Practice 3: Social Awareness, Relationship, and Communication Skills

Healthy Relationships

2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).

Mental and Emotional Health

2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.

4. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being.
6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.

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

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.

Practice 3: Social Awareness, Relationship, and Communication Skills

Healthy Relationships

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).

Mental and Emotional Health

2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.

Practice 5: Self-awareness and Analyzing Influences

Personal Safety

1. Analyze how various influences (e.g., peers, family, culture, society, school and community policies) impact the safety of adolescents in a varied of situations (including during physical activity).

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

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.

Practice 3: Social Awareness, Relationship, and Communication Skills

Healthy Relationships

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).

Mental and Emotional Health

2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.

Practice 5: Self-awareness and Analyzing Influences

Personal Safety

1. Analyze how various influences (e.g., peers, family, culture, society, school and community policies) impact the safety of adolescents in a varied of situations (including during physical activity).

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

Practice 1: Decision-making and Problem-Solving

Personal Safety

10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.
2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.
3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.
4. Demonstrate techniques to independently manage emotions in a variety of settings.
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.
9. Demonstrate strategies to persevere when facing adversity.

Practice 3: Social Awareness, Relationship, and Communication Skills

Healthy Relationships

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.
12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).

Mental and Emotional Health

1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.
2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.
5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.
6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.
9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.

Practice 5: Self-awareness and Analyzing Influences

Personal Safety

1. Analyze how various influences (e.g., peers, family, culture, society, school and community policies) impact the safety of adolescents in a varied of situations (including during physical activity).

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

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.
2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.
3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.
4. Demonstrate techniques to independently manage emotions in a variety of settings.
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.
9. Demonstrate strategies to persevere when facing adversity.

Practice 3: Social Awareness, Relationship, and Communication Skills

Healthy Relationships

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.
12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).

Mental and Emotional Health

1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.
2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.
5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.
6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.

9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.

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

Practice 1: Decision-making and Problem-Solving

Personal Safety

10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.
12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations.

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.
2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.
3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.
4. Demonstrate techniques to independently manage emotions in a variety of settings.
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.
9. Demonstrate strategies to persevere when facing adversity.

Practice 3: Social Awareness, Relationship, and Communication Skills

Healthy Relationships

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.
12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).
14. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors.

Mental and Emotional Health

1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.
2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.
5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.
6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.
9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.

Practice 5: Self-awareness and Analyzing Influences

Personal Safety

1. Analyze how various influences (e.g., peers, family, culture, society, school and community policies) impact the safety of adolescents in a varied of situations (including during physical activity).

Practice 6: Information and resource seeking

Physical Health and Hygiene

4. Locate a variety of personal health-related digital resources and assess each for reliability and validity.
5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited.

Practice 7: Self-Advocacy and Health Promotion

Mental and Emotional Health

6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms.
8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs.

Personal Safety

1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety.
2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety.
3. Work cooperatively to support the safety of individuals, families, and communities.

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

Practice 1: Decision-making and Problem-Solving

Personal Safety

10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.
12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations.

Practice 2: Self-management and Goal Setting

Mental and Emotional Health

1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.
2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.
3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.
4. Demonstrate techniques to independently manage emotions in a variety of settings.
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.
6. Explain possible outcomes of expressing or repressing emotions.
7. Examine how various coping strategies may help or harm health.
8. Apply health-promoting coping and stress management strategies.
9. Demonstrate strategies to persevere when facing adversity.
10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.
11. Analyze and demonstrate strategies for planning, prioritizing, and managing time.

Practice 3: Social Awareness, Relationship, and Communication Skills

Healthy Relationships

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.
8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships).
12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).

14. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors.

Mental and Emotional Health

1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.
2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.
4. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being.
5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.
6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.
9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.

Practice 5: Self-awareness and Analyzing Influences

Personal Safety

1. Analyze how various influences (e.g., peers, family, culture, society, school and community policies) impact the safety of adolescents in a variety of situations (including during physical activity).

Practice 6: Information and resource seeking

Physical Health and Hygiene

4. Locate a variety of personal health-related digital resources and assess each for reliability and validity.
5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited.

Practice 7: Self-Advocacy and Health Promotion

Mental and Emotional Health

6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms.
8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs.

Personal Safety

1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety.
2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety.
3. Work cooperatively to support the safety of individuals, families, and communities.