

Too Good for Violence – Social Perspectives Grade 8

2018 Edition

Correlated with Oklahoma Academic Standards for Health Education 2022

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

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

Goal Setting

6.GS.8.1 Assess personal health practices.

6.GS.8.2 Set a realistic personal health goal.

6.GS.8.3 Apply strategies to overcome barriers to achieving a personal health goal.

6.GS.8.4 Use strategies and skills to achieve a personal health goal.

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

Advocacy

8.AD.8.2 Apply ways to encourage others to make positive health choices.

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

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

Decision Making

5.DM.8.1 Examine circumstances that help or hinder healthy decision making.

5.DM.8.2 Determine when situations require a health-related decision which can be made individually or collaboratively.

5.DM.8.4 Differentiate between healthy and unhealthy outcomes of health-related decisions.

5.DM.8.5 Examine the potential short-term impact of healthy and unhealthy outcomes to a health-related decision.

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

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

Mental Health and Wellness

1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

Healthy Relationships

1.HR.8.1 Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.

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

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

Mental Health and Wellness

1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

Healthy Relationships

1.HR.8.1 Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.

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

Interpersonal Communication

4.IC.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.

4.IC.8.4 Demonstrate how to effectively ask for assistance to improve personal health.

4.IC.8.5 Demonstrate how to effectively communicate empathy and support for others.

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

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

Mental Health and Wellness

1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

Healthy Relationships

1.HR.8.1 Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.

1.HR.8.2 Summarize the characteristics of healthy relationships and describe how power and control differences in relationships can contribute to aggression and violence.

1.HR.8.3 Explain why individuals have the right to refuse uncomfortable situations and/or sexual contact.

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

Analyze Influences

2.AN.8.1 Examine how the family influences the health of adolescents.

2.AN.8.3 Evaluate how peers influence healthy and unhealthy behaviors.

2.AN.8.4 Evaluate how the school and community can affect personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).

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

Interpersonal Communication

4.IC.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.

4.IC.8.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.

4.IC.8.5 Demonstrate how to effectively communicate empathy and support for others.

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

Decision Making

5.DM.8.1 Examine circumstances that help or hinder healthy decision making.

5.DM.8.4 Differentiate between healthy and unhealthy outcomes of health-related decisions.

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

Advocacy

8.AD.8.2 Apply ways to encourage others to make positive health choices.

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

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

Mental Health and Wellness

1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

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

Analyze Influences

2.AN.8.3 Evaluate how peers influence healthy and unhealthy behaviors.

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

Self-Management

7.SM.8.1 Explain the importance of being responsible for personal health behaviors.

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

Advocacy

8.AD.8.1 State a health-enhancing position, supported with accurate information, to improve the health of others.

8.AD.8.2 Apply ways to encourage others to make positive health choices.

8.AD.8.3 Collaborate with others to advocate for healthy individuals, families, and communities.

8.AD.8.4 Demonstrate ways health messages and communication techniques can be altered for different audiences.

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.

Mental Health and Wellness

1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

Healthy Relationships

1.HR.8.1 Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.

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

Interpersonal Communication

4.IC.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.

4.IC.8.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.

4.IC.8.3 Explain healthy ways to prevent, manage, and resolve conflict.

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

Self-Management

7.SM.8.1 Explain the importance of being responsible for personal health behaviors.

7.SM.8.2 Apply healthy practices and behaviors to improve the health of oneself and others.

7.SM.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.

Advocacy

8.AD.8.1 State a health-enhancing position, supported with accurate information, to improve the health of others.

8.AD.8.2 Apply ways to encourage others to make positive health choices.

8.AD.8.3 Collaborate with others to advocate for healthy individuals, families, and communities.

8.AD.8.4 Demonstrate ways health messages and communication techniques can be altered for different audiences.

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.

Mental Health and Wellness

1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

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

Analyze Influences

2.AN.8.3 Evaluate how peers influence healthy and unhealthy behaviors.

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

Self-Management

7.SM.8.1 Explain the importance of being responsible for personal health behaviors.

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

Advocacy

- 8.AD.8.1 State a health-enhancing position, supported with accurate information, to improve the health of others.
- 8.AD.8.2 Apply ways to encourage others to make positive health choices.
- 8.AD.8.3 Collaborate with others to advocate for healthy individuals, families, and communities.
- 8.AD.8.4 Demonstrate ways health messages and communication techniques can be altered for different audiences.

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

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

Mental Health and Wellness

- 1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

Healthy Relationships

- 1.HR.8.1 Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.
- 1.HR.8.2 Summarize the characteristics of healthy relationships and describe how power and control differences in relationships can contribute to aggression and violence.

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

Analyze Influences

- 2.AN.8.2 Explain the influence of culture on health beliefs, practices, and behaviors.
- 2.AN.8.3 Evaluate 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.

Interpersonal Communication

- 4.IC.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- 4.IC.8.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.IC.8.5 Demonstrate how to effectively communicate empathy and support for others.

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

Decision Making

- 5.DM.8.1 Examine circumstances that help or hinder healthy decision making.

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

Self-Management

- 7.SM.8.1 Explain the importance of being responsible for personal health behaviors.
- 7.SM.8.2 Apply healthy practices and behaviors to improve the health of oneself and others.
- 7.SM.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.

Advocacy

- 8.AD.8.1 State a health-enhancing position, supported with accurate information, to improve the health of others.
- 8.AD.8.2 Apply ways to encourage 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.

Mental Health and Wellness

- 1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.
- 1.MH.8.2 Explain the interrelationship of physical, mental, emotional, and social health.

Healthy Relationships

- 1.HR.8.1 Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.
- 1.HR.8.2 Summarize the characteristics of healthy relationships and describe how power and control differences in relationships can contribute to aggression and violence.
- 1.HR.8.3 Explain why individuals have the right to refuse uncomfortable situations and/or sexual contact.

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

Analyze Influences

- 2.AN.8.1 Examine how the family influences the health of adolescents.
- 2.AN.8.3 Evaluate how peers influence healthy and unhealthy behaviors.
- 2.AN.8.4 Evaluate how the school and community can affect personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).

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

Interpersonal Communication

- 4.IC.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- 4.IC.8.3 Explain healthy ways to prevent, manage, and resolve conflict.
- 4.IC.8.4 Demonstrate how to effectively ask for assistance to improve personal health.
- 4.IC.8.5 Demonstrate how to effectively communicate empathy and support for others.

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

Decision Making

- 5.DM.8.1 Examine circumstances that help or hinder healthy decision making.
- 5.DM.8.2 Determine when situations require a health-related decision which can be made individually or collaboratively.
- 5.DM.8.4 Differentiate between healthy and unhealthy outcomes of health-related decisions.
- 5.DM.8.5 Examine the potential short-term impact of healthy and unhealthy outcomes to a health-related decision.
- 5.DM.8.7 Examine the effectiveness of a final outcome of a health-related decision.

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

- 6.GS.8.1 Assess personal health practices.
- 6.GS.8.2 Set a realistic personal health goal.
- 6.GS.8.3 Apply strategies to overcome barriers to achieving a personal health goal.
- 6.GS.8.4 Use strategies and skills to achieve a personal health goal.

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

- 7.SM.8.1 Explain the importance of being responsible for personal health behaviors.
- 7.SM.8.2 Apply healthy practices and behaviors to improve the health of oneself and others.
- 7.SM.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.**Advocacy**

- 8.AD.8.1 State a health-enhancing position, supported with accurate information, to improve the health of others.
- 8.AD.8.2 Apply ways to encourage others to make positive health choices.
- 8.AD.8.3 Collaborate with others to advocate for healthy individuals, families, and communities.
- 8.AD.8.4 Demonstrate ways health messages and communication techniques can be altered for different audiences.