

Too Good for Violence – Social Perspectives Grade 8 2018 Edition

Correlated with Wyoming Health Education Content and Performance 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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.7 Use criteria to set a short-term personal health goal and make a plan for achieving it.

HE8.4.8 Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was achieved because it met all SMART criteria and my plan included activities for all weather conditions).

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE8.2.1 Distinguish when individual or collaborative decision-making is appropriate.

HE8.2.2 Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).

HE8.2.3 Apply a systematic decision making process that includes analysis of consequences to enhance health (e.g., impact of decision on self, on others).

HE8.2.4 Apply a systematic decision-making process that includes analysis of consequences to reduce or avoid health risks.

HE8.2.5 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to self and others.

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

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE8.3.1 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.2 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.4 Analyze characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (e.g., listen for details, listen for specific information, identify emotions, listen for opinions, infer meaning, etc.).

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE8.2.2 Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).

HE8.2.5 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING

HE8.2.2 Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).

HE8.2.5 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and 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

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

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CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to self and others.

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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to self and others.

HE8.4.9 Analyze the effects of taking action to oppose bullying based on individual and group differences.

HE8.4.10 Describe various forms of bullying and the roles of all involved (aggressor, bystander, victim, etc.) in bullying situations.

HE8.4.11 Describe the impact of bullying on physical health, mental and emotional health, and social health (e.g. depression, violence, avoidance, suicide, physical illness, etc.).

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

CONTENT STANDARD 1. HEALTH INFORMATION, PRODUCTS AND RESOURCES

HE8.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community that help enhance health.

HE8.1.2 Demonstrate the ability to locate appropriate health resources at school or in the community that help reduce health risks.

HE8.1.3 Analyze situations or conditions to determine when health services are needed (e.g., Distinguish when symptoms warrant a visit to the doctor versus taking over the counter medication.).

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE8.3.1 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).

HE8.3.2 Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).

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CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.

HE8.4.2 Analyze behaviors that avoid and reduce health risks, to self and others.

HE8.4.10 Describe various forms of bullying and the roles of all involved (aggressor, bystander, victim, etc.) in bullying situations.

HE8.4.11 Describe the impact of bullying on physical health, mental and emotional health, and social health (e.g. depression, violence, avoidance, suicide, physical illness, etc.).