

Too Good for Violence – Social Perspectives

Grade 8

Correlated with Texas Essential Knowledge and Skills for Health Education 2017

Lesson 8.1 *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

115.23. Health Education

(b) Knowledge and skills.

(13) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

- (F) develop strategies for setting long-term personal and vocational goals; and
- (G) demonstrate time-management skills.

Lesson 8.2 *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

115.23. Health Education

(b) Knowledge and Skills.

(13) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

- (C) appraise the risks and benefits of decision-making about personal health;
- (D) predict the consequences of refusal skills in various situations;

Lesson 8.3 *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

115.23. Health Education

(b) Knowledge and Skills.

(12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) describe techniques for responding to criticism;
- (B) demonstrate strategies for coping with problems and stress;
- (D) describe methods of communicating emotions;

Lesson 8.4 *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

115.23. Health Education

(b) Knowledge and Skills.

(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

- (C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;
- (D) summarize and relate conflict resolution/mediation skills to personal situations; and (E) appraise the importance of social groups.

Lesson 8.5 *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

115.23. Health Education

(b) Knowledge and Skills.

(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

- (A) differentiate between positive and negative peer pressure;

(13) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

- (E) examine the effects of peer pressure on decision making;

Lesson 8.6 *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

115.23. Health Education

(b) Knowledge and Skills.

(12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (B) demonstrate strategies for coping with problems and stress;
- (C) describe strategies to show respect for individual differences including age differences;
- (D) describe methods of communicating emotions;

Lesson 8.7 *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

115.23. Health Education

(b) Knowledge and Skills.

(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

- (B) describe the application of effective coping skills;
- (D) summarize and relate conflict resolution/mediation skills to personal situations; and

(12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (D) describe methods of communicating emotions;

Lesson 8.8 *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

115.23. Health Education

(b) Knowledge and Skills.

- (12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
- (A) describe techniques for responding to criticism;
 - (C) describe strategies to show respect for individual differences including age differences;
 - (D) describe methods of communicating emotions;

Lesson 8.9 *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

115.23. Health Education

(b) Knowledge and Skills.

- (14) Bullying prevention. The student analyzes bullying information and applies strategies for enhancing and maintaining healthy personal relationships throughout the life span. The student is expected to:
- (A) analyze strategies for preventing bullying, harassment, dating violence, and sexual assault;
 - (C) demonstrate empathy toward others;
 - (D) analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior; and
 - (E) recognize the responsibility to report bullying behavior.

Lesson 8.10 *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

115.23. Health Education

(b) Knowledge and Skills.

- (11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:
- (B) describe the application of effective coping skills;
 - (C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;
 - (D) summarize and relate conflict resolution/mediation skills to personal situations; and
- (12) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
- (A) describe techniques for responding to criticism;
 - (B) demonstrate strategies for coping with problems and stress;
 - (D) describe methods of communicating emotions;
- (14) Bullying prevention. The student analyzes bullying information and applies strategies for enhancing and maintaining healthy personal relationships throughout the life span. The student is expected to:

- (A) analyze strategies for preventing bullying, harassment, dating violence, and sexual assault;
- (D) analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior; and
- (E) recognize the responsibility to report bullying behavior.