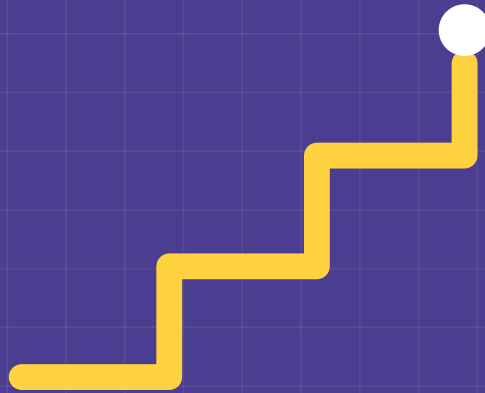




UpOnly Learning



GRADE 8

FREE SAMPLE WORKBOOK

Psychology Grade 8

One step at a time. · Ages 13–14 · Free sample: 1 of 7 topics

UO-PSY-8

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC

Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong — an answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgement over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com** — the picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

Full terms: uponlylearning.com/legal

How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

1. ① **Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.
2. ② **Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.
3. ③ **We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.
4. ④ **You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.



How to use this Psychology book in Grade 8

Pace

Plan on 1 to 2 weeks for each of the 7 topics, about 7 to 14 weeks for the book, in 2 to 4 sessions a week.

A typical session

A 40 to 45 minute session runs Quick Check, Learn It, We Do It Together, and a block of You Try questions, with Show What You Know saved for its own day at the end of the topic.

Tips for this book

- Calming strong emotions: reappraisal and self-talk and Making decisions under pressure work best when practiced; role-play a tough moment together and try the steps.
- Kindness and prosocial behavior is a good chance to plan one safe act of help, such as helping a neighbor or a classmate.
- Healthy relationships and communication and Mental wellness and supporting a friend are sensitive topics; listen calmly and make sure your student knows which trusted adults can help.
- Encourage your student to check their own work with the answer key and talk about how each idea applies to their own day.

Your eighth grader is learning to handle pressure, screens, and friendships, and your steady presence tells them it is always safe to ask for help.

GRADE 8

CONTENTS · UO-PSY-8



Psychology: Grade 8

Free Sample Workbook · Ages 13–14 · 1 of 7 topics, with a Quick Check, a lesson, We Do It Together, You Try and an answer key

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Topic 1 · Kindness and prosocial behavior	7
<i>Explain why people help or do not help and plan a safe act of help CASEL Social Awareness</i>	
Quick Check 7 · Learn It 9 · We Do It Together 11 · You Try 13 · Answer Key 15	



Kindness and prosocial behavior

The student will explain what prosocial behavior is, describe why people help or fail to help (including the bystander effect), and plan a safe, concrete act of help for another person or a community.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

1. Does being kind mean giving up what I need?
A No, because kindness is never allowed in school **B** Yes, but only if someone else asks you to do it
C Yes, you must always give up everything you need **D** No, kindness can include limits
2. Which is a good example of naming a specific person?
A Does anyone here know what we should do next? **B** Please, someone come over and fix all of this
C Somebody please help us with this problem right now **D** You in the red jacket, please call an adult
3. In an emergency, what should you do?
A Post about it online and wait for replies **B** Wait for the emergency to end by itself **C** Call 911 or get an adult
D Try to handle it all by yourself at first
4. Should helping make you overextend yourself?
A Yes, always do as much as is humanly possible **B** No, you should never help anyone with anything
C Yes, even if you are exhausted and out of time **D** No, helping shouldn't mean overextending
5. Why is it important to listen without pushing for details?
A It makes them tell you everything that happened **B** It saves time so that you can move on quickly
C It helps you gather gossip to share with friends **D** It respects the person's privacy and comfort
6. After helping a neighbor carry groceries, a student feels warm and happy. What is this?
A The bystander effect **B** The helper's high **C** Reciprocity **D** Diffusion of responsibility
7. A student says, Being kind means giving up everything I need. What is the best reply?
A Kindness can have limits; care for yourself too **B** Only adults are able to set limits on their kindness
C Kindness is not allowed when you are feeling tired
8. Which choice is NOT a safe way to help?
A Checking on someone who looks like they are upset **B** Entering a dangerous situation alone
C Calling 911 when there is an emergency **D** Calling an adult to come and help right away

9. A student shares a kind note with a classmate and is not sure it matters. What does the lesson say?
- A Small acts can matter to both people B Only big and costly acts of kindness count
C A kind note is not really a kind thing to do D Small acts do not matter to anyone at all
10. A student says, I do kind things so that people will owe me. Which term does not fit that motive?
- A Reciprocity B Self-interest C Altruism

② Learn It

Key words

- **prosocial behavior:** Voluntary action meant to help others, such as sharing, comforting or volunteering
- **altruism:** Helping others without expecting anything in return
- **bystander effect:** The tendency to help less when other people are present
- **diffusion of responsibility:** Feeling less personally responsible because others could act
- **reciprocity:** Returning kindness for kindness
- **helper's high:** The good feeling people often report after helping
- **upstander:** A person who acts to support someone being treated unfairly

Warm-up

1. Ask the student to describe a time someone helped them when they did not expect it, and how it felt.
2. Then ask about a time they could have helped but did not.

Helping sounds simple, yet people often hold back. Psychology explains why, and what makes helping more likely.

Teach

1. Explain that humans are strongly built to cooperate. Even toddlers help. Prosocial behavior is a skill and a habit that can grow.
2. Explain benefits. Research suggests that kindness and generosity tend to raise the giver's happiness and strengthen relationships, as well as helping the receiver. Helping is not a trade, but it does make a difference to both people.
3. Describe the bystander effect. In many studies, a person alone with someone in need was more likely to help than a person in a group. Each person assumes someone else will act (diffusion of responsibility) or looks to others to decide whether it is an emergency.
4. Teach how to overcome it: notice, decide it is your job, choose how to help, and act. Name a specific person ('You in the red jacket, please call an adult'). Explain that being an upstander can be as simple as checking on the person or telling a trusted adult.
5. Explain safety: never put yourself in danger. In an emergency, call 911 or get an adult. Add that kindness includes yourself, and that helping should not become overextending.

Do not wait for someone else. Notice, decide, act safely.

Guided practice

1. Discuss scenarios and decide how to help safely: a student drops their books in a crowded hallway; a classmate is eating alone; someone is being mocked online.
2. Brainstorm five small acts of kindness the student can do within a week, ranked from easiest to hardest.
3. Role-play being an upstander with a simple line such as 'That is not funny. Leave them alone.'

What is the smallest helpful thing I can do right now?

Worked examples

Eleven students walk past a classmate who dropped a pile of papers, and nobody helps. Explain this using the bystander effect.

Each student assumes someone else will help or waits for others to act (diffusion of responsibility). The first person who helps often leads others to join.

Rosa wants to help an unhappy classmate she does not know well. What are safe, respectful steps?

Say hello, offer a kind comment or invite them to sit with her, listen without pushing for details, and tell a trusted adult if she worries they are in danger.

Watch for these mistakes

Mistake: Being kind means giving up what I need.

Fix: Explain that kindness can include limits. You can help others and still look after yourself.

Mistake: If nobody else is helping, it must not be a real problem.

Fix: Explain that people often wait for others in an unclear situation. Check what is happening and act or get an adult.

③ We Do It Together: 10 questions

Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.

1. Why might people look to others when a situation is unclear?

- A** To learn a new game that others are playing **B** To decide whether it is an emergency
C To find someone else to blame for the problem **D** To avoid having to talk to anyone about it

Answer: B To decide whether it is an emergency

Why: People use others' reactions to judge how serious a situation is.

2. Which example is prosocial behavior?

- A** Taking a seat that was saved for someone else in class **B** Sharing notes with a sick classmate
C Teasing a classmate about a low test score on a quiz

Answer: B Sharing notes with a sick classmate

Why: Sharing notes is a voluntary act that helps another student.

3. Is prosocial behavior a skill that can grow?

- A** No, it is fixed from the day that you are born **B** No, it only ever happens by luck or by accident
C Yes, but only for adults and not for any students **D** Yes, it is a skill and a habit

Answer: D Yes, it is a skill and a habit

Why: Prosocial behavior is a habit as well as a skill, so with practice helping becomes more natural.

4. What is the first step in overcoming the bystander effect?

- A** Notice what is happening **B** Wait to see what others do **C** Decide it is someone else's job

Answer: A Notice what is happening

Why: Noticing comes first, because you cannot decide to help until you see that something is wrong.

5. Why might someone choose to tell a trusted adult instead of confronting a bully directly?

- A** It keeps people safer; adults can step in **B** It lets you avoid doing anything at all about it
C It guarantees that the bully will stop right away **D** It makes the bully angrier at the person who told

Answer: A It keeps people safer; adults can step in

Why: Safety matters, and adults can step in.

6. Eleven students pass a classmate with dropped papers. What could one student do to change the outcome?

- A** Stand there and watch like everyone else is **B** Ask the classmate to pick up the papers faster
C Start helping; the first helper leads others **D** Wait for the teacher to arrive and take over

Answer: C Start helping; the first helper leads others

Why: The first person who helps often leads others to join.

7. Research suggests kindness and generosity tend to do what?

- A** Raise the giver's happiness; strengthen bonds **B** Weaken the relationships between the two people
C Lower the giver's happiness over a long time **D** Have no effect on anyone who is involved

Answer: A Raise the giver's happiness; strengthen bonds

Why: The lesson says kindness tends to raise the giver's happiness and strengthen relationships.

8. Which choice shows kindness that includes limits?

- A** Helping a friend for an hour, then resting **B** Refusing to help anyone with anything ever again
C Doing a friend's entire project and skipping sleep **D** Helping only when someone is going to pay you

Answer: A Helping a friend for an hour, then resting

Why: You can help others and still look after yourself.

9. Eight of 24 students in a hallway stop to help someone who fell. What fraction stopped to help?

- A** $\frac{1}{8}$ **B** $\frac{1}{3}$ **C** $\frac{3}{8}$ **D** $\frac{1}{4}$

Answer: B $\frac{1}{3}$

Why: Eight out of twenty-four simplifies to one third.

10. Which scenario best shows diffusion of responsibility?

- A** A teacher makes an announcement to the whole class **B** A group sees a fall, and each waits for another
C A student reads a book alone in the library **D** A single student sees a fallen classmate and helps

Answer: B A group sees a fall, and each waits for another

Why: When each person in a group expects another to act, responsibility spreads out and no one helps.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. If nobody else is helping, is it not a real problem?
A No, because help is always sent in for any problem **B** Yes, because only adults can decide what is a problem
C No, it may be real; people often wait
2. Who benefits when someone is kind or generous?
A Both the giver and the receiver **B** Nobody at all, since kindness has no real effect
C Only the person who receives the kindness or help
3. What should you never do when helping?
A Check on someone who looks like they are upset **B** Be kind to the person who needs your help
C Put yourself in danger **D** Ask an adult nearby to come and help you
4. A student sees a classmate crying in the hallway while many students pass by. Which first step best fits the lesson?
A Check what is happening, then ask if they are okay or get a trusted adult **B** Wait to see if the crying stops
C Take a video to show others **D** Walk by and assume someone else will help
5. A student sees a classmate drop their books in a crowded hallway. Which action is safest and most helpful?
A Stop and help pick up the books **B** Walk quickly past without looking at the person
C Kick the books aside so that they are not in the way **D** Record a video of the whole thing to share later
6. Which situation is most likely to get help quickly?
A A person in need is far from the nearest door **B** A person in need is in a loud room at school
C A person in need is in a very large crowd **D** Only one other student is nearby
7. A student sees someone being mocked in a group chat. Which response is an upstander action?
A Leave the chat without saying a single word **B** Reply calmly and tell a trusted adult
C Take a screenshot and share it with other students
8. Which action is an example of being an upstander in a group chat?
A Leave the chat without saying anything at all **B** Say "Let's not post that," then tell an adult
C Reply with insults to the people who posted it
9. A student wants to plan a month of kindness. Which plan is the most concrete and realistic?
A Pick one small act each week, such as a greeting, a note, a shared lunch and a cleanup shift, and write down when
B Be kind to everyone all the time starting tomorrow **C** Do one huge act at the end of the month

10. A student helps a neighbor and later the neighbor brings cookies. Which term describes the neighbor's action?

- A Bystander effect B Altruism C Diffusion of responsibility D Reciprocity

Kindness and prosocial behavior: Answers and explanations

① Quick Check

1. Does being kind mean giving up what I need?
D No, kindness can include limits
 You can help others and still look after yourself, because kindness can include limits.
2. Which is a good example of naming a specific person?
D You in the red jacket, please call an adult
 Calling out a specific person with a clear task is hard to ignore, so it cuts through the crowd.
3. In an emergency, what should you do?
C Call 911 or get an adult
 Emergencies need trained help, so calling 911 or getting an adult is the safest first step.
4. Should helping make you overextend yourself?
D No, helping shouldn't mean overextending
 Limits keep helping healthy, since a person who is worn out cannot keep helping for long.
5. Why is it important to listen without pushing for details?
D It respects the person's privacy and comfort
 Listening without pushing respects the person's privacy and keeps them comfortable enough to talk.
6. After helping a neighbor carry groceries, a student feels warm and happy. What is this?
B The helper's high
 It is a good feeling people often report after helping.
7. A student says, Being kind means giving up everything I need. What is the best reply?
A Kindness can have limits; care for yourself too
 Healthy helping has boundaries, so you can be kind to others and still care for yourself.
8. Which choice is NOT a safe way to help?
B Entering a dangerous situation alone
 Entering a dangerous place alone could put you in danger, and the lesson says never to do that.
9. A student shares a kind note with a classmate and is not sure it matters. What does the lesson say?
A Small acts can matter to both people
 Small acts can make a difference to both the giver and the person who receives the kindness.
10. A student says, I do kind things so that people will owe me. Which term does not fit that motive?
C Altruism
 Altruism means expecting nothing in return, so doing kind things to be owed does not fit.

④ You Try

1. If nobody else is helping, is it not a real problem?
C No, it may be real; people often wait
 People often wait for others in unclear situations, so a quiet problem can still be a real one.

2. Who benefits when someone is kind or generous?
A Both the giver and the receiver
Kindness tends to raise the giver's happiness and help the receiver.
3. What should you never do when helping?
C Put yourself in danger
Your own safety comes first, and putting yourself in danger could leave two people needing help.
4. A student sees a classmate crying in the hallway while many students pass by. Which first step best fits the lesson?
A Check what is happening, then ask if they are okay or get a trusted adult
The lesson says to check and then act or get an adult.
5. A student sees a classmate drop their books in a crowded hallway. Which action is safest and most helpful?
A Stop and help pick up the books
Stopping to help pick up the books is simple and safe, and it shows the person they were noticed.
6. Which situation is most likely to get help quickly?
D Only one other student is nearby
A person alone with someone in need is more likely to help than a person in a group.
7. A student sees someone being mocked in a group chat. Which response is an upstander action?
B Reply calmly and tell a trusted adult
An upstander supports the person being treated unfairly.
8. Which action is an example of being an upstander in a group chat?
B Say "Let's not post that," then tell an adult
Saying let's not post that and telling an adult supports the person being treated unfairly.
9. A student wants to plan a month of kindness. Which plan is the most concrete and realistic?
A Pick one small act each week, such as a greeting, a note, a shared lunch and a cleanup shift, and write down when
A plan with named acts and times is concrete and doable.
10. A student helps a neighbor and later the neighbor brings cookies. Which term describes the neighbor's action?
D Reciprocity
The neighbor returned kindness for kindness, and that exchange is exactly what reciprocity means.

Keep going with the full Psychology workbook

You just tried one topic. The full Grade 8 workbook has every topic below, each with a Quick Check, a lesson, We Do It Together, up to 90 You Try questions, Show What You Know and a full answer key.

- 1. Kindness and prosocial behavior CASEL Social Awareness
- 2. Calming strong emotions: reappraisal and self-talk CASEL Self-Management
- 3. Making decisions under pressure NHES Standard 5
- 4. Social media, screens and the mind NHES Standard 2
- 5. Healthy relationships and communication NHES Standard 4
- 6. How we learn: conditioning, feedback and mindset APA Learning
- 7. Mental wellness and supporting a friend NHES Standard 3

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