

# Too Good for Violence – Social Perspectives Grade 3

## 2018 Edition

*Correlated to Alaska Skills for a Healthy Life*

### Lesson 1 Program Designer – *Setting Reachable Goals*

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify steps to setting and reaching goals
- Name a personal goal
- Describe personal progress toward a goal

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

### Lesson 2 Consider the Consequences – *Making Responsible Decisions*

#### Objectives

Following this lesson, the student will be able to:

- Identify the steps of the decision-making model
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations
- Determine when decisions should be made alone or with the help of a trusted adult
- Discuss decisions and consequences

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

**D. A student should be able to contribute to the well-being of families and communities.** *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;
2. Take responsible actions to create safe and healthy environments;

### Lesson 3 Getting to Know Me - *Identifying and Managing Emotions*

#### Objectives

Following this lesson, the student will be able to:

- Name a variety of emotions
- Demonstrate an awareness of one's own physical signals associated with specific emotions
- Describe a range of emotions and the situations that cause them
- Recognizing the emotions of others by observing facial expressions and body language
- Demonstrate using an I-message and other healthy ways to express emotions

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

## Lesson 4 Listening Program Active - *Effective Communication*

### Objectives

Following this lesson, the student will be able to:

- Differentiate effective and ineffective listening skills
- Demonstrate active listening: look, lean in, ask
- Discuss active listening as a way to show caring and respect
- Use listening skills to identify the feelings and perspectives of others
- Demonstrate effective speaking skills

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 5 Human Interface – *Bonding & Relationships*

### Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behaviors
- Describe approaches for making and keeping friends
- Demonstrate ways to begin, continue, and end a conversation

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

## Lesson 6 Respect Matters – *Respect for Self and Others*

### Objectives

Following this lesson, the students will be able to:

- Define respect
- Identify examples of respect for self, others, and property
- Demonstrate the ability to be respectful in different situations
- Discuss the role of respecting differences and communication on connecting with others

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and

## Lesson 7 Tuning Frequencies – Conflict Resolution

### Objectives

Following this lesson, the student will be able to:

- Define peace and conflict
- Discuss conflict as a normal and natural part of being human
- Discuss the role of understanding other points of view in resolving a conflict
- Recognize his or her capacity to learn and use skills for managing conflict
- Demonstrate nonviolent strategies to manage conflict

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 8 Reset Function- Anger Management

### Objectives

Following this lesson, the student will be able to:

- Describe the physical sensations of anger as warning signs of conflict
- Identify thoughts and events that can trigger angry responses
- Identify physical signals that indicate the presence and degree of angry feelings
- Differentiate angry feelings and aggressive actions
- Demonstrate ways to use self-control to manage angry feelings

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;

## Lesson 9 Short Circuit - Identifying and Managing Bullying Situations

### Objectives

Following this lesson, the students will be able to:

- Differentiate bullying behavior and conflict
- Define bully, target, and witness
- Identify ways the target or the witness can respond to a bullying situation

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

1. Resolve conflicts responsibly;

**C. A student should be able to demonstrate responsibility for the student's well-being.** *A student who meets the content standard should:*

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

**D. A student should be able to contribute to the well-being of families and communities.** *A student who meets the content standard should:*

1. Make responsible decisions as a member of a family or community;
2. Take responsible actions to create safe and healthy environments;

## Lesson 10 Advanced Programming – Problem Solving

### Objectives

Following this lesson, the student will be able to:

- Define and demonstrate brainstorming in a cooperative group
- Recognize his or her capacity to learn and use skills for problem solving
- Identify a variety of solutions when working to solve a problem
- Demonstrate working together to stimulate creative problem solving

**A. A student should be able to acquire a core knowledge related to well-being.** *A student who meets the content standard should:*

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;

**B. A student should understand how well-being is affected by relationships with others.** *A student who meets the content standard should:*

3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and