

Too Good for Violence – Social Perspectives Grade 3 2018 Edition

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework, 2006

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

Content Standard 3: Self-management of Healthy Behaviors

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

E.3.1. - Identify responsible health behaviors

Content Standard 7: Goal-Setting Skills

Students will use goal-setting skills to enhance health.

E.7.1. – Demonstrate the ability to apply the goal-setting process to enhance health

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

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.1. - Describe relationships between personal health behaviors and individual well-being

Content Standard 3: Self-management of Healthy Behaviors

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

E.3.3. - Compare behaviors that are safe to those that are risky or harmful

E.3.4. - Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions

Content Standard 5: Communication Skills

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

E.5.2. - Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

Content Standard 6: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health

E.6.1. – Demonstrate the ability to apply a decision-making process to enhance health

E.6.2. – Explain when to ask for assistance in making health-related decisions

E.6.3. – Predict outcomes of positive health decisions

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

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

E.1.2. - Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body

E.1.5. - Examine how physical, social and emotional environments influence personal health

Content Standard 5: Communication Skills

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

E.5.3. - Describe emotions and how they can affect an individual's behavior

E.5.4. - Identify and demonstrate healthy ways to express needs, wants and feelings

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

Content Standard 5: Communication Skills

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

E.5.1. - Practice verbal and nonverbal communication as a means of enhancing health

E.5.5. - Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

E.5.6. - Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

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

Content Standard 4: Analyzing Internal and External Influences

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

E.4.3. - Explain how family, school and peers influence personal health

Content Standard 5: Communication Skills

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

E.5.2. - Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.6. - Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

Content Standard 8: Advocacy

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

E.8.7. - Promote positive, healthy interpersonal relationships with respect and appreciation for each other

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

Content Standard 5: Communication Skills **Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

Content Standard 8: Advocacy **Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.**

E.8.6. Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other

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

Content Standard 5: Communication Skills Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.8. Identify possible causes of conflict

E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage, and resolve conflicts and identify adults who might assist, when appropriate

Content Standard 6: Decision-Making Skills Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

E.6.1. Demonstrate the ability to apply a decision-making process to enhance health

E.6.2. Explain when to ask for assistance in making health-related decisions

E.6.3. Predict outcomes of positive health decisions

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

Content Standard 3: Self-management of Healthy Behaviors Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors

E.3.3. Compare behaviors that are safe to those that are risky or harmful

E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions

E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease

E.3.6. Identify and practice skills to manage stress

Content Standard 5: Communication Skills Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.3. Describe emotions and how they can affect an individual's behavior

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

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

Content Standard 3: Self-management of Healthy Behaviors Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

E.3.1. Identify responsible health behaviors

E.3.3. Compare behaviors that are safe to those that are risky or harmful

E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions

E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease

Content Standard 5: Communication Skills Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

E.5.1. Practice verbal and nonverbal communication as a means of enhancing health

E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community

E.5.3. Describe emotions and how they can affect an individual's behavior

E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings

E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability

E.5.6. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members

E.5.7. Demonstrate avoidance and refusal skills to enhance health

E.5.8. Identify possible causes of conflict

E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage, and resolve conflicts and identify adults who might assist, when appropriate

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
- Recall and practice the skills taught in lessons 1-10

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

E.8.1. Describe a variety of methods to convey accurate health information, concepts and skills

E.8.2. Express opinions about health issues based on accurate health information

E.8.3. Identify and describe community agencies that advocate for healthy individuals, families and communities

E.8.4. Describe ways to encourage and support others in making positive health choices

E.8.5. Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools

E.8.6. Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)

E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other