

Too Good for Violence – Social Perspectives Grade 3

2018 Edition

Correlated with District of Columbia Health Education Standards

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

Category 1 : Mental and Emotional Health

2 Analyzing Influences

3-5.1.2.8 Describe the characteristics of positive role models.

7 Healthy Behaviors

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

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

Category 1 : Mental and Emotional Health

2 Analyzing Influences

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

5 Decision Making

3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

Category 2: Safety Skills

6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7 Healthy Behaviors

3-5.2.7.13 Differentiate between safe and risky behaviors.

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

Category 1 : Mental and Emotional Health

1 Health Promotion

- 3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).
- 3-5.1.1.5 Identify feelings and emotions associated with loss and grief.

3 Accessing Information

- 3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

4 Communication

- 3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.
- 3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

5 Decision Making

- 3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

8 Advocacy

- 3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

Category 2: Safety Skills

1 Health Promotion

- 3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

4 Communication

- 3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

6 Goal Setting

- 3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7 Healthy Behaviors

- 3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verb al abuse).

Category 3: Human Body and Personal Health

4 Communication

- 3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

8 Advocacy

- 3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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

Category 1: Mental and Emotional Health

2 Analyzing Influences

3-5.1.2.8 Describe the characteristics of positive role models.

4 Communication

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

Category 2: Safety Skills

4 Communication

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7 Healthy Behaviors

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

Category 3: Human Body and Personal Health

4 Communication

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

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

Category 1 : Mental and Emotional Health

1 Health Promotion

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

2 Analyzing Influences

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

3-5.1.2.8 Describe the characteristics of positive role models.

4 Communication

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

7 Healthy Behaviors

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

Category 2: Safety Skills

1 Health Promotion

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

2 Analyzing Influences

3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.

4 Communication

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7 Healthy Behaviors

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

8 Advocacy

3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

Category 3: Human Body and Personal Health

4 Communication

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

8 Advocacy

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and

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

Category 1 : Mental and Emotional Health

1 Health Promotion

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

2 Analyzing Influences

3-5.1.2.8 Describe the characteristics of positive role models.

4 Communication

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

7 Healthy Behaviors

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

Category 2: Safety Skills

1 Health Promotion

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

4 Communication

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7 Healthy Behaviors

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

Category 3: Human Body and Personal Health

4 Communication

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

8 Advocacy

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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

Category 1: Mental and Emotional Health

1. Health Promotion

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

2. Analyzing Influences

3-5.1.2.8 Describe the characteristics of positive role models.

4. Communication

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

5. Decision Making

3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

Category 2: Safety Skills

1. Health Promotion

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

2. Analyzing Influences

3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.

4. Communication

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

5. Decision Making

3-5.2.5.9 Develop strategies to reduce the risk of injury.

6. Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7. Healthy Behaviors

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verb al abuse).

8. Advocacy

3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

Category 3: Human Body and Personal Health

4. Communication

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

8. Advocacy

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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

Category 1: Mental and Emotional Health

1. Health Promotion

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

3. Accessing Information

3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

4. Communication

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

5. Decision Making

3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

6. Goal Setting

3-5.1.6.14 Develop a plan to implement positive stress management strategies.

Category 2: Safety Skills

1. Health Promotion

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

7. Healthy Behaviors

3-5.2.7.13 Differentiate between safe and risky behaviors.

Category 3: Human Body and Personal Health

4. Communication

3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.

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

Category 1 : Mental and Emotional Health

1 Health Promotion

3-5.1.1.4 Explain why it is wrong and hurtful to tease or bully others (e.g., based on their body type or other personal characteristics).

2 Analyzing Influences

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

3-5.1.2.8 Describe the characteristics of positive role models.

3 Accessing Information

3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

4 Communication

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

8 Advocacy

3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

Category 2: Safety Skills

1 Health Promotion

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

3-5.2.1.2 Describe situations and behaviors that constitute abuse and bullying.

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

3 Accessing Information

3-5.2.3.7 Identify resources for those experiencing abuse, including identifying trusted adults to tell about abuse.

4 Communication

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

5 Decision Making

3-5.2.5.9 Develop strategies to reduce the risk of injury.

6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

7 Healthy Behaviors

3-5.2.7.13 Differentiate between safe and risky behaviors.

3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).

8 Advocacy

3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence

Category 3: Human Body and Personal Health

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3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).

8 Advocacy

3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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

Category 1 : Mental and Emotional Health

1 Health Promotion

3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).

3-5.1.1.4 Explain why it is wrong and hurtful to tease or bully others (e.g., based on their body type or other personal characteristics).

3-5.1.1.5 Identify feelings and emotions associated with loss and grief.

2 Analyzing Influences

3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.

3-5.1.2.8 Describe the characteristics of positive role models.

3 Accessing Information

3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.

4 Communication

3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.

3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.

5 Decision Making

3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.

7 Healthy Behaviors

3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.

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3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.

Category 2: Safety Skills

1 Health Promotion

3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).

3-5.2.1.2 Describe situations and behaviors that constitute abuse and bullying.

3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.

2 Analyzing Influences

3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.

3 Accessing Information

3-5.2.3.7 Identify resources for those experiencing abuse, including identifying trusted adults to tell about abuse.

4 Communication

3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).

5 Decision Making

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6 Goal Setting

3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).

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3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.