

# Too Good for Violence – Social Perspectives Grade 3

## 2018 Edition

*Correlated with Chapter 115. Texas Essential Knowledge and Skills for Health Education*

### 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

#### 115.15. Health Education, Grade 3, Adopted 2020

##### (b) Knowledge and skills

*(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:*

(B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals.

### 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

#### 115.15. Health Education, Grade 3, Adopted 2020

##### (b) Knowledge and skills

*(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:*

(A) define self-esteem and ways it is formed, including identifying areas for one's personal growth; and

## 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

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(A) communicate needs, wants, and emotions in healthy ways;

## 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

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(A) communicate needs, wants, and emotions in healthy ways;

(F) describe the value of respectful communication;

## 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

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(D) distinguish between healthy and harmful influences of friends and others;

(E) describe the characteristics of healthy and unhealthy friendships;

(F) describe the value of respectful communication;

## 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

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) communicate needs, wants, and emotions in healthy ways;
- (D) distinguish between healthy and harmful influences of friends and others;
- (E) describe the characteristics of healthy and unhealthy friendships;
- (F) describe the value of respectful communication;
- (G) discuss how others may experience situations differently than oneself; 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

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) communicate needs, wants, and emotions in healthy ways;
- (D) distinguish between healthy and harmful influences of friends and others;
- (F) describe the value of respectful communication;
- (H) demonstrate strategies for resolving conflicts.

## 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

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(A) communicate needs, wants, and emotions in healthy ways;

## 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

### 115.15. Health Education, Grade 3, Adopted 2020

#### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

(A) communicate needs, wants, and emotions in healthy ways;

(B) describe strategies for assessing thoughts and applying calming and self-management practices;

(F) describe the value of respectful communication;

(G) discuss how others may experience situations differently than oneself; and

(H) demonstrate strategies for resolving conflicts.

*(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:*

(A) describe how to effectively respond to bullying and cyberbullying of oneself or others;

(B) explain the importance of seeking assistance in making decisions about personal safety; and

# 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 Too Good for Violence-Social Perspectives lessons 1-10

## 115.15. Health Education, Grade 3, Adopted 2020

### (b) Knowledge and skills

*(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:*

- (A) communicate needs, wants, and emotions in healthy ways;
- (D) distinguish between healthy and harmful influences of friends and others;
- (E) describe the characteristics of healthy and unhealthy friendships;
- (F) describe the value of respectful communication;
- (G) discuss how others may experience situations differently than oneself; and