Too Good for Violence – A Peaceable Place Grade 3
2018 Edition

Correlated with Wyoming Health Education Content and Performance 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

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.6 Describe criteria for setting personal health goals.

HE4.4.7 Set a measurable short-term personal health goal and monitor progress on achieving the goal (e.g., brush teeth two times per day, walk 10,000 steps every day).

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 2. PROBLEM SOLVING AND DECISION MAKING

HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

HE4.2.2 Explain when assistance is needed for making health related decisions.

HE4.2.3 Illustrate how health related decisions can affect self and others.

HE4.2.4 Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option).

HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).

HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

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 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.4 Describe a range of emotions and the situations that cause them.
HE4.4.5 Describe and demonstrate the ability to express emotions in a socially acceptable manner (positive ways to express anger, alternatives to violence, etc.).

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 3. EFFECTIVE COMMUNICATION
HE4.3.1 Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks.
HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.
HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

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 2. PROBLEM SOLVING AND DECISION MAKING
HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.

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 3. EFFECTIVE COMMUNICATION
HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.
HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY
HE4.4.8 Describe how to work effectively with those who are different from oneself.

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 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.1 Describe situations or circumstances that help or hinder healthy decision making.
HE4.2.2 Explain when assistance is needed for making health related decisions.
HE4.2.3 Illustrate how health related decisions can affect self and others.
HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).
HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION

HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.
HE4.3.3 Describe refusal skills to avoid or reduce health risks.
HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.
HE4.4.2 Explain behaviors that help avoid or reduce health risks.

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 2. PROBLEM SOLVING AND DECISION MAKING

HE4.2.1 Describe situations or circumstances that help or hinder healthy decision making.

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.
HE4.4.2 Explain behaviors that help avoid or reduce health risks.
HE4.4.4 Describe a range of emotions and the situations that cause them.
HE4.4.5 Describe and demonstrate the ability to express emotions in a socially acceptable manner (positive ways to express anger, alternatives to violence, etc.).

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 2. PROBLEM SOLVING AND DECISION MAKING
HE4.2.1 Describe situations or circumstances that help or hinder healthy decision making.
HE4.2.2 Explain when assistance is needed for making health related decisions.
HE4.2.3 Illustrate how health related decisions can affect self and others.
HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).
HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.
HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION
HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.
HE4.3.3 Describe refusal skills to avoid or reduce health risks.
HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY
HE4.4.1 Explain why specific behaviors help improve or maintain personal health.
HE4.4.2 Explain behaviors that help avoid or reduce health risks.
HE4.4.9 Define bullying and the role of the aggressor in bullying situations.

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

CONTENT STANDARD 2. PROBLEM SOLVING AND DECISION MAKING
HE.4.2.1 Describe situations or circumstances that help or hinder healthy decision-making.
HE.4.2.2 Explain when assistance is needed for making health related decisions.
HE4.2.3 Illustrate how health related decisions can affect self and others.
HE4.2.4 Explain steps of a simple decision-making process to enhance health or reduce health risks (e.g., identify a few options and consequences of each option).
HE4.2.5 Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).
HE4.2.6 Describe how peers can influence decisions students make about health practices and risk behaviors.
HE4.2.7 Describe healthy options to health-related issues or problems (e.g., benefits of recess before and after lunch).

CONTENT STANDARD 3. EFFECTIVE COMMUNICATION
HE4.3.2 Describe characteristics of effective communication for the purpose of enhancing health or reducing/avoiding health risks.
HE4.3.3 Describe refusal skills to avoid or reduce health risks.
HE4.3.4 Demonstrate the ability to use basic listening skills to enhance health or reduce/avoid health risks (e.g., eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.).

CONTENT STANDARD 4. PERSONAL AND SOCIAL RESPONSIBILITY

HE4.4.1 Explain why specific behaviors help improve or maintain personal health.

HE4.4.2 Explain behaviors that help avoid or reduce health risks.