

# Too Good for Violence Curriculum Correlations

Correlated with California Health Education Content Standards

## Grade 3

### Lesson One: *Peaceable People*

**Objectives:** The student will be able to:

- Define peace and conflict.
- Discuss conflict as a normal and natural part of being human.
- Recognize his or her capacity to learn and use skills for solving conflicts.

#### **Growth and Development**

##### **Standard 2: Analyzing influences**

3.2.G.4 Explain how individual behaviors, family, and school influence growth and development

##### **Standard 4: Interpersonal Communication**

3.4.G.6 Demonstrate how to communicate with parents, guardians, and/or trusted adults about growth and development

3.4.G.7 Identify how to show respect for individual differences.

##### **Standard 5: Decision Making**

3.5.G.8 Examine why a variety of behaviors promote healthy growth and development.

##### **Standard 7: Practicing Health-Enhancing Behaviors**

3.7.G.9 Determine behaviors that promote healthy growth and development

#### **Mental, Emotional, and Social Health**

##### **Standard 1: Essential Concepts**

3.1.M.1 Describe examples of healthy social behaviors

##### **Standard 7: Practicing Health –Enhancing Behaviors**

3.7.M.11 Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in self and others

### Lesson Two: *All About Feelings*

**Objectives:** The student will be able to:

- Name a variety of feelings.
- Describe physical sensations of anger as warning signs of conflict.
- Recite I-messages as a way to express feelings with honesty and self-control.

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## **Lesson Three: *Why Use I-messages***

**Objectives:** The student will be able to:

- Differentiate between I-messages and You-messages.
- Demonstrate the consequences of using I-messages and You-messages.
- Identify two words that cause common communication errors in I-messages.

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## Lesson Four: *Listening For Clues*

**Objectives:** The student will be able to:

- Describe communication clues: facial expression, body language and voice tone.
- Demonstrate active listening: look; listen; ask.
- Discuss active listening as a way to show caring and respect.

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## Lesson Five: *Self-control, Not Remote Control*

**Objectives:** The student will be able to:

- Identify triggers (external events and internal self-talk) that arouse angry responses.
- Identify warning signals (physical sensations) that indicate the presence of and level of angry feelings.
- Differentiate between angry feelings and aggressive actions.
- Demonstrate ways to handle angry feelings with self-control.

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## **Lesson Six: *More Than One Point of View***

**Objectives:** The student will be able to:

- Identify different points of view.
- Discuss the importance of understanding other points of view in solving a conflict.

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## **Lesson Seven: *Brainstorming for New Ideas***

**Objectives:** The student will be able to:

- List a variety of solutions.
- Discuss the importance of working together to stimulate creative problem solving.
- Demonstrate the communication skill of encouraging.
- Complete a brainstorm in a cooperative group.

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