

# Too Good for Violence Curriculum Correlations

Correlated with Connecticut Healthy and Balanced Living Curriculum Framework

## 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.

#### **Content Standard 5: Communication Skills**

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.5.8. 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 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.

#### **Content Standard 3: Self-management of Healthy Behaviors**

E.3.6. Identify and practice skills to manage stress

#### **Content Standard 5: Communication Skills**

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

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 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.

#### **Content Standard 3: Self-management of Healthy Behaviors**

E.3.1. Identify responsible health behaviors

E.3.6. Identify and practice skills to manage stress

### **Content Standard 5: Communication Skills**

- 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.5.4. 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.5.8. Identify possible causes of conflict

### **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.

### **Content Standard 5: Communication Skills**

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

### **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.

### **Content Standard 3: Self-management of Healthy Behaviors**

- E.3.1. Identify responsible health behaviors
- E.3.2. List personal health needs
- 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**

- E.5.1. Practice verbal and nonverbal communication as a means of enhancing health
- E.5.8. Identify possible causes of conflict

## **Content Standard 6: Decision-Making Skills**

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

## **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.

## **Content Standard 5: Communication Skills**

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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

## **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.

## **Content Standard 3: Self-management of Healthy Behaviors**

E.3.1. Identify responsible health behaviors

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

## **Content Standard 5: Communication Skills**

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

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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

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