

# Too Good for Violence Curriculum Correlations

Correlated with Delaware Health Education 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.
2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
  4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  5. Students will demonstrate the ability to use *decision-making skills* to enhance health.

### 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.
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
  7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

### 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.
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
  2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.

4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.

## **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.
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
  2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
  4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
  7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

## **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.
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
  2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
  4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)

## 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.
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
  2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors.
  4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  5. Students will demonstrate the ability to use *decision-making skills* to enhance health.

## 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.
1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life.
  4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks.
  5. Students will demonstrate the ability to use *decision-making skills* to enhance health.
  6. Students will demonstrate the ability to use *goal-setting skills* to enhance health.
  7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)
  8. Students will demonstrate the ability to *advocate* for personal, family and community health.