

Too Good for Violence Curriculum Correlations

Correlated with Iowa Core K-12 21st Century Skills

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.

Health Literacy

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals. (21.3-5.HL.2)

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for 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.

Health Literacy

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals. (21.3-5.HL.2)

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

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.

Health Literacy

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Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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.

Health Literacy

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals. (21.3-5.HL.2)

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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.

Health Literacy

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals. (21.3-5.HL.2)

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

Essential Concept and/or Skill: Demonstrate critical literacy/thinking skills related to personal, family, and community wellness. (21.3-5.HL.3)

Demonstrate decision making skills.

- Explain different approaches to making decisions.

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.

Health Literacy

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals. (21.3-5.HL.2)

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.

- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

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.

Health Literacy

Essential Concept and/or Skill: Utilize interactive literacy and social skills to establish personal family, and community health goals. (21.3-5.HL.2)

Demonstrate social and communication skills that enhance health and increase safety.

- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

Advocate for personal, family and community health.

- Describe ways to improve family and community health.
- Use assertive communications skills to consistently advocate for a healthy, violence-free environment.

Essential Concept and/or Skill: Demonstrate critical literacy/thinking skills related to personal, family, and community wellness. (21.3-5.HL.3)

Demonstrate decision making skills.

- Explain different approaches to making decisions.