

Too Good for Violence Curriculum Correlations

Correlated with North Dakota Health Content and Achievement 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.

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

3.3.3 Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator)

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.

Standard 1: Students understand the fundamental concepts of growth and development.

3.1.2 Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

3.2.3 Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day)

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.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

3.4.1 Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)

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.

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

- 3.4.1 Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)

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.

Standard 1: Students understand the fundamental concepts of growth and development.

- 3.1.2 Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

- 3.2.3 Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day)

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.

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

- 3.3.3 Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

- 3.4.1 Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)

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.

Standard 1: Students understand the fundamental concepts of growth and development.

3.1.2 Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings)

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

3.2.3 Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day)

Standard 3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

3.3.3 Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator)

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

3.4.1 Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

3.7.1 Identify ways to promote good health (e.g., positive role model, having a positive attitude about health)