

# Grade 3 Too Good for Violence – Social Perspectives

Correlated with North Dakota Health Education Content Standards 2018

## Lesson 3.1 *Program Designer* – Setting Reachable Goals

### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify steps to setting and reaching goals
- Name a personal goal
- Describe personal progress toward a goal

### **Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.**

6.5.1 Set a personal health short-term goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

## Lesson 3.2 *Consider the Consequences* – Decision Making

### Objectives

Following this lesson, the student will be able to:

- Identify the steps of the decision-making model
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations
- Determine when decisions should be made alone or with the help of a trusted adult
- Discuss decisions and consequences

### **Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.**

5.5.1 Identify health-related situations that might require a decision-making process.

5.5.2 Analyze when assistance is needed when making a health-related decision.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

## Lesson 3.3 *Human Interface* - Identifying and Managing Emotions

### Objectives

Following this lesson, the student will be able to:

- Name a variety of emotions
- Demonstrate an awareness of one's own physical signals associated with specific emotions
- Describe a range of emotions and the situations that cause them
- Recognizing the emotions of others by observing facial expressions and body language
- Demonstrate using an I-message and other healthy ways to express emotions

### **Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

### **Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

## **Lesson 3.4 *Listening Program Active* - Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate effective and ineffective listening skills
- Demonstrate active listening: look, lean in, ask
- Discuss active listening as a way to show caring and respect
- Use listening skills to identify the feelings and perspectives of others
- Demonstrate effective speaking skills

**Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

## **Lesson 3.5 *Human Interface* – Bonding & Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behaviors
- Describe approaches for making and keeping friends
- Demonstrate ways to begin, continue, and end a conversation

**Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers influence health behaviors.

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.5.2 Encourage others to make positive health choices.

## **Lesson 3.6 *Respect Matters* – Respect for Self and Others**

### **Objectives**

Following this lesson, the students will be able to:

- Define respect
- Identify examples of respect for self, others, and property
- Demonstrate the ability to be respectful in different situations
- Discuss the role of respecting differences and communication on connecting with others

**Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers influence health behaviors.

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.5.2 Encourage others to make positive health choices.

## **Lesson 3.7 *Tuning Frequencies* – Conflict Resolution**

### **Objectives**

Following this lesson, the student will be able to:

- Define peace and conflict
- Discuss conflict as a normal and natural part of being human
- Discuss the role of understanding other points of view in resolving a conflict
- Recognize his or her capacity to learn and use skills for managing conflict
- Demonstrate nonviolent strategies to manage conflict

### **Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

### **Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers influence health behaviors.

### **Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

### **Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.5.2 Encourage others to make positive health choices.

## **Lesson 3.8 *Reset Function* - Anger Management**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the physical sensations of anger as warning signs of conflict
- Identify thoughts and events that can trigger angry responses
- Identify physical signals that indicate the presence and degree of angry feelings
- Differentiate angry feelings and aggressive actions
- Demonstrate ways to use self-control to manage angry feelings

### **Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

### **Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

## **Lesson 3.9 *Short Circuit* - Identifying and Managing Bullying Situations**

### **Objectives**

Following this lesson, the students will be able to:

- Differentiate bullying behavior and conflict
- Define bully, target, and witness
- Identify ways the target or the witness can respond to a bullying situation

### **Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers influence health behaviors.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.5.2 Encourage others to make positive health choices.

### **Lesson 3.10 *Advanced Programming* – Problem Solving**

#### **Objectives**

Following this lesson, the student will be able to:

- Define and demonstrate brainstorming in a cooperative group
- Recognize his or her capacity to learn and use skills for problem solving
- Identify a variety of solutions when working to solve a problem
- Demonstrate working together to stimulate creative problem solving
- Recall and practice the skills taught in Too Good for Violence-Social Perspectives lessons 1-10

**Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.**

1.5.1 Describe the relationship between health behaviors and mental, emotional, physical, and social health.

1.5.2 Identify examples of mental, emotional, physical, and social health.

1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.5.3 Identify how peers influence health behaviors.

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.

**Standard 5: Demonstrate the ability to use decision making skills to enhance health and avoid or reduce health risks.**

5.5.1 Identify health-related situations that might require a decision-making process.

5.5.2 Analyze when assistance is needed when making a health-related decision.

5.5.3 List healthy options to health-related issues or problems.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

5.5.6 Describe the outcomes of a health-related decision.

**Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce health risks.**

6.5.1 Set a personal health short-term goal and track progress toward its achievement.

6.5.2 Identify resources to assist in achieving a personal health goal.

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

7.5.3 Demonstrate health behaviors to avoid or reduce health risks.

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

8.5.2 Encourage others to make positive health choices.