

# Too Good for Violence – Social Perspectives

## Grade 3 Revised Edition

Correlated with National Health Education Standards

As of July 2017 Nebraska does not have State Health Education Standards

### 3.1 *Program Designer* – Goal Setting

#### 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

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

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

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

7.5.1 Identify responsible personal health behaviors.

7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### 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 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

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

5.5.2 Analyze when assistance is needed in 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### 3.3 - 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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

### 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 4: Students will 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.

### 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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

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

- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors

### 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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

**Standard 4: Students will 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.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

7.5.1 Identify responsible personal health behaviors.

## 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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.5.1 Describe the relationship between healthy behaviors and personal health.

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

1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.

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

2.5.3 Identify how peers can influence healthy and unhealthy behaviors

2.5.4 Describe how the school and community can support personal health practices and behaviors.

**Standard 4: Students will 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 conflict.

4.5.4 Demonstrate how to ask for assistance to enhance personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed in 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 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 7.5.1 Identify responsible personal health behaviors.
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- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

### **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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.

### **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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.5 Describe when it is important to seek health care.

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

- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.

**Standard 4: Students will 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 conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

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

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

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

- 8.5.2 Encourage others to make positive health choices.

### **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

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

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

- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.

**Standard 4: Students will 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.
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- 8.5.2 Encourage others to make positive health choices.