

# Too Good for Violence – Social Perspectives

## Grade 3 Revised Edition

Correlated with the Washington State Health Education K-12 Learning 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

#### Health Education Core Idea: Wellness

##### 8. Goal-Setting

Identify resources to support achievement of a personal health goal.

### 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

#### Health Education Core Idea: Wellness

##### 7. Decision Making

Predict potential short-term outcomes of a health-related decision.

### 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

#### Health Education Core Idea: Social Emotional Health

##### 4. Expressing Emotions

Describe importance of being aware of one's own feelings.

Identify characteristics of self-control.

### 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

#### **Health Education Core Idea: Wellness**

##### 6. Communication

Demonstrate effective refusal skills.

Recognize how to ask for needs.

### **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

#### **Health Education Core Idea: Sexual Health**

##### 6. Healthy Relationships

List characteristics of healthy and unhealthy friendships.

Identify trusted adults to communicate with about relationships.

Identify positive ways to communicate differences of opinion while maintaining relationships.

### **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

#### **Health Education Core Idea: Sexual Health**

##### 5. Self-Identity

Understand importance of treating others with respect regarding gender identity.

##### 6. Healthy Relationships

Identify positive ways to communicate differences of opinion while maintaining relationships.

### **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

### **Health Education Core Idea: Safety**

#### **3. Violence Prevention**

Explain how potentially violent situations can be avoided.

Identify influences on violence and violence prevention.

## **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

### **Health Education Core Idea: Social Emotional Health**

#### **4. Expressing Emotions**

Describe importance of being aware of one's own feelings.

Identify characteristics of self-control.

## **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

### **Health Education Core Idea: Social Emotional Health**

#### **5. Harassment, Intimidation, and Bullying**

Compare and contrast bullying, teasing, harassment, and intimidation.

Demonstrate how to respond appropriately to bullying, harassment, and intimidation.

## **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

### **Health Education Core Idea: Wellness**

#### **1. Dimensions of Health**

Recognize dimensions of health.

#### **6. Communication**

Demonstrate effective refusal skills.

Recognize how to ask for needs.

7. Decision Making  
Predict potential short-term outcomes of a health-related decision.

8. Goal-Setting  
Identify resources to support achievement of a personal health goal.

**Health Education Core Idea: Safety**

3. Violence Prevention  
Explain how potentially violent situations can be avoided.  
Identify influences on violence and violence prevention.

**Health Education Core Idea: Sexual Health**

5. Self-Identity  
Understand importance of treating others with respect regarding gender identity.

6. Healthy Relationships  
List characteristics of healthy and unhealthy friendships.  
Identify trusted adults to communicate with about relationships.  
Identify positive ways to communicate differences of opinion while maintaining relationships.

**Health Education Core Idea: Social Emotional Health**

3. Stress Management  
Explain how the body reacts to stress.  
Identify personal stressors.  
Identify strategies to manage personal stress.

4. Expressing Emotions  
Describe importance of being aware of one's own feelings.  
Identify characteristics of self-control.

5. Harassment, Intimidation, and Bullying  
Compare and contrast bullying, teasing, harassment, and intimidation.  
Demonstrate how to respond appropriately to bullying, harassment, and intimidation.