

# Too Good for Violence – Social Perspectives

## Grade 3 Revised Edition

Correlated with Wisconsin Standards for Health Education

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

A. Identify ways to achieve a personal health goal.

6:2:A1 Identify resources to assist in achieving a personal health goal.

6:2:A2 Identify key family, school, and community members that can assist in achieving a personal health goal.

B. Practice appropriate goal-setting skills to achieve a personal health goal.

6:2:B1 Choose a clear and realistic personal health goal.

6:2:B2 Develop a plan for reaching the goal.

6:2:B3 Track progress toward goal achievement.

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making 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

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

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health behaviors.

### **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.**

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

### **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.**

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

B. Explore possible impacts of influences.

2:2:B1 Describe how internal and external factors interact to influence health 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 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

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

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing 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 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

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

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

4:2:B3 Discuss nonviolent strategies to reduce, manage, or resolve conflict.

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

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

B. Describe situations where advocacy is appropriate.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

### **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 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

A. Demonstrate communication skills that can improve health.

4:2:A2 Describe how to ask for assistance

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

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

A. Identify health-enhancing behaviors.

7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity,

healthy eating, and safety-related behaviors.

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

A. Identify influences.

2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.

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

A. Demonstrate communication skills that can improve health.

4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4:2:A2 Describe how to ask for assistance.

B. Demonstrate communication skills that prevent, resolve, or reduce health risks.

4:2:B1 Demonstrate ways to prevent health risks and conflict through communications.

4:2:B2 Identify refusal skills that avoid or reduce health risks.

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

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5:2:A3 Choose the healthiest option when making a decision.

B. Examine and apply how a decision-making process can enhance health.

5:2:B1 Determine when assistance is needed in making a health-related decision.

5:2:B2 Examine the potential outcomes of each option when making a health-related decision.

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

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.

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

B. Describe situations where advocacy is appropriate.

8:2:B1 Discuss situations where advocacy may be used.

8:2:B2 List types of situations in which one could model health-enhancing behaviors.

### **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.**

B. Apply health knowledge to health-related situations.

1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).

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

A. Continue to identify health-related situations that require a decision.

5:2:A1 Identify situations that require a thoughtful decision.

5:2:A2 List healthy options to health-related issues or problems.

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

B. Demonstrate health-enhancing behaviors.

7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.

7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.