

# Too Good for Violence – Social Perspectives

## Grade 3

*Correlated to American School Counselors Association Mindset and Behaviors for Student Success Standards*

### **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

#### **Category 2: Behavior Standards**

##### **Learning Strategies**

B-LS 7. Identify long- and short-term academic, career and social/emotional goals

##### **Self-Management Skills**

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

### **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

#### **Category 2: Behavior Standards**

##### **Learning Strategies**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

### **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

#### **Category 1: Mindset Standards**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 3. Sense of belonging in the school environment

M 6. Positive attitude toward work and learning

#### **Category 2: Behavior Standards**

##### **Learning Strategies**

B-LS 10. Participate in enrichment and extracurricular activities

### **Social Skills**

- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills

## **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

### **Category 1: Mindset Standards**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

### **Category 2: Behavior Standards**

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

## **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

### **Category 1: Mindset Standards**

M 3. Sense of belonging in the school environment

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 10. Participate in enrichment and extracurricular activities

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

## **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

### **Category 1: Mindset Standards**

M 3. Sense of belonging in the school environment

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 10. Participate in enrichment and extracurricular activities

#### **Social Skills**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

## **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

### **Category 1: Mindset Standards**

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

### **Category 2: Behavior Standards**

#### **Learning Strategies**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

B-LS 10. Participate in enrichment and extracurricular activities

#### **Self-Management Skills**

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 9. Demonstrate personal safety

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

#### **Social Skills**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

## 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

### Category 1: Mindset Standards

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 3. Sense of belonging in the school environment
- M 6. Positive attitude toward work and learning

### Category 2: Behavior Standards

#### Social Skills

- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills

## 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

### Category 2: Behavior Standards

#### Learning Strategies

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10. Participate in enrichment and extracurricular activities

#### Self-Management Skills

- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9. Demonstrate personal safety
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

#### Social Skills

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 3. Create relationships with adults that support success
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

## **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

### **Category 1: Mindset Standards**

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed

### **Category 2: Behavior Standards**

#### **Learning Strategies**

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-LS 7. Identify long- and short-term academic, career and social/emotional goals
- B-LS 8. Actively engage in challenging coursework
- B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10. Participate in enrichment and extracurricular activities

#### **Self-Management Skills**

- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem

#### **Social Skills**

- B-SS 1. Use effective oral and written communication skills and listening skills
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary