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

**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