

Too Good for Violence

Violence Prevention / Character Education

Curriculum Components

Kindergarten—High School

The Mendez Foundation's kindergarten through high school violence prevention curriculum consists of four interconnected strands. Topics are handled in a positive, age-appropriate manner, using cooperative learning, role playing, and other interactive, experiential teaching techniques.

Conflict Resolution

- Understanding Conflict
- De-escalating Conflict
- Working Together to Work Things Out
- Avoiding Trouble: Alcohol, Other Drugs and Weapons
- Mediating Disputes

Anger Management

- Identifying Feelings
- Distinguishing Anger from Aggression
- Defusing Anger
- Expressing Anger Appropriately
- Using Anger Constructively

Respect for Self and Others

- Giving and Getting Respect
- Using Pro-social Skills
- Celebrating Differences
- Bullying Prevention
- Reducing Bias and Stereotyping
- Responding to Prejudice and Discrimination

Effective Communication

- Active Listening
- Using I-messages
- Avoiding Communication Roadblocks
- Skills for Cooperating
- Analyzing Media Messages

Too Good for Violence

Objectives for Kindergarten—Grade 5

The following is a partial list of objectives in each component.

Conflict Resolution

- Recite a basic problem-solving model.
- Perform role plays using a basic problem-solving model.
- List alternative solutions.
- Demonstrate predicting feelings and consequences.
- Select the most appropriate action from a list of alternatives.
- Demonstrate problem-solving with a partner.
- Demonstrate problem-solving with a group.
- Define conflict.
- Discuss conflict as a normal, natural and inevitable part of life.
- Discuss/list reasons for conflict.
- Recognize personal ability and responsibility to solve conflicts peacefully.
- Distinguish between cooperation and competition.
- Demonstrate the benefits of cooperation in conflict situations.
- Identify different points of view in a conflict.
- Discuss the consideration of other points of view in solving a conflict.
- List the possible consequences of handling and mishandling conflicts.
- Define conflict escalation and de-escalation.
- Identify verbal and non-verbal conflict escalators.
- Demonstrate de-escalation of a conflict.
- List strategies for resolving conflicts peacefully.
- Define bullying.
- List rules regarding bullying.
- Discuss the group's responsibility to prevent/reduce bullying.
- Evaluate possible solutions to bullying.
- Differentiate between tattling and reporting.
- Demonstrate appropriate, effective ways to respond to bullying.

Anger Management

- Identify a variety of feelings.
- Express a variety of feelings assertively.
- Define feelings as natural emotions that are neither right nor wrong.
- Differentiate feelings from actions or behavior.
- Demonstrate body language that reflects a variety of feelings.
- Identify warning signs (physical sensations) of anger.
- Identify triggers (external events and internal self-talk) that provoke anger.
- Demonstrate stopping to think when feeling angry.
- Discuss helpful and hurtful ways to deal with angry feelings.
- Differentiate between angry feelings and aggressive actions.
- Discuss the negative consequences of aggressive behavior.
- Recite an anger management model.
- Demonstrate three ways to use self-control/self-discipline when angry.

Respect for Self and Others

- List friendly/pro-social behaviors.
- Discuss pro-social behaviors as a way to show respect for others.
- Demonstrate basic friendship/pro-social skills:
 - Making introductions
 - Asking to join in
 - Inviting to join in
 - Sharing
 - Taking turns
 - Listening
 - Saying “please” and “thank you”
 - Offering to help
 - Asking for help
 - Apologizing
- Discuss respect for individual differences.
- Identify special qualities in self and others.
- Discuss the benefits of diversity.
- Discuss the ways that people handle disabilities.
- Define prejudice.
- Define stereotype.
- Contrast stereotyping with respect for individual differences.
- Demonstrate appropriate responses to prejudice and discrimination.
- Define respect as treating others as you would like to be treated.

Effective Communication

- Demonstrate basic communication skills:
 - Making eye contact
 - Listening
 - Taking turns talking without interrupting
 - Paraphrasing
 - Encouraging
- Demonstrate verbal and non-verbal expressions of feelings.
- Discuss I-messages as a way to express feelings honestly and effectively.
- Differentiate I-messages from You-messages.
- Demonstrate the consequences of using I-messages and You-messages.
- Identify two words that cause common communication errors in I-messages.
- Describe communication clues: facial expression, body language, and voice tone.
- Demonstrate active listening: Look, Listen, Ask.
- Discuss active listening as a way to show caring and respect.
- Demonstrate listening respectfully to the opinions of others.
- List roadblocks to effective communication:
 - Name-calling
 - Threatening
 - Blaming
 - Exaggerating
- Discuss the messages TV and other media communicate about conflict.
- Analyze media presentations of violence.

Too Good for Violence **A Framework for Prevention**

This Framework for Prevention illustrates the Mendez Foundation's perspective on developing positive youth behaviors and preventing alcohol, tobacco and other drug use and violence.

The framework is school-based, but it involves the family and the community as equal partners. Effective prevention is collaborative; it promotes health by focusing on students and also on their socializing environments.

