

# Guidance – 3rd Grade

Fall 2012

(3.1) Skills for Learning. Students who can self-regulate are better able to participate in and benefit from classroom instruction. The student is expected to:

HF #	Objective
1	Apply focusing-attention and listening skills in response to scenarios
2	Identify classroom distractions
3	Demonstrate the use of self-talk in response to scenarios
4	Demonstrate assertive communication skills in response to scenarios
5	Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria
6	Create a simple, three-step plan that meets the Good Plan Checklist criteria

(3.2) Empathy

HF#	Objective
7	Name a variety of feelings
8	Determine others' feelings using physical, verbal and situational clues
9	Label their own feelings as the same as or different from others' feelings
10	Identify others' feelings using physical, verbal and situational clues
11	Determine whether others' feelings have changed, in response to scenarios
12	Identify two conflicting feelings a person could have in response to scenarios
13	Explain possible reasons for someone's conflicting feelings in response to scenarios
14	Name similarities and differences between people
15	Predict how others will feel when teased for being different
16	Demonstrate focusing-attention and listening skills in response to scenarios
17	Identify ways to show compassion for others in response to scenarios
18	Express appreciation for another person's concern in response to scenarios
19	Demonstrate focusing-attention and listening skills in the context of a game
20	Initiate, continue and end a conversation in a friendly way in the context of a game

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### (3.3) Emotion Management

HF#	Objective
21	Identify physical clues that can help them label their own feelings
22	Identify the first two Calming-Down Steps
23	Demonstrate using the first two Calming-Down Steps in response to scenarios
24	Demonstrate correct belly-breathing technique
25	Use belly breathing to calm down in response to scenarios
26	Demonstrate steps for handling accusations in response to scenarios
27	Generate positive self-talk they can use to calm down in response to scenarios
28	Make a simple three-step plan to achieve a goal in response to scenarios
29	Use counting to calm down in response to scenarios
30	Use assertive communication skills to get what they want or need in response to scenarios
31	Identify situations that require using strategies for calming down
32	Demonstrate using strategies for calming down
33	Generate alternative explanations in response to scenarios

### (3.4) Problem Solving

HF#	Objective
34	Recall the first Problem-Solving Step
35	Identify and state a problem in response to scenarios
36	Identify blaming language in response to scenarios
37	Recall the Problem-Solving Steps
38	Propose several solutions for a given problem in response to scenarios
39	Determine if solutions are safe and respectful
40	Explore positive and negative consequences of solutions
41	Apply the Calming-Down Steps to an emotional situation in response to a scenario
42	Recall the Problem-Solving Steps
43	Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario
44	Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios
45	Demonstrate assertive communication skills in response to scenarios
46	Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios
47	Demonstrate assertive communication in response to scenarios
48	Recall <i>Second Step</i> skills learned
49	Identify <i>Second Step</i> skills in a story
50	Relate personal examples of skill use

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(3.5)

HF#	Objective
51	Define Respect
52	Identify respectful behavior
53	Generate and evaluate examples of respectful behavior
54	Understand that friendship begins with respect
55	Apply listening skills to find common experiences and interests with others
56	Generate and evaluate possible conversation topics
57	Apply conversation skills: initiating, sustaining and concluding a conversation
58	Identify and evaluate strategies for joining a group
59	Apply steps for joining a group
60	Generate and evaluate possible responses to use when joining efforts don't work
61	Generate and evaluate ideas that students in a group can use to encourage others who want to join
62	Understand students' responsibility to help create a respectful, caring school environment

(3.6)

HF#	Objective
63	Define bullying
64	Understand how misusing unequal power can hurt others
65	Identify bullying
66	Empathize with bullied children
67	Identify and apply assertiveness skills
68	Apply resistance skills when dealing with negative peer pressure
69	Identify situations in which it is difficult to remain calm
70	Apply emotion-management techniques
71	Recognize bullying behavior
72	Evaluate situations to decide whether it is safe to refuse bullying
73	Identify the consequences of an aggressive response to bullying
74	Apply assertiveness skills as a way to refuse bullying
75	Identify situations in which bullying should be reported immediately
76	Apply bullying-reporting skills using the "Four Ws" model
77	Distinguish the difference between tattling and reporting

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(3.7)

HF#	Objective
78	Define <i>bystander</i>
79	Identify feelings experienced when observing bullying
80	Evaluate and classify bystander behaviors as “part of the solution” or “part of the problem”
81	Generate suggestions for positive changes to negative bystander behaviors
82	Evaluate whether it is safe to refuse bullying
83	Identify and apply steps for refusing to let others be bullied
84	Apply assertiveness skills
85	Generate possible solutions to a bullying problem
86	Identify <i>Steps to Respect</i> skills and concepts
87	Apply <i>Steps to Respect</i> skills and concept knowledge by supporting a class anti-bullying pledge
88	Recognize responsible actions of classmates who are “making a difference”
89	Apply teamwork skills
90	Demonstrate <i>Steps to Respect</i> knowledge

(3.8)

HF#	Objective
91	Define <i>feelings</i>
92	Identify and label their own and others’ feelings
93	Identify the link between circumstances and feelings
94	Identify the positive feelings related to group membership
95	Identify what it feels like to be left out
96	Identify and label their own and others’ feelings
97	Identify the link between circumstances and feelings
98	Identify respectful ways to help someone feel included and accepted
99	Identify the link between circumstance and feelings
100	Recall the definition of <i>bullying</i>
101	Recognize bullying
102	Explain the difference between tattling and reporting

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(3.9)

HF#	Objective
103	Identify others' feelings
104	Identify the link between circumstances and feelings
105	Recall a variety of respectful behaviors
106	Recall the <i>Steps to Respect</i> "Joining a Group" skill steps
107	Apply steps for joining a group
108	Generate emotion-management strategies
109	Generate ideas that students in a group can plan to use to encourage others who want to join

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(3.10)

<b>HF#</b>	<b>Objective</b>
110	Empathize with children who are bullied
111	Identify and label their own and others' feelings
112	Distinguish between intentional and accidental actions
113	Generate strategies to use to determine someone's intentions
114	Generate and evaluate solutions to a problem
115	Identify times when they can use problem solving to determine and evaluate their choices
116	Identify and label their own and other's feelings