Guidance – Grade 4

(4.1) Empathy and skills for Learning

HF #	Objective
1	Define *respect*
2	Define *empathy*
3	Demonstrate listening-with-attention skills
4	Identify passive, aggressive and assertive responses
5	Demonstrate assertive responses with their partners
6	Identify clues that help them recognize other people's feelings
7	Identify similarities and differences between how two people feel
8	Identify multiple feelings in a given scenario
9	Give possible reasons for multiple feelings
10	Identify differing perspectives in given scenarios
11	Generate prosocial responses to scenarios in which different perspectives could cause a conflict
12	Identify components of a successful conversation
13	Demonstrate giving and receiving a compliment
14	Identify skills for joining a group
15	Demonstrate skills for joining a group
16	Demonstrate expressing concern or showing compassion for someone

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(4.2) Emotion Management

HF#	Objective
17	Describe what triggers their own strong emotions
18	Describe what happens in their brains and bodies when they experience strong emotions
19	Demonstrate the ability to interrupt escalating emotions
20	Determine a person "signal"
21	Identify and name strong feelings as they occur
22	Identify situations in which they might need to calm down
23	Demonstrate the technique for deep, centered breathing
24	Identify and demonstrate other Ways to Calm Down(counting, using positive self-talk)
25	Identify situations that cause anxiety
26	Apply what they've learned about calming down to anxiety –provoking scenarios, including academic challenges
27	Identify emotion-management strategies
28	Demonstrate Assertiveness Skills
29	Identify and demonstrate positive self-talk statements
30	Identify strategies for handling put-downs
31	Demonstrate what they've learned about strategies for calming down
32	Demonstrate assertive responses to put-downs

(4.3) Problem Solving

HF#	Objective
33	Recall the S: Say the problem step of the Problem-Solving Steps
34	State a problem without blaming anyone
35	Generate safe and respectful solutions to a problem
36	Identify consequences of potential solutions
37	Select an appropriate solution to a problem
38	Explain the purpose of making a plan
39	Create a three-step plan to carry out a solution to a problem
40	Identify common playground conflicts
41	Demonstrate using the Problem-Solving Steps to handle playground conflicts
42	Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged
43	Demonstrate acknowledging mistakes
44	Demonstrate making an apology and offering to make amends
45	Demonstrate using Assertiveness Skills to resist peer pressure
46	Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
47	Identify *Second Step* skills and concepts being used in scenarios students might encounter at school
48	Include *Second Step* skills in a written script about solving a problem

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(4.4)

HF#	Objective
49	Define *respect*
50	Understand the part respect plays in friendship
51	Identify respectful, friendly behaviors
52	Identify ways to reach out to possible friends
53	Identify friend-making skills
54	Identify appropriate responses to friendly behavior
55	Understand their responsibility to treat everyone in a friendly, respectful way
56	Identify emotion-management techniques
57	Apply steps for joining a group
58	Identify and evaluate group-joining strategies(both successful and unsuccessful)
59	Apply perspective-taking skills
60	Identify emotion-management techniques

(4.5)

HF#	Objective
61	Define *bullying*
62	Identify a variety of bullying behaviors
63	Distinguish between face-to-face bullying and behind-the-back bullying
64	Define *put-down*
65	Distinguish between purposely hurtful put-downs and those that are accidentally hurtful
66	Use respectful communication skills with a friend when "joking" put-downs are hurtful
67	Name the "Three Rs of Bullying"
68	Evaluate safety levels in a variety of bullying situations
69	Apply assertiveness skills to refuse bullying
70	Apply emotion-management techniques
71	Define rumor
72	Understand the scope and effect of rumors
73	Apply rumor-blocking skills
74	Differentiate tattling from reporting
75	Evaluate a variety of bullying situations
76	Generate options for unsafe situations
77	Report bullying

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(4.6)

HF#	Objective
78	Identify positive bystander behaviors
79	Explain why it is sometimes difficult or unsafe to refuse bullying
80	Evaluate how bystanders can support someone who has been bullied
81	Evaluate and respond to bullying situations as a bystander
82	Identify *Steps to Respect* concepts, skills and ideas
83	Understand the importance of working together to create a respectful school
84	Identify how a respectful school looks, sounds and feels
85	Develop a personal action plan that contributes toward a respectful school
86	Generate *Steps to Respect* project ideas
87	Apply teamwork skills
88	Demonstrate *Steps to Respect* knowledge

(4.7)

HF#	Objective
89	Recall the definition of *respect*
90	Identify respectful and disrespectful behaviors used in the story
91	Recall the "reaching out and joining in" phase of building friendships
92	Identify respectful and disrespectful behaviors used in the story
93	Identify why treating others with respect is important
94	Identify things people do when they want to become friends
95	Recall and apply ideas for making friends
96	Apply perspective-taking skills to identify what it feels like to be left out
97	Identify helpful bystander behavior
98	Recall the steps for joining a group
99	Recall emotion-management techniques
100	Generate effective ways to help someone join a group

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(4.8)

HF#	Objective
101	Recall the definition of *bullying*
102	Identify bullying
103	Recall what to do when they are unsure whether something is bullying
104	Differentiate between bullying and non-bullying behaviors
105	Create a plan for changing a behavior
106	Identify ways to help another student change a behavior
107	Recall the "Three Rs of Bullying" process
108	Identify refusal behaviors for characters
109	Generate and evaluate solutions to a problem

(4.9)

HF#	Objective
110	Generate the characteristics of a good friend
111	Define *friendship*
112	Generate and apply emotion-management techniques
113	Identify positive feelings associated with being part of a group
114	Identify ways that others can help someone be part of a group