

Guidance – 2nd Grade

Fall 2012

(2.1) 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	Identify respectful behavior in themselves and others
2	Determine respectful responses to scenarios
3	Identify examples of focusing attention
4	Identify examples of listening
5	Apply focusing-attention and listening skills in the context of a game and in response to scenarios
6	Identify classroom distractions
7	Demonstrate using self-talk in response to scenarios
8	Demonstrate assertive communication skills in response to scenarios
9	Determine which adult to ask assertively for help in response to scenarios

(2.2)Empathy

HF#	Objective
10	Names a variety of feelings
11	Distinguish between comfortable and uncomfortable feelings
12	Use physical, verbal and situational clues to determine what others are feeling
13	Label their own feelings as the same as or different from others' feelings
14	Identify physical and situational clues that indicate the feeling of confidence
15	Detect when their own and others' feelings change
16	Determine what others are feeling using physical, verbal and situational clues
17	Label their own preferences as the same as or different from others' preferences
18	Identify ways to show compassion for others in response to scenarios
19	Predict others' feelings in response to scenarios
20	Offer possible reasons for others' actions and feelings in response to scenarios

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(2.3) Emotion Management

HF#	Objective
21	Identify physical clues that can help them name their own feelings
22	Identify the first two Calming-Down Steps
23	Demonstrate 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	Generate positive self-talk they can use to calm down in response to scenarios
27	Use positive self-talk to calm down in response to scenarios
28	Use counting to calm down in response to scenarios
29	Use assertive communication skills to get what they want or need in response to scenarios
30	Identify situations that require the use of the Calming-Down Steps
31	Demonstrate using the Calming-Down Steps in response to scenarios
32	Use positive self-talk to stay focused and on task in response to scenarios

(2.4) Problem Solving

HF#	Objective
33	Recall the first Problem-Solving Step
34	Identify and say a problem in response to scenarios
35	Recall the first two Problem-Solving Steps
36	Generate several solutions for a given problem in response to scenarios
37	Determine if solutions are safe and respectful
38	Recall the Problem-Solving Steps
39	Apply the Problem-Solving Steps to scenarios about conflicts with friends
40	Demonstrate accepting responsibility for their actions by admitting, apologizing and offering to make amends in response to scenarios
41	Recall the Problem-Solving Steps
42	Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally
43	Recall the Problem-Solving Steps
44	Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games
45	Recall <i>Second Step</i> skills learned
46	Identify <i>Second Step</i> skills in a story
47	Relate personal examples of skill use