

Click (or control-click) on the age level of the resources you wish to find.

Goal 3C

[Early Elementary](#)

[Late Elementary](#)

[Middle School](#)

[High School](#)

Note: see file 1A for information concerning organization of files, research-based materials/endorsements, location of resources, and credits.

RCCSEC employee initials key: K K-G – Kathy Kearney-Grobler, BH- Betsy Holcomb, PC-Peri Ceperley, RW- Rhonda Waldner, JS- Janice Swanson, RH-Rebecca Hawley, AH-Alison Henkel, LK- Laurie Kaufmann, KS- Kris Schuler, MJ – Mary Jo Coolidge, SH - Stacy Huchel, KM- Karen Morgan. TB – Tony Buser. TW-Tammy Wear, SK-Sue Kazmierczak, KP - Katrina Pakenon.

Goal 3 – Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

3C – Contribute to the well-being of one's school and community.

Early Elementary

Stage A Descriptors- [Kindergarten], 1st & 2nd grade

1. Identify how you currently help out at home and what else you might do for a caregiver or sibling.
2. List ways that students can help their class run more smoothly.
3. Express how you feel about helping out in class or at home.
4. Describe what you learned about yourself in helping out in class and at home.
5. Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.).
6. Participate in making and enforcing class rules.

Stage B Descriptors- 1st, 2nd & 3rd grade

1. Identify a way you can help improve your local community.

2. Describe what you have done to make a positive difference in your class or school and how this made you feel.
3. Brainstorm ways to help your teacher address a shared concern.
4. Volunteer to help out at home in a way that goes beyond what you are expected to do.
5. Participate in developing a class policy on teasing.
6. Plan and implement a project to improve your local community.

Resources for standard 3C Early Elementary (Stage A & B/grades K-3)

Books, Curricula, Therapy Approaches, Videos/DVDs, Assessments

General

Second Step (*violence prevention, social behaviors*). (can be purchased: 125\$ per 25 students). <http://www.cfchildren.org>. (**Research-based—S&S**) Social Work Office/Resource Library.

Skillstreaming for the Elementary Child, Ellen McGinnis & Arnold P. Goldstein (**Research-based-IFSDSC**). <http://www.skillstreaming.com> Resource Library.

[Caring School Community (formerly the Child Development Project). **Research promising-WWC**. (*core values, prosocial behavior, feeling of community*). <http://www.devstu.org>. Not available at RCCSEC.]

[Open Circle Curriculum, Reach Out to Schools: Social Competency Program, Wellesley College. **Research Promising-SDDSEP**. (*social-emotional skills, character building, contributing to community*). 781-283-3778. Not available at RCCSEC.]

Positive Discipline books, Jane Nelsen. (Resource Library, LK has some).

Positive Discipline, Jim Linder, Certified Positive Discipline Associate, 217-367-3546, jlinder@uiuc.edu. (*group problem-solving, self-control, communication, empathy, bullying, conflict resolution, cooperation. Mr. Linder will custom design training for teachers; observe, consult and work with administrators and support staff to promote social and emotional learning goals. Will train in staff meetings, 1/2 day in-service, or work with whole school program involving observation, consultation, training and evaluation.*) See <http://www.infant-parent.com/linder/linder.htm> , <http://positivediscipline.cmiregistration.com/Default.aspx>

Real World Social Skills. (*1-school & classroom rules, manners, 2-feelings, recognizing others' feelings, body language, facial expressions, 3-respect, 4-diversity, 5-compassion,*

helping, etc., 6-honesty, 7-responsibility, 8-goals, 9-cooperation, 10-friendship, 11-bullying, 12-conflict resolution). Social Work Office.

The Kindness Curriculum, Judith Anne Rice. (*encouragement, support, cooperation, self-control, empathy*) Resource Library

Ready to Use Social Skills lessons, worksheets Social Work Office.

Being Your Best: Character Building for Kids 7-10, Barbara A. Lewis (JS)

Caring: Learning To Value Yourself, Family, Friends & School, Mary Anne McElmurry. Resource Library.

Individual/Group Counseling

Conducting Group Discussions with Kids, Tom Jackson. Social Work Office

Children with Autism Spectrum Disorders

The Original Social Story Book, Jenison Public Schools. (*socials skills, communication, hygiene, helping at school and home*) Autism bookshelf, Nicole Bullington's Office, Rm 101.

Story books/Bibliotherapy

General

Let's Talk About... books, Joy Berry--story/picture books about social skills (multicultural characters) (*being helpful, patience, accepting no, etc.*) (LK)

Little Critter books, Mercer Mayer- What a Bad Dream, I Was So Mad, Just a Thunderstorm, Just Lost!, I Was So Sick, I'm Sorry, That's Not Fair, I Didn't Mean To, Just Leave Me Alone, I Just Forgot, Just a Bad Day, When I Grow Up, Helping Mom, Just Me & My Little Brother, Just Me & My Dad, Just Me & My Mom, Just Grandma & Me, Just Grandpa & Me, The New Baby, Just a Mess, Good for Me & You, Just So Thankful, Just My Friend & Me, All By Myself (preschool), Me Too, Just Me in The Tub, A Very Special Critter, Just a Little Different, Bye Bye Mom & Dad, Just Go To Bed, Just Say Please, It's Earth Day! , The Best Teacher Ever, Little Monster at School, Sports Fun with Little Critter, Just Going to the Dentist, Where is My Frog?, Where's Kitty? (LK has 10; approx. \$3.50 at Barnes & Noble; some under 1\$+S&H on Amazon.com)

Who cares about Elderly People?, Child's Play, Illus. Pam Adams. (*different social groups, understanding others, helping others, community*). (LK)

[It Takes a Village], Jane Cowen-Fletcher. (*compassion, responsibility, community*). Under 3\$ + S&H at amazon.com. Not available at RCCSEC.]

[Berenstain Bears ... Hug & Make Up, ... Think of Those in Need, ... Mama's New Job] (Barnes & Noble, Borders, \$3.99)]

Activities/Games/Other

New Zoo Revue game. Resource Library/Social Work Office.

Puppet shows with themes of helping, contributing to classroom, family, and community (help with tasks in classroom, do chores at home, pick up litter, recycle, etc.). (Puppets are available in social work room lockers- SE corner of room)*

Role play situations in which children choose to help others/ contribute to classroom, home, & community.

“Respond” game with cards/visuals (*section with "helping others" cards, problem-solving situations*) (LK)*

My Feelings/My Roles card game (*students identify and discuss feelings/image of themselves, and their roles at school and home*) (LK).

3C - Contribute to the well-being of one's school and community.

Late Elementary

Stage C descriptors- 2nd, 3rd & 4th grade

1. Describe what you learned about your school or community from your participation in a recent service project
2. Describe what you learned about yourself from participation in this project.
3. Analyze the impact on the need addressed of a recent service project in which you participated.
4. Analyze what you would do differently next time.
5. Communicate the results of a school or community service project to a parent or community group.
6. Write a letter to a newspaper editor on a community problem such as homelessness.

Stage D descriptors- 3rd, 4th & 5th grade

1. Identify ways that community workers assist residents in protecting and improving neighborhoods.
2. Analyze your rights and responsibilities as a member of your school community.
3. Discuss your reasons for voting as you did in a simulated local, state, or national election.
4. Participate in making and enforcing classroom rules.
5. Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean).
6. Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election.

Stage E Descriptors- 4th, 5th & 6th grade

1. Identify various ways that community workers assist residents in beautifying and protecting neighborhoods.
2. Gather information on a community issue or need.
3. Develop a plan with your classmates to address a community issue or need.
4. Monitor your progress on implementing a plan to address a community issue or need.
5. Evaluate implementation of a class plan to address a community issue.
6. Make recommendations on how you would improve a plan that addresses a community issue.

Resources for Standard 3CLate Elementary (Stages C, D, & E/ grades 3-6)

Books, Curricula, Therapy Approaches, Videos/DVDs, Assessments

General

Second Step (*violence prevention, social behaviors*). (can be purchased: 125\$ per 25 students). <http://www.cfchildren.org>. (**Research-based—S&S**) Social work office/Resource Library.

[Caring School Community (formerly the Child Development Project). **Research promising-WWC**. (*core values, prosocial behavior, feeling of community*). <http://www.devstu.org>. Not available at RCCSEC.]

Positive Discipline books, Jane Nelsen. (Resource Library, LK has some).

Positive Discipline, Jim Linder, Certified Positive Discipline Associate, 217-367-3546, jlinder@uiuc.edu. (*group problem-solving, self-control, communication, empathy, bullying, conflict resolution, cooperation*. Mr. Linder will custom design training for teachers; observe, consult and work with administrators and support staff to promote social and emotional learning goals. Will train in staff meetings, 1/2 day in-service, or

work with whole school program involving observation, consultation, training and evaluation.) See <http://www.infant-parent.com/linder/linder.htm> , <http://positivediscipline.cmiregistration.com/Default.aspx>

Real World Social Skills. (1-school & classroom rules, manners, 2-feelings, recognizing others' feelings, body language, facial expressions, 3-respect, 4-diversity, 5-compassion, helping, etc., 6-honesty, 7-responsibility, 8-goals, 9-cooperation, 10-friendship, 11-bullying, 12-conflict resolution). Social Work Office.

Belonging: Learning to Be A Part of Your Community, Mary Anne McElmurry. Resource Library.

Building Stronger Families, Royce Money. Scott Hogan's Office, Rm 95.

Individual/Group Counseling

Conducting Group Discussions with Kids, Tom Jackson. Social Work Office

Character Education

[Open Circle Curriculum, Reach Out to Schools: Social Competency Program, Wellesley College. **Research Promising-SDDSEP**. (social-emotional skills, character building, contributing to community). 781-283-3778. Not available at RCCSEC.]

Getting Along, Dianne Schilling. (diversity, communication, friendship, helping, conflicts, including others, cooperation, responsibility, respect). Resource Library.

www.goodcharacter.com – good for social skills lessons plans dealing with character counts (KS)

Caring: Learning To Value Yourself, Family, Friends & School, Mary Anne McElmurry. Resource Library.

Elementary Perspectives 1: Teaching Concepts of Peace and Conflict , William J. Kreidler (Activities: fairness, community building, cooperation, put downs, win-win, diversity). Resource Library.

Learning the Skills of Peacemaking (An Activity Guide for Elementary-age Children on Communicating, Cooperating, Resolving Conflict), Naomi Drew (Activities: "I" messages, win-win, goal setting, diversity). Resource Library.

Teaching Students to Get Along: Reducing Conflict and Increasing Cooperation in K-6 classrooms, Lee Canter and Katia Peterson. Resource Library.

Being Your Best – character building, Barbara A. Lewis (JS)

Children with Autism Spectrum Disorders

The Original Social Story Book, Jenison Public Schools. (*socials skills, communication, hygiene, helping at school and home*) Autism bookshelf, Nicole Bullington's Office, Rm 101.

Activities/Games/Other

New Zoo Revue game. Social Work Office.

Problem Solving/Planning Sheets (K K-G)

www.goodcharacter.com – good for social skills lessons plans dealing with character counts (KS)

My Feelings/My Roles card game (*students identify and discuss feelings/image of themselves, and their roles at school and home*) (LK).

3C - Contribute to the well-being of one's school and community.

Middle School

Stage F Descriptors- 5th, 6th & 7th grades

1. Work with other students to plan and implement a service project in your school.
2. Describe ways of showing respect for your school environment.
3. Support activities of various groups in your school.
4. Contribute in positive ways to your home environment.
5. Describe the role of a community service worker.
6. Plan and implement with other students a service project in your community.
7. Plan a field trip to a community agency.

Stage G Descriptors- 6th, 7th & 8th grades

1. Identify sources of information about your community.
2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).

3. Analyze what you learned about yourself and the community from involvement. In a community improvement activity.
4. Analyze the consequences of participating or not participating in the electoral process.
5. Collect information about how groups are working to improve the community.
6. Evaluate a recent project that addressed a community need or issue.
7. Make a plan with your family to participate in a community improvement activity.

Resources for Standard 3C Middle School (Stages F & G/grades 5-8)

Books, Curricula, Therapy Approaches, Videos/DVDs, Assessments

General

Social Decision Making/Social Problem Solving SDM/SPS, (grades 6-8) Elias & Butler. Research-based. (reducing violence, increasing academic effort, problem-solving, decision making, implementing a service project, multicultural concerns.). **Research-based.** Resource Library/Social Work Office.

The Prepare Curriculum, Revised Edition, Arnold Goldstein. (**Skillstreaming portion is Research-based-IFSDSC**) (*see chapters on Skillstreaming, Moral Reasoning Training, Problem Solving, Empathy Training, Cooperation Training*) Resource Library/Social Work Office/Pathways.

Positive Discipline books, Jane Nelsen. (Resource Library, LK has some).

Positive Discipline, Jim Linder, Certified Positive Discipline Associate, 217-367-3546, jlinder@uiuc.edu. (*group problem-solving, self-control, communication, empathy, bullying, conflict resolution, cooperation. Mr. Linder will custom design training for teachers; observe, consult and work with administrators and support staff to promote social and emotional learning goals. Will train in staff meetings, 1/2 day in-service, or work with whole school program involving observation, consultation, training and evaluation.*) See <http://www.infant-parent.com/linder/linder.htm> , <http://positivediscipline.cmiregistration.com/Default.aspx>

List of over 500 books/resources related to social/emotional learning and health (grades 6-9) —Saskatchewan, CA. http://www.saskworkguide.ca/curr_inst/iru/bibs/health6-9/t-dw.html (LK has printout of titles).

Real World Social Skills. (*1-school & classroom rules, manners, 2-feelings, recognizing others' feelings, body language, facial expressions, 3-respect, 4-diversity, 5-compassion,*

helping, etc., 6-honesty, 7-responsibility, 8-goals, 9-cooperation, 10-friendship, 11-bullying, 12-conflict resolution). Social Work Office.

Building Stronger Families, Royce Money. Scott Hogan's Office, Rm 95.

Getting Along, Dianne Schilling. (*diversity, communication, friendship, helping, conflicts, including others, cooperation, responsibility, respect*). Resource Library.

Steps to Respect. www.cfchildren.org. (JS) Materials cost \$99 per 25 students.

Why Try, Christian Moore (*student books and CD--self-respect, opportunity, freedom, making good choices*) Social Work Office.

My Choices and Decisions, Corinne Sanders. (*activities: values, goal setting*). Resource Library.

All My Life's A Circle: Using the Tools: Circles, MAPS & PATHS, (*students with disabilities*) Mary A. Falvey, Marsha Forest, Jack Pearpoint and Richard L. Rosenberg. Resource Library/Social Work Office.

Individual/Group Counseling

Conducting Group Discussions with Kids, Tom Jackson. Social Work Office

Children/Adolescents with Autism Spectrum Disorders

The Original Social Story Book, Jenison Public Schools. (*social skills, communication, hygiene, helping at school and home*) Autism bookshelf, Nicole Bullington's Office, Rm 101.

Activities/Games/Other

Sticky Situations: A Game to Promote Cooperation, Decision Making, Problem Solving (Grades 3-7). Resource Library/Social Work Office.

www.goodcharacter.com – good for social skills lessons plans dealing with character counts (KS)

Group craft projects, with items made donated in person to local daycare/nursing home, etc.

My Feelings/My Roles card game (*students identify and discuss feelings/images of themselves, and their roles at school and home*) (LK).

3C - Contribute to the well-being of one's school and community.

High School

Stage H Descriptors- 8th, 9th, & 10th grades

1. Defend a position on an issue or public event in a simulated congressional debate.
2. Defend a position in writing on an important citizenship topic (e.g., the rule of law, the value of an independent judiciary, separation of powers in government, protecting the rights of minorities, etc.)
3. Evaluate your participation in a simulated state or federal election.
4. Describe the role of political parties and interest groups and how they differ in their positions on issues.
5. Describe the roles of voluntary organizations in a democratic society.
6. Explain how one's decision and behaviors affect the well being of one's school and community.

Stage I Descriptors- 9th, 10th & 11th grades

1. Identify possible service projects to do within your school.
2. Identify possible service projects to do within your community.
3. Explain how one's decisions and behaviors affect the well being of one's school and community.
4. Describe how various organizations contribute to the well-being of your community.
5. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.
6. Evaluate how you might improve your participation in a service project in your school or community.

Stage J Descriptors- 10th, 11th, & 12th grades

1. Design a survey to identify school needs.
2. Prioritize identified school needs.
3. Compare and contrast government's record on important public policy issues (e.g., protecting human rights, developing renewable sources of energy, etc.).
4. Develop a project and action plan to address an identified school need.
5. Conduct research on a school need of interest.
6. Work cooperatively with other students in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an

- effort to reduce hunger, an educational program to raise awareness about climate change, etc.).
7. Communicate the results of a group service project to interested school and community groups.

Resources for Standard 3C, Stage H, I, J (High School - 8-12)

Books, Curricula, Therapy Approaches, Videos/DVDs, Assessments

General

The Prepare Curriculum, Revised Edition, Arnold Goldstein (**Skillstreaming portion is Research based-IFSDSC**) (see chapters on Skillstreaming, Moral Reasoning Training, Empathy, Problem Solving, Cooperation Training) Resource Library/Social Work Office/Pathways.

List of over 500 books/resources related to social/emotional learning and health (grades 6-9) —Saskatchewan, CA. http://www.saskworkguide.ca/curr_inst/iru/bibs/health6-9/dw.html (LK has printout of titles).

EQUIP Teaching Youth to Think & Act Responsibly Through a Peer-Helping Approach. – Book, Implementation Guide, Game, Questionnaire. (*anger, social skills, thinking errors*) <http://www.researchpress.com> (JS/Social Work Office).

Connecting with Others: Lessons for Teaching Social And Emotional Competence - 8 units. (*9-12 version -Awareness of Self and Others, Responsibility, Cooperation and Collaboration*). Resource Library/Social Work Office.

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action. Pathways bookcase.

Adolescents with Autism Spectrum Disorders

The Original Social Story Book, Jenison Public Schools. (*socials skills, communication, hygiene, helping at school and home*) Autism bookshelf, Nicole Bullington's Office, Rm 101.

Games/Activities/Other

Service Learning projects

Group craft projects, with items made donated in person to local daycare/nursing home, etc.

Classroom project on literacy, hunger, environmental issues, health concerns, etc. including research, posters, oral presentation, etc. to present to younger children or in community.