



# SCSW - Grade 3 - Responsible Decision Making

## Unit Focus

In this unit, students will be taught how their thinking affects their emotions and their ability to think clearly. Students will be taught how to use positive thinking, coping strategies, and using a social filter to make expected choices. Students will independently create positive affirmation bracelets as a takeaway strategy to grow their confidence. Students will discuss how self-regulation impacts making expected and responsible choices. Students will also learn how to use self-regulation strategies when they are dysregulated. Students will be taught how to use a social filter to determine if a thought is ok to say or should be kept in their thought bubble. Students will also discuss the importance of using a social filter to preserve social relationships. Ultimately, all lessons culminate with a "Think It or Say It" activity which employs all the skills used during this unit as students practice navigating social situations.

The Social Emotional Learning Team will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building and school connectedness. Examples include Kindness Week, whole-school read-alouds, kindness club, interactive bulletin boards, and buddy benches. Additionally, the school community will participate in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements and other whole-school activities focused on inclusion, kindness, and reducing isolation.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>CT School Counseling Standards</b> CT Counseling: K-3 <ul style="list-style-type: none"> <li>Practice selfcontrol and individual responsibility (A1.8)</li> <li>Demonstrate an understanding of how to respond appropriately when things don't go as expected (A6.2)</li> <li>Share feelings when appropriate and listen to others about their feelings (S/E1.2)</li> <li>Identify skills used for positive interpersonal relations (S/E2.1)</li> <li>Acknowledge that all people have likenesses and differences (S/E2.2)</li> <li>List the possible outcomes and consequences of a decision (S/E3.2)</li> <li>Understand that all decisions have alternatives (S/E3.3)</li> <li>Learn techniques for managing negative feelings such as anger, stress, sadness, and anxiety (S/ E4.2)</li> <li>Identify activities that bring out positive feelings and emotions (S/E4.3)</li> </ul> <b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"> <li>Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</li> </ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Apply techniques to regulate one's thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Individuals self-monitor through past experiences to make adjustments and create opportunities to gain self-control. <b>U2</b> Every action has a reaction that impacts the way other people form opinions about an individual. <b>U3</b> Students independently demonstrate how decisions affect themselves and others around them. <b>U4</b> People analyze all possible options and outcomes before taking action.	<i>Students will keep considering...</i> <b>Q1</b> What is the main issue and who can help me to deal with it? <b>Q2</b> What strategies do I have to make health-enhancing decisions? <b>Q3</b> What are the consequences and benefits of quick decisions?

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p><b>K1</b> positive affirmation phrases to promote positive self-talk, confidence, and perseverance.</p> <p><b>K2</b> that the green zone is the ideal zone for regulation, learning, and focus and the strategies to bring them back to the green zone.</p> <p><b>K3</b> that a social filter is a tool used to selfmonitor things they should think vs. things they should say and the impact that an unfiltered thought has on others.</p> <p><b>K4</b> that they need to be regulated (in the green zone) in order to make a responsible choice or decision.</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> using affirmations to promote positive thinking and confidence.</p> <p><b>S2</b> using their social filter to identify what thoughts they should say vs. keep in their thought bubble and the consequences of this decision.</p> <p><b>S3</b> using coping strategies to regulate themselves (return to the green zone) before making a decision.</p>