

# Grade 3

## Sample Lessons



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## Join us in *Positive Action*

Welcome to *Positive Action*.

In this lesson bundle, you will discover a tool that directly addresses the most pressing issue we have in education today: responding to the mental, social and emotional demands of our students and our educators. The pandemic has magnified the issue of our wellbeing almost beyond our understanding. We need help, and *Positive Action* can provide it.

For 40 years, schools have been successfully using the *Positive Action* program. This span of experience allows us to put a high sheen on the program's materials ensuring that they are of the highest quality and user-friendly. It also provides time for robust, randomized trials that take many years but ultimately establishes the program as one of the most highly evidence-based programs, which is duly recognized by many creditable groups.

*Positive Action* is a unique program that explains how profoundly our actions, positive or negative, affect us and our lives, one of those intuitive truths we recognize when we see it. The *Positive Action* philosophy makes it all clear: *you feel good about yourself when you do positive actions, and there is a positive way to do everything*—even in this daunting and unparalleled time.

The philosophy implies that we have a desire to feel good about ourselves, which we all do. To feel good about ourselves is a very powerful motivator. It is called intrinsic motivation, which is in all of us and one of the most influential forces to motivate us to do right.

*Positive Action* graphically represents the philosophy with the Thoughts-Actions-Feelings about Self Circle (TAF). It makes applying the philosophy easy to understand and, therefore, use. The TAF Circle demonstrates how thoughts lead to actions, actions lead to feelings about self (as in self-worth and *not* emotions, i.e., anger, fear, worry, etc.), and feelings about self lead back to thoughts. Whether the TAF Circle is positive or negative, it is always self-reinforcing.

The program aims to teach the philosophy, TAF Circle, and key positive actions for our whole self: physical, intellectual, social, and emotional areas.

All the components of the *Positive Action* program are organized into six units:

- Unit 1—The program foundation: Philosophy and TAF Circle
- Unit 2—Positive Actions for the physical and intellectual areas

(Units Three through Six are positive actions for the social and emotional areas)

- Unit 3—Positive Actions for Self-Management (thoughts, actions, feelings, time, energy, money, possessions, and talents)
- Unit 4—Positive Actions for Getting Along with Others
- Unit 5—Positive Actions for Honesty with Self and Others
- Unit 6—Positive Actions for Continual Self-Improvement

The program components are:

- Pre-K–12 curricula
- Supplemental curricula: Drug Education, Bullying Prevention, and Conflict Resolution

- School Climate Development
- Counselor's Kit
- Family Kit
- Family/Parenting Classes

Together, *Positive Action* is a unified but flexible system for the whole school community that provides a common language and shared goals. It is a powerful approach that generates innovative thinking that is needed, especially in overwhelmingly challenging times, as they are today.

The program has all the materials prepared for ease of use. The lessons/activities are planned and scripted, with all supporting materials assembled into a kit. You have the advantage of having an extensive amount of work done for you to assure that what you do is coherent, complete, and effective. You can quickly and easily get to the heart of the matter in just the right way with these well-developed materials.

For implementation, we suggest that you adapt the materials within the guidelines of honoring the concepts and strategies, while at the same time, considering your students—their needs, challenges, and cultures. With *Positive Action*, you are giving your students a wonderful gift: a way to view and achieve in life—by using positive actions—no matter the barriers.

The universality of the program's philosophy also works for you as a professional and personally. Your life experiences provide you with evidence of the validity of the concepts. Sharing your experiences with your students as you teach the lessons enhances their understanding of the value of positive actions even more deeply.

The end goal of *Positive Action* is to realize that when you feel good about yourself by doing positive actions, you are happy and successful. Success and happiness, as defined by *Positive Action*, is feeling good about who you are and what you are doing—this is the *Positive Action* way. It works for everyone, and it will work for you and your students too. This approach is needed now more than ever as we face these unprecedented challenges to how we think about happiness and success. There is a positive path through these dark days, and *Positive Action* is poised to help us discover it.

We warmly invite you to join us in creating a learning environment where potentials are reached and dreams achieved even in the challenging times of Covid-19 and other critical obstacles. By acting positively and working together, we, individually and collectively, can become even stronger and our wellbeing more improved than ever before.

Enclosed are sample lessons to provide you with a glimpse at what *Positive Action* has to offer. There are lessons for each of the six units. Some lessons are more appropriate for in-class use and others for hybrid/distance learning use. These lessons have been extracted from the complete instructor's manual. They have been edited to better stand alone; some have been modified omitting a few of the traditionally used materials that are provided in the complete kit. Images of posters, visual aids, activity sheets, and manipulatives can be requested through our support portal, allowing you to preview what you would receive in a complete kit.

## LESSON 3 • UNIT 1 • GRADE 3

**SELF-CONCEPT: ITS DEFINITION, FORMATION, AND IMPORTANCE**

**Purpose:** To introduce the advantages of having a good self-concept; to explain the idea that happiness and success mean that you feel good about who you are, what you are doing, and how you treat others.

**Materials Needed:** None

**Materials Provided:** None

**Procedure:**

- 1) SAY, "Self-concept is how we think and feel about ourselves. We can improve our own self-concepts by using positive actions to help us feel good about ourselves. When we **feel good about who we are, what we are doing, and how we treat others**, we are happy, and that also means we are successful. Another way of saying this is: you feel good about yourself when you do positive actions and there is a positive way to do everything. This is the Positive Action philosophy.

*TEACHER: Have students repeat the philosophy several times.*

SAY, "Today, I will read a story about why having a good self-concept is important to our happiness and success."

*TEACHER: Read the story, and then elicit discussion with the questions that follow.*

**A CHANGE IN TIMOTHY**

It was a cold, rainy day when Timothy enrolled at Washington Elementary. He had come by himself and he felt small as he walked up the stone steps. For a third-grader, he was somewhat short and thin. When the secretary took him to the door of his new classroom, all the students stared at him. He wanted to be somewhere else.

Ms. Ramsey, his new teacher, called Timothy up to her desk while the others completed their math. "Timothy, tell me about yourself," she said with a smile. Timothy frowned a little, shuffled his feet, and began.

"Well, I'm not too smart. That's what my friends say. And my teachers always give me bad grades."

"Timothy," said Ms. Ramsey, "teachers don't give grades; students earn them. I'm sure if you try hard and think you can do it, you'll be able to earn some good grades in this class."

Timothy walked away slowly, looking down at the floor. "Things aren't any different now," he thought. "I'll fail like I always have." He wished he knew how to be happy.

But Timothy didn't know Ms. Ramsey. Even as she saw him walk away, she knew what Timothy needed. He needed to succeed; he needed to feel good about himself. He needed to have a good self-concept, and Ms. Ramsey knew how to help.

### LESSON 3 • UNIT 1 • GRADE 3 (Continued)

That afternoon Timothy was introduced to the class as the “student of the week” because he was a new friend for each person in the class. Ms. Ramsey made a special place on the bulletin board for Timothy’s picture and wrote down some things that were true only of him. Timothy was surprised to discover that he had traveled in more states than anyone else. The other children had many questions to ask him about his travels.

When Ms. Ramsey chose Timothy to bat first in P.E. class, he was so excited he swung harder than he ever had and hit the first home run of the game. Everyone gave him high-fives as he ran across home plate. Timothy had never felt so happy.

He started to feel much better about himself. He saw that he found happiness in many things, and that no one else in the class was exactly like he was: he was unique. He felt liked by his classmates. He knew he could do some things well. He was starting to feel like a success, not a failure. He liked himself better and better every day.

When report cards went out a few weeks later, Timothy knew without looking what he would see—his grades were good. He was so happy with his improvement; he had learned that if he worked hard to do well in a task, he could achieve success. Of course, there was room for more growth, but he had come a long way in Ms. Ramsey’s class.

#### DISCUSSION QUESTIONS

- At first, Timothy felt bad about himself. Can you think of some things that might have happened to cause this?
  - Did Ms. Ramsey just tell Timothy he was unique? How did she make him feel this way? How did she help him achieve success?
  - Do you think the other students had good self-concepts and felt unique, too? Were they happy? What makes you think that?
  - Was it just Timothy’s report card that improved? What else improved?
- 2) SAY, “Timothy learned an important lesson. We all have pictures of ourselves in our minds, our self-concepts. When we have good self-concepts, we feel better about ourselves and can succeed in the things we attempt—our jobs, schoolwork, sports, the way we get along with others—everything improves when our self-concepts improve. This year we are going to learn ways to feel better about ourselves just as Timothy did, through positive actions. As you go home today, think of one thing that makes you really unique, something that makes you different from everyone else in our class. Are you a fast runner? A good speller? Can you build a puzzle faster than anyone you know? Do you like caring for animals? Are you a good helper to your parents? We are all unique. Knowing and appreciating what makes us unique will help our self-concepts, and working toward improving the things we are good at helps us achieve success and happiness. What would we say about you if you were the ‘student of the week’?”

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***WORD OF THE WEEK ALERT!***

**Happiness and Success**

To feel good about who you are, what you  
are doing, and how you treat others.

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## LESSON 14 • UNIT 1 • GRADE 3

**SELF-CONCEPT: ITS DEFINITION, FORMATION, AND IMPORTANCE**

**Purpose:** To introduce the Thoughts-Actions-Feelings Circle, which teaches that positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts.

**Materials Needed:** Audio device (laptop, phone, etc.) and internet access

**Materials Provided:** Image of “Thoughts-Actions-Feelings Circle” Poster, Activity Sheet 14-1-3, “Thoughts-Actions-Feelings” music and lyrics under Teach on the *Positive Action* website

**Procedure:**

- 1) *TEACHER: Display the “Thoughts-Actions-Feelings Circle” Poster images so that students can see both the negative and positive sides.*
- 2) SAY, “We have learned in math about circles. You know that a circle has no beginning or end.”  
“Today we are going to learn about a certain kind of circle: the **Thoughts-Actions-Feelings about Self Circle**. There is a positive side and a negative side to this poster, and we will learn that our thoughts, actions, and feelings are related. As a result of these thoughts, actions, and feelings, we will either be in a positive or negative cycle.”
- 3) “Look at the positive circle. We’ll go through the process, starting at the top. First you have positive thoughts about yourself and what you do and about others. These thoughts don’t just come; sometimes you have to make an effort to have them. But then they remind you to use positive actions for yourself and around others. And the terrific thing about that is the positive feelings about yourself that you have as a result. When you feel positive, it is easy to think positive thoughts, so the cycle continues. Let’s talk about some examples.”
- 4) *TEACHER: Indicate these steps on the circle until you think the children comprehend the cycle. Here are some examples to help explain the circle. Feel free to use your own.*
  - Thought: I like Maria.  
Action: I play with Maria on the slide.  
Feeling: I feel good about myself because I made a new friend.  
Thought: I like John.
  - Thought: I want to jump like Jimmy.  
Action: I practice jumping.  
Feeling: I feel good about myself because I succeeded at jumping higher.  
Thought: I can run fast, too.

## LESSON 14 • UNIT 1 • GRADE 3 (Continued)

**NOTE:** Another example is provided on the activity sheet.

- 5) SAY, “Remember that the circle can also be negative, so if you think negative thoughts, negative actions and then negative feelings will follow. Let’s work on staying in the positive circle.”

*TEACHER: Distribute Activity Sheet 14-1-3.*

SAY, “In fact, right now let’s practice having positive thoughts and using positive actions that lead to positive feelings about ourselves.”

*TEACHER: Go over the directions with the children and let them complete the activity sheet.*

- 6) Ask students to share this sheet at home and explain the circle to a friend or relative.

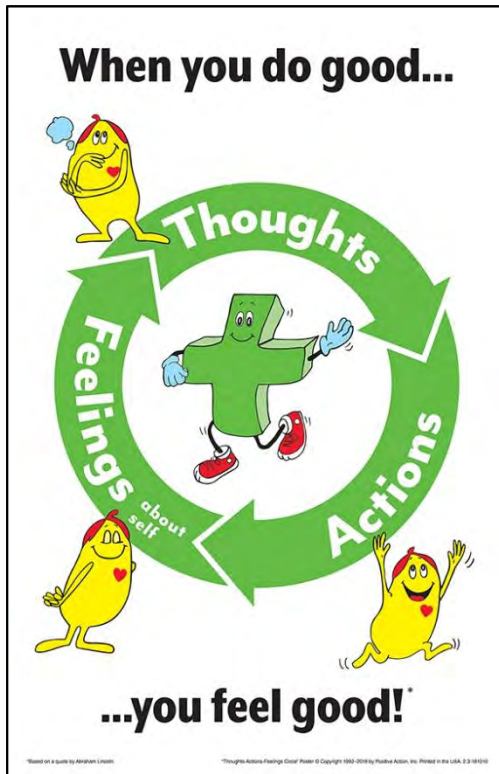
SAY, “As a reminder for us all to stay in the positive Thoughts-Actions-Feelings about Self Circle, I’m going to refer to this poster often throughout hanging for the rest of the year. We’re also going to learn a song called ‘Thoughts-Actions-Feelings.’ Are you ready?”

*TEACHER: Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Program Music page under Teach or at [www.positiveaction.net/program-music](http://www.positiveaction.net/program-music). Play “Thoughts-Actions-Feelings” once and have students listen. Then play it again and have them sing along. Use this song often to set a positive tone and remind students to do positive actions. The process of Thoughts-Actions-Feelings is one we want the students to memorize. It should become second nature for them to think through the cycle.*

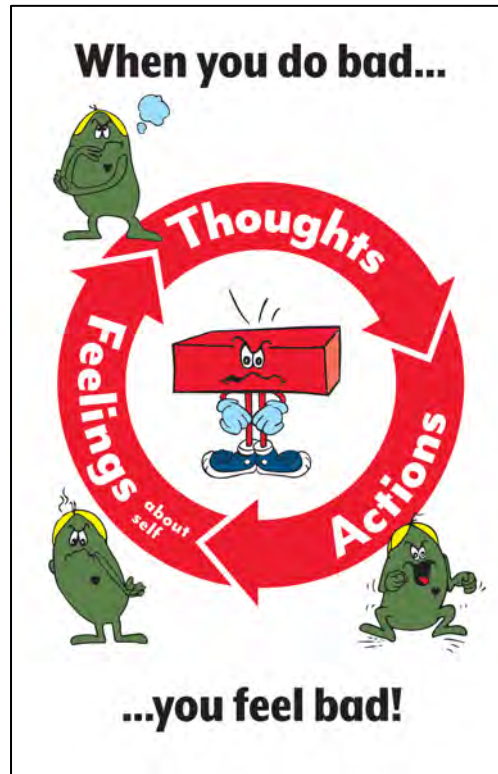
**ENRICHMENT:** Have students use some drawing paper to make their own Thoughts-Actions-Feeling Circles, using other thoughts. You may work this into an art lesson.



## Lesson 14



Front

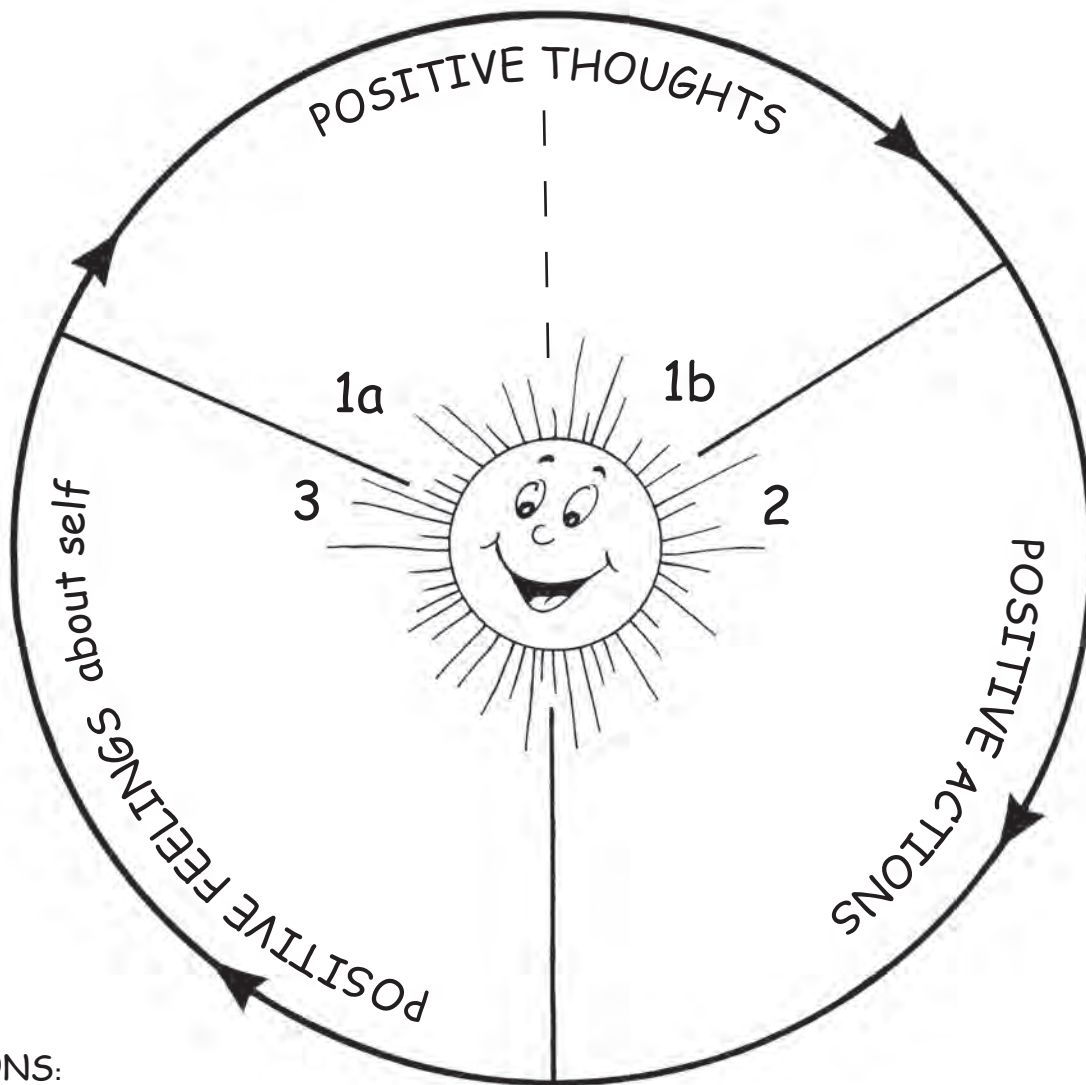


Back

Name: \_\_\_\_\_

# Make Your Life Shine!

## Round Out Your Self-Concept



### DIRECTIONS:

1. In Section 1a of the circle, write a complete sentence about a positive thought that leads to a positive action.  
Example: I can draw well.
2. In Section 2, write and then draw a positive action that leads to a positive feeling.  
Example: I practice drawing and get better.
3. In Section 3, write and then draw the positive feeling about yourself that your positive action creates.  
Example: I feel good about my talents.
4. In Section 1b, write a new positive thought that comes from your positive feeling.  
Example: I can use my talent for drawing to draw gifts for my friends.

## LESSON 21 • UNIT 2 • GRADE 3

**PHYSICAL AND INTELLECTUAL POSITIVE ACTIONS  
FOR A HEALTHY SELF-CONCEPT**

**Purpose:** To introduce physical positive actions for taking care of our bodies.

**Materials Needed:** None

**Materials Provided:** Image of “Dr. Staywell” Poster 21-2-3

**Procedure:**

- 1) SAY, “Today, we will learn about the **positive actions for taking care of our bodies**. One need our bodies have is the need for water. But there are many more. If you have a baby brother or sister at home, you know how busy your mom and dad are, taking care of the baby’s bodily needs. When you are a third-grader, however, you can start to take care of your own needs.”
- 2) *TEACHER: Display image of “Dr. Staywell” Poster 21-2-3.*

SAY, “This is Dr. Staywell. He’s with us to help us learn about how we can take care of our bodies and be healthy. Being healthy means to be well or have good health, and it makes us feel good about ourselves. To get you better acquainted with him, I will read you a story about him and one of his patients, a third-grader named Teresa.”

*TEACHER: Read the story, then briefly discuss the positive actions listed on “Dr. Staywell” Poster 21-2-3.*

**DR. STAYWELL’S MIRACLE CURE**

Teresa Armandarez was not a happy child. She was cranky and she whined all the time. She never wanted to play with other third-graders. She never did her chores at home. “I’m too tired,” she whined whenever someone asked her to play or do a little work. “Just leave me alone.”

People did leave Teresa alone. Her whining was bad enough, but her appearance made things worse. She was never very clean. Her hair was often greasy and ratted, her teeth were yellow, and her fingernails were dirty. She usually looked as though she’d slept in her clothes.

Not only that, her attitude was simply awful. She didn’t talk much, except to complain, and her grades in school were low. The worst part was that Teresa didn’t seem to care.

Teresa’s mother and father cared. They knew other third-graders didn’t act as she did, but they didn’t know what to do. Then one day they heard about a doctor who seemed to work magic with children just like Teresa. Kids who had once been sickly stay-at-homes developed so much energy under Dr. Staywell’s care that their parents couldn’t keep up with them. They looked better, felt better, and acted better. “If he can do that for all those kids,” Teresa’s

## LESSON 21 • UNIT 2 • GRADE 3 (Continued)

parents told each other, “surely he can help Teresa.” They called Dr. Staywell’s office and made an appointment for the very next day.

Teresa didn’t want to go, but her mother wouldn’t give in to her whining. When she saw Dr. Staywell, Teresa was intrigued. He was just about the tallest man she’d ever seen. He had lots of curly brown hair and blue eyes that twinkled with fun and friendliness. She watched him carefully as he examined her ears, nose, and throat; listened to her heart and lungs with his stethoscope; and bent her knees and elbows.

Dr. Staywell left Teresa alone while he went to talk with her parents. When he came back he looked so serious, she felt a little frightened. “You could be a very sick young lady,” he told her as he sat down on a low stool. “You could be, but you’re not. Frankly, I’m surprised.”

Teresa’s eyes opened wide as he spoke. She never even thought about being sick. She listened as he continued. “What you need,” he said, his eyes twinkling again, “is a good dose of Dr. Staywell’s Magic Cure. If you use it every day, in no time at all you’ll be a healthier, happier person.”

“Do I have to take pills?” Teresa didn’t like that idea.

The doctor laughed. “No, no pills,” he told her. “But at first this will be much harder than just taking pills. You’re going to have to change the way you act toward yourself. Before we start, though, I want you to tell me about yourself.”

He asked her a lot of questions about what she ate, what time she went to bed, whether or not she exercised every day, and how often she bathed, washed her hair, and brushed her teeth. When he was finished, he said, “My goodness, Teresa! No wonder you don’t feel good! We’ve got a lot of work to do. We’d better get started.”

As they walked from the examining room to Dr. Staywell’s office, he said, “You know, Teresa, third-graders are old enough to be responsible for taking care of their own bodies. They shouldn’t need to be reminded to eat the right foods, keep themselves clean, and do all the other things that will keep them healthy. You’ve been ignoring yourself for so long that you have a lot of healthy habits to develop.”

In his office, Dr. Staywell sat on one side of the desk and Teresa sat on the other. “I’m going to give you a project each week for six weeks. You come in to see me at the end of every week so we can talk about how you’re doing.”

The first week, Dr. Staywell told Teresa about healthy eating. “No more candy and pop for breakfast and lunch,” he said. “You must develop the habit of eating food that will make you strong and healthy.” He told her about the five basic food groups, which she remembered from her school health lessons. They talked about the kinds of foods she liked to eat, and how to work them into her diet.

“I want you to keep a diary of everything you eat at every meal, as well as snacks, for the next week. Make sure you eat something from each of those five food groups every day and write it all down. Then next week, we’ll see how you feel.”

Teresa went home and did as she was told. She ate meat, dairy foods, fruits, vegetables, and bread or cereal every day. And she wrote it all down in a little red notebook her mother gave

## LESSON 21 • UNIT 2 • GRADE 3 (Continued)

her. By the end of the week she was looking forward to meals for the first time ever. And when she went back to see Dr. Staywell, she was proud of herself. So was he.

“Wonderful!” he said. “I can see you’re beginning to change already!”

Next he gave her an assignment to keep a record of how often she washed her hair, bathed, cleaned and trimmed her fingernails, and put on clean clothes.

At the end of the week, Teresa all but bounced into Dr. Staywell’s office. “I feel so clean,” she told him, “and I smell so good. Mom said I’d washed off all the germs my body collected during the day every time I took a bath and washed my hair. I really like this habit.”

In the weeks that followed, Dr. Staywell gave Teresa assignments that included daily physical exercise, getting enough sleep and rest, caring for her teeth, and avoiding illnesses. He talked to her about how to use medicines correctly and why it’s important to stay away from things that could hurt her. Every week she did just as he told her to, all the while building the habits she’d begun earlier. At their last visit, Teresa was a completely different girl.

“We can’t believe the change in her,” Teresa’s parents told the doctor. “You really do have a magical cure! Her grades are improving, she’s more fun to be around, and, most importantly, she feels so much better about herself that we feel good about her, too. What in the world did you do?”

Dr. Staywell winked at Teresa and grinned. “I didn’t do anything,” he said. “Teresa did all the work—and all the magic. She’s developing some good health habits. She’s being responsible for her own physical needs. Not much magic on my part.”

He gave Teresa a big hug. “Now, young lady,” he said, “you just keep working that magic. I don’t want to see you in here again unless it’s to show off how magically healthy you are.”

Teresa giggled and grinned, then took her parents’ hands and left the office. But before the door closed, she turned to look at Dr. Staywell and said, “Thanks for everything. Thanks for showing me your magic tricks.” Then she went home as a happier, healthier third-grader.

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### ***WORD OF THE WEEK ALERT!***

#### **Healthy**

To be well or have good health.

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## Lesson 21



**DR. STAYWELL'S CURE  
WILL MAKE YOU  
FEEL GREAT!**

- ✓ Eating the right foods from all four food groups
- ✓ Keeping our bodies clean
- ✓ Exercising daily
- ✓ Getting enough sleep and rest
- ✓ Taking care of our teeth
- ✓ Keeping our bodies healthy and free from disease
- ✓ Using medicines and drugs correctly
- ✓ Avoiding harmful substances

"Dr. Staywell" Patent 2112-119 Copyright 2004-2014 by Twinkl Active, Inc. Printed in the U.S.A. All international rights reserved. 2.1.18/2020



## LESSON 34 • UNIT 2 • GRADE 3

## PHYSICAL AND INTELLECTUAL POSITIVE ACTIONS FOR A HEALTHY SELF-CONCEPT

**Purpose:** To introduce the positive actions for resourcefulness and curiosity for gaining information.

**Materials Needed:** Pencils, encyclopedia, dictionaries, and Internet access, audio device (laptop, phone, etc.) and internet access

**Materials Provided:** Activity Sheet 34-2-3, “Learning to Learn” music and lyrics under Teach on the *Positive Action* website

**Procedure:**

- 1) *TEACHER: Ask students to look up the word **curiosity** and write the definition on their activity sheets.*
- 2) SAY, “Curiosity means a desire to know. When you are curious, you are eager to know how and why things happen. That is a positive action that meets the needs of our minds so they are healthy and happy. Can you give some examples of things you might be curious to know?” (*Allow time for responses.*) “Being curious or wanting to know, not because a teacher or even a parent tells you to, will help you feel good about yourself when you learn the answer.”
- 3) *TEACHER: Distribute Activity Sheet 34-2-3. Students may choose facts which interest them and find out what they can about each fact or question. This could be a spare time activity. Plan to have some students discuss this sheet and share with the class new information they’ve learned the following day.*
- 4) SAY, “We’re going to learn a song about intellectual positive actions today. It is called ‘Learning to Learn.’ It will help us remember all the positive actions we can take for our minds.”

*TEACHER: Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Program Music page under Teach or at [www.positiveaction.net/program-music](http://www.positiveaction.net/program-music). Play “Learning to Learn” once and have students listen. Then play it again and have them sing along. Use this song often to set a positive tone and remind students to do positive actions.*

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### WORD OF THE WEEK ALERT!

#### Curious

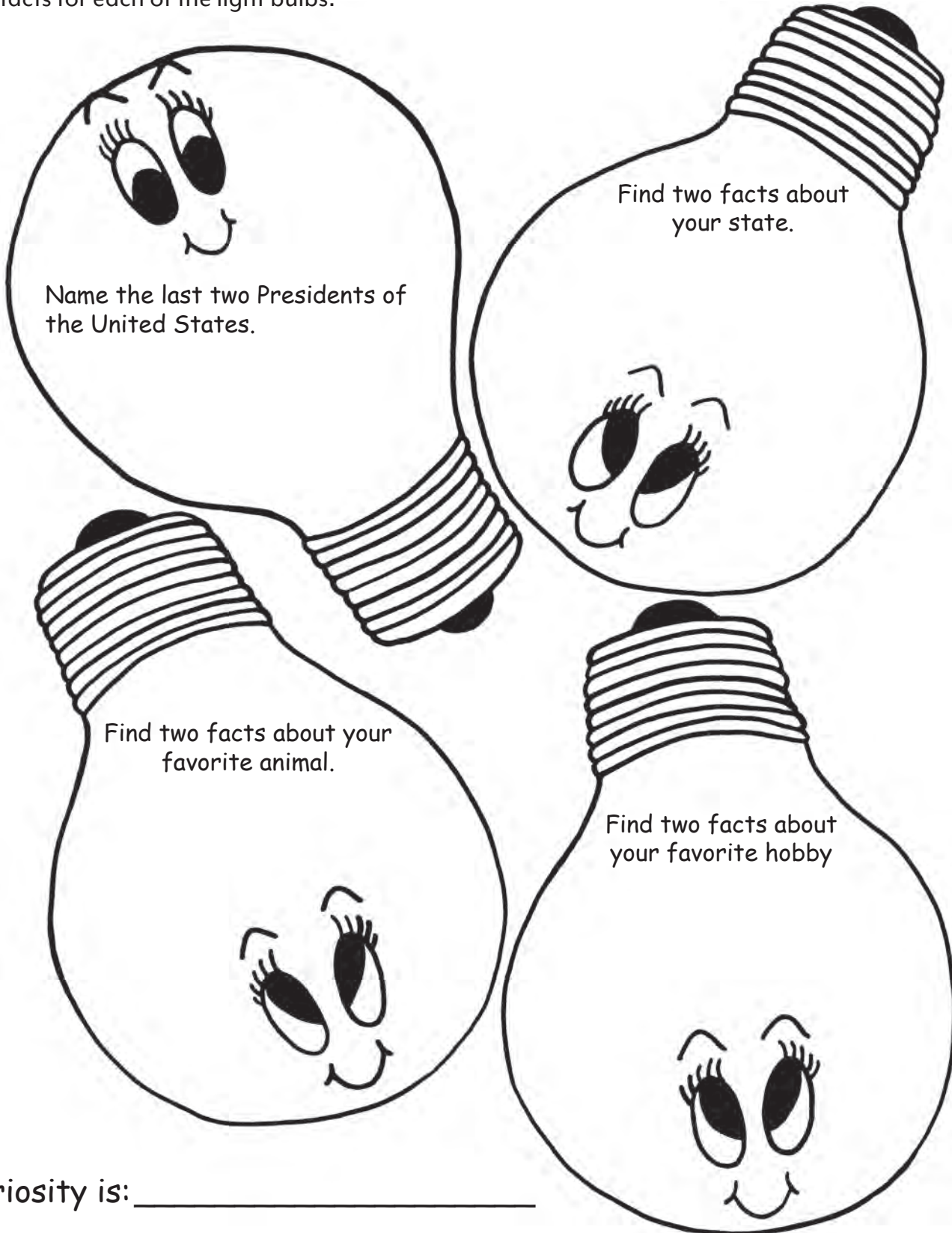
Eager to learn how and why things happen.

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Name: \_\_\_\_\_

# Facts to Find Out

**DIRECTIONS:** First, look up curiosity in the dictionary and write the definition below. Then, find two facts for each of the light bulbs.



Curiosity is: \_\_\_\_\_



## LESSON 64 • UNIT 3 • GRADE 3

**MANAGING YOURSELF USING SOCIAL/EMOTIONAL POSITIVE ACTIONS**

**Purpose:** To introduce the positive action for managing fear.

**Materials Needed:** Chalkboard and chalk, whiteboard and dry erase markers, or virtual platform, drawing paper (one per student), markers or crayons

**Materials Provided:** None

**Procedure:**

- 1) **TEACHER:** Write the following quote on the board before you begin: ***“We have nothing to fear but fear itself.”*** (Franklin Delano Roosevelt.)

SAY, “Franklin Delano Roosevelt, President of the United States during World War II, once spoke to Americans about their real and very understandable **fears**. His words, now famous, were, ‘We have nothing to fear but fear itself.’”

- 2) “What do you think he meant by that? Did he mean that truly positive people have the strength and courage to do things that must be done? Often the thing you fear isn’t as bad as the uncomfortable time you have being scared about it. President Roosevelt knew that the people of this country were strong, but he also knew that if they did not manage their normal and understandable fear, it would take over their lives and manage them instead. This is true for all of us, even if our fears are not as great as those of a big country.”

- 3) **TEACHER:** Elicit discussion using the **bolded statements**. Encourage students to explain each one.

- **Fear is a feeling everyone has.** It is normal to be scared now and then.
  - **Not everyone has the same fears.** For example, some people are afraid of high places, yet others love to fly or climb mountains. Although our fears are not all the same, each person’s fear is real. We must learn to manage our fears so they don’t manage us.
  - **It is even good at times to be afraid.** I am afraid to drive 100 miles an hour in my car. This is a healthy fear because it keeps me safe.
  - **When you are afraid, don’t let fear manage you.** Fear can make you alert in a dangerous situation, but you have to control it for it to be useful. You must manage your fear by taking positive action.
- 4) SAY, “Giving in to fear can make us feel very negative, but acknowledging our fears and taking steps to manage them positively will make us stronger. We will feel good about who we are and what we are doing to manage our fears. All our fears are different, so the positive actions you choose to manage your fear will be different. Let’s discuss a few examples.”

## LESSON 64 • UNIT 3 • GRADE 3 (Continued)

- 5) *TEACHER: Write the headings “**Fear Of**” and “**Positive Actions to Manage Fear**” on the board. Under the heading “Fear Of,” write each of the fears listed below. Under the heading “Positive Actions to Manage Fear,” list the suggestions below along with any additional suggestions from the students.*

### **FEAR OF**

- Doing poorly in school.
- Losing a possession.
- A particular person.
- An experience, such as flying, riding a bike, going somewhere.

### **POSITIVE ACTIONS TO MANAGE FEAR**

- Complete homework assignments and study.
- Put away the possession; keep it in a safe place.
- Be nice to that person; try to get to know him or her.
- Ask a friend to go with you; take small steps to shrink this fear.

- 6) *Continue discussion as long as time permits, allowing individuals to share fears and the class to think of positive actions to manage those fears. Then allow students to copy the Roosevelt quote from the board and illustrate examples of things they fear. The illustrations should include pictures of them practicing positive actions for managing their fears. These may be displayed in the classroom or sent home with the students.*

## LESSON 67 • UNIT 3 • GRADE 3

**MANAGING YOURSELF USING SOCIAL/EMOTIONAL POSITIVE ACTIONS**

**Purpose:** To introduce the positive action for managing feelings of discouragement.

**Materials Needed:** Pencils

**Materials Provided:** Activity Sheet 67-3-3

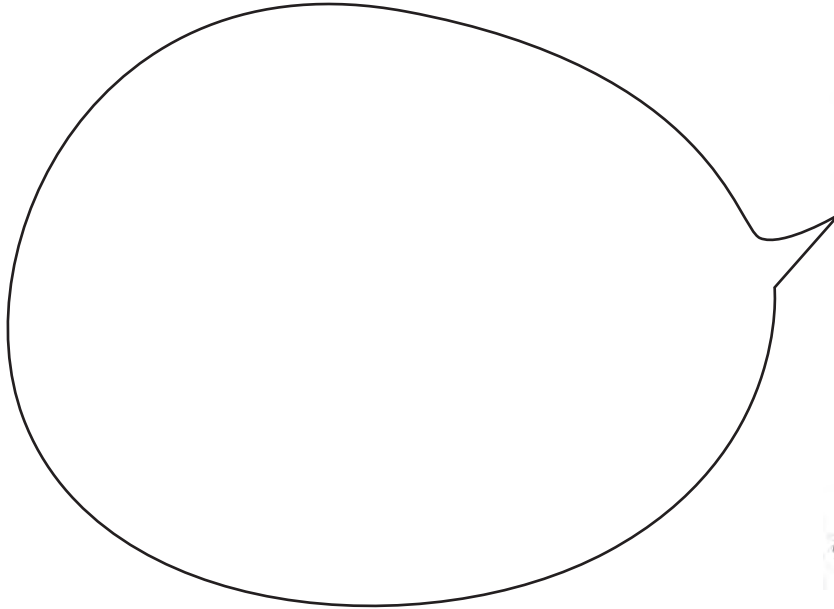
**Procedure:**

- 1) SAY, “To be **discouraged** means to have lost the courage or will to keep trying. Have you ever felt that you just couldn’t finish a job or keep on working? Have you ever felt ready to just give up? Does it surprise you to know that you are not alone? Everyone feels discouraged now and then. But you can take positive action against discouragement. For example, if you find a new word in a book, do you just give up and close the book or go look up the word? Which is the more positive action?”
- 2) “I’ll give you some other examples. Then you tell me what you might do to fight discouraging feelings and keep from giving up.
  - You’re learning to ride your bike, but you keep falling off of it. (*Ask your parents for help; get back on until you get it right.*)
  - Your answer to a math problem is wrong. (*Ask the teacher for help; check back over your work; see if you copied the problem incorrectly.*)
  - You want to talk to a friend, but her line is busy. (*Keep trying; walk over to her house; write her a letter; try another friend.*)
  - You thought you’d get 100% on your science test but your score was only 85%. (*Study harder next time; find out what you missed and why; do some extra homework.*)
  - If we keep trying in these situations instead of giving up, we will feel good about ourselves and what we are doing. This improves our self-concept and helps us to be happy and successful.”
- 3) **TEACHER:** *Continue with more examples specific to your class; if you wish, allow an opportunity for the children to share a time when they were discouraged. Ask how they managed their feelings.*
- 4) *Distribute Activity Sheet 67-3-3 and direct the students to complete it. If time allows, ask some of the students to role-play the situations depicted in the cartoons. After the activity sheet is completed, it may be taken home to share with family members.*

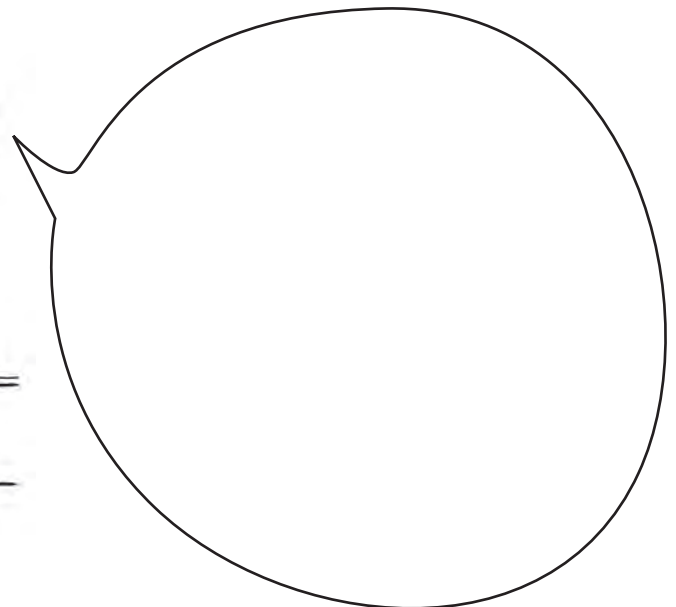
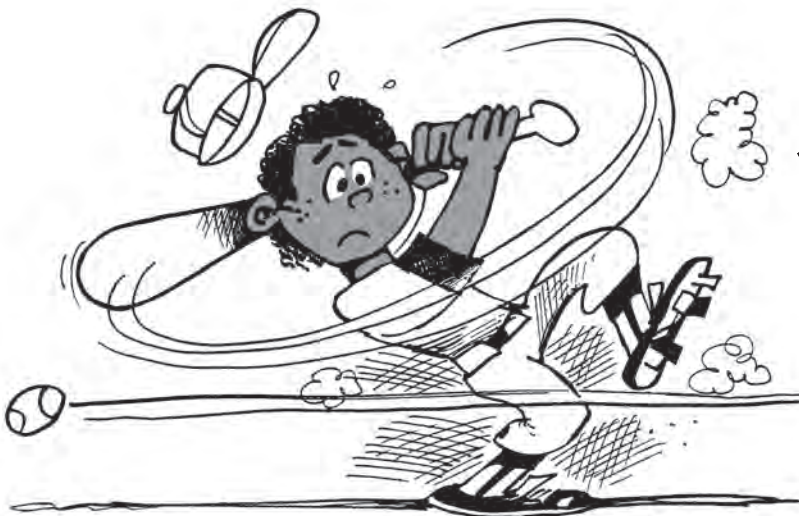
Name: \_\_\_\_\_

# Hang in There...You Can Do It!

**DIRECTIONS:** Pretend you are the person in each of the two pictures. Write in the balloons what positive actions you would take to feel better.



When you feel discouraged, do something positive about it to help you feel better.



## LESSON 72 • UNIT 4 • GRADE 3

**GETTING ALONG WITH OTHERS USING  
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

**Purpose:** To discuss the positive actions for getting along with others by allowing students to create a Code of Conduct based on their own ideas about how they want to be treated by others.

**Materials Needed:** Chalkboard and chalk, whiteboard and dry erase markers, or virtual platform, audio device (laptop, phone, etc.) and internet access

**Materials Provided:** “Code of Conduct” music and lyrics under Teach on the *Positive Action* website

**Procedure:**

- 1) SAY, “Today our lesson is about getting along with others. We are going to do a strange thing—we are going to first think about ourselves. How would you like other people to treat you—your parents, friends, brothers, and sisters? How would you like to be treated at home, at school, and in your neighborhood? Let’s think of words that tell how you want to be treated by others.”
- 2) *TEACHER: Allow students the time and opportunity to think of three to five general areas but supply these if necessary. If students aren’t familiar with any of the terms, offer the provided definitions.*
  - With **Kindness**: To care for others and take thoughtful actions.
  - With **Fairness**: To treat others with justice.
  - With **Honesty**: To tell the truth.
  - With **Respect**: To show special care for people.
  - With **Courtesy**: To behave politely.
  - With **Patience**: To be tolerant, calm, and understanding of others.
  - With **Love**: To show unconditional caring.
  - With **Cooperation**: To work with others for a common purpose.
- 3) *Write these and other broad areas on the board, leaving room after each one to write several rules for the class to follow. You and your students may decide how many and what rules of behavior are important. These should be written under the general areas to which they apply.*
- 4) *Ask students again if these are ways in which they want to be treated. Your chart may look something like the example shown:*

## LESSON 72 • UNIT 4 • GRADE 3 (Continued)

How I want to be treated

With Kindness

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

With Honesty

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

With Fairness

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

With Respect

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- 5) SAY, “We will call this our classroom **Code of Conduct**, and we should all abide by it because this is how we would like to be treated. We’re going to learn a song about it to help us remember to treat others the way we want to be treated.”

*TEACHER: Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Program Music page under Teach or at [www.positiveaction.net/program-music](http://www.positiveaction.net/program-music). Play “Code of Conduct” once and have students listen. Then play it again and have them sing along. Use this song often to set a positive tone and remind students to do positive actions. This song will serve as a reminder to treat others the way they want to be treated.*

## LESSON 76 • UNIT 4 • GRADE 3

**GETTING ALONG WITH OTHERS USING  
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

**Purpose:** To introduce the positive action for getting along with others by trying to understand how and why others feel as they do.

**Materials Needed:** Audio device (laptop, phone, etc.) and internet access

**Materials Provided:** Image of “Empathy” Poster 76-4-3, “Get Along” music and lyrics under Teach on the *Positive Action* website

**Procedure:**

- 1) SAY, “There are different ways to get along with others. These include, treating others the same ways we want to be treated and looking for the good in others. Another positive way to get along with others is to think how others feel and why they feel that way. The word for this is **empathy**. To show someone empathy means you really try to put yourself in that person’s place, to understand how that person feels.”
- 2) “Let’s practice empathy today. I have a picture here I would like you all to see.” (*Display “Empathy” Poster 76-4-3.*) “What do you see in this picture? Do you feel empathy when you look at it? Can you understand how and why the boys feel as they do?” (*Point to each character and continue discussion of how each must feel and why.*)
- 3) *TEACHER: Remind students that life has ups and downs, wins and losses, and that each person reacts to these experiences in a different and unique way. Point out that when we can understand how and why someone feels as he/she does, we are using a positive action that is guaranteed to help us get along better with others. This helps us feel good about ourselves and what we are doing. When we use the positive action of empathy, we are contributing to our own happiness and success, as well as the success and happiness of others. We are treating others the way we want to be treated.*
- 4) SAY, “We learned about empathy today, which is one of the ways we get along with others. Now we’re going to learn a song called ‘Get Along’ that will help us remember some of the other ways we have learned to get along with others.”

*TEACHER: Prepare to play the music with the lyrics and print or project the lyrics from the Positive Action Program Music page under Teach or at [www.positiveaction.net/program-music](http://www.positiveaction.net/program-music). Play “Get Along” once and have students listen. Then play it again and have them sing along. Use this song often to set a positive tone and remind students to do positive actions. This song is a fun way to remember how to get along with others.*

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***WORD OF THE WEEK ALERT!***

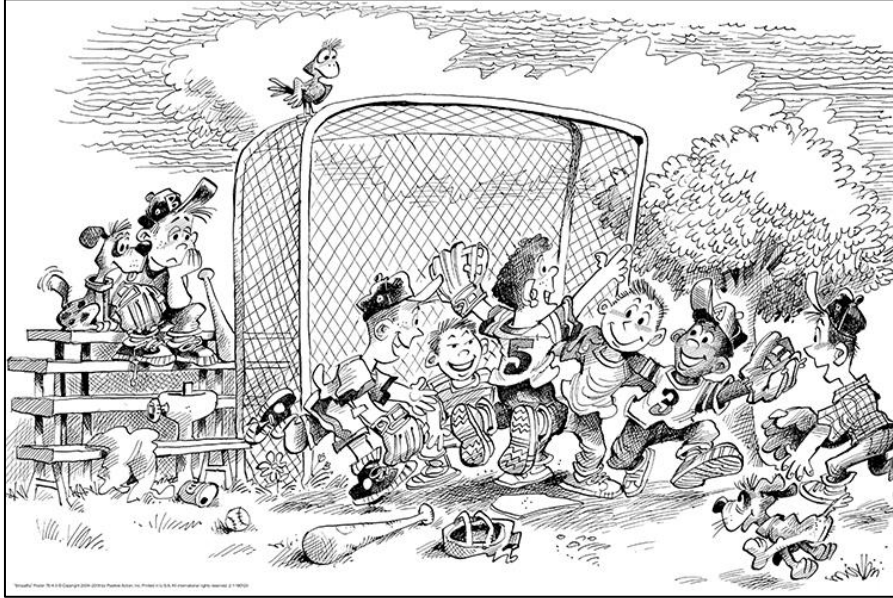
**Empathy**

To think how others feel.

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## Lesson 76



## LESSON 91 • UNIT 5 • GRADE 3

**TELLING YOURSELF THE TRUTH USING  
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

**Purpose:** To introduce and define self-honesty.

**Materials Needed:** None

**Materials Provided:** Image of “Betsy Bug” Poster 92-5-3

**Procedure:**

- 1) SAY, “We all know how important it is to tell the truth. Think of a time when someone told you something that wasn’t true. How did you feel?” (*Allow time for one or two responses.*) “There is someone important you must be honest with. That person is you. Being honest with yourself is one of those strengths we’ve been discussing. Self-honesty means **telling yourself the truth about you** and the things that happen to you. You begin by liking yourself. Then you can be honest in knowing your strengths and weaknesses, telling the truth, and keeping your word. You can admit your mistakes and not make excuses or blame others.”
- 2) “I have a story today about a bug named Betsy who needed to know a little more about self-honesty. Let me read it to you. Then maybe you can think of some things Betsy could do to improve her self-concept and feel better about herself and what she is doing.”

*TEACHER: Read the story, and then elicit discussion with the questions that follow.*

**BETSY BUG**

Betsy was a small ladybug who had a lot to learn. The other ladybugs on her tree rarely talked to her and never asked her to go flying. Let me tell you about a day in the life of Betsy Bug. Maybe you can discover what is wrong.

One morning Betsy woke up and crawled out from under her leaf feeling very grumpy. “I just don’t like myself, today,” she thought. “I can’t seem to do anything right.” On her way to the field she bumped into Colleen. “Watch where you’re going,” snapped Betsy. “You hurt me and it was all your fault!”

“What’s bugging you, Betsy?” asked Colleen. “You just don’t seem yourself today.”

“Oh, bug off!” snapped Betsy and she crawled over to a leaf by herself.

“Come on, Betsy,” Colleen replied, “We’re all going to the insect races today. Aren’t you coming along?”

“I’d never win; I’m not fast enough. Besides, I’m—uh—busy today.”

## LESSON 91 • UNIT 5 • GRADE 3 (Continued)

“Betsy, did you forget to register for the races? You should have done it two weeks ago.” Colleen said.

“Of course not; I never forget!” Betsy hoped Colleen couldn’t see that she’d guessed the truth.

Colleen wouldn’t give up. “But Betsy, you promised you’d be on our relay team. We need you to win!”

“Oh, I can’t fly that fast; I’ve just been lucky. And just because I said I’d do it—well, I’ve changed my mind. I’m going home!” Betsy slowly crawled back to her leaf. She stayed there most of the day feeling sorry for herself.

### DISCUSSION QUESTIONS

- Would you want Betsy Bug for a friend? Why?
  - Everyone feels like Betsy sometimes. Can you tell us about a time when you bugged yourself because you weren’t honest with you? What happened? *(Allow time for two or three responses.)*
- 3) *Allow students a few minutes to work out an ending to the story, using the positive action concepts concerning self-honesty discussed in the lesson. They can work in small breakout groups if preferred. When they are finished, have some students, or groups, share their endings for Betsy’s story.*

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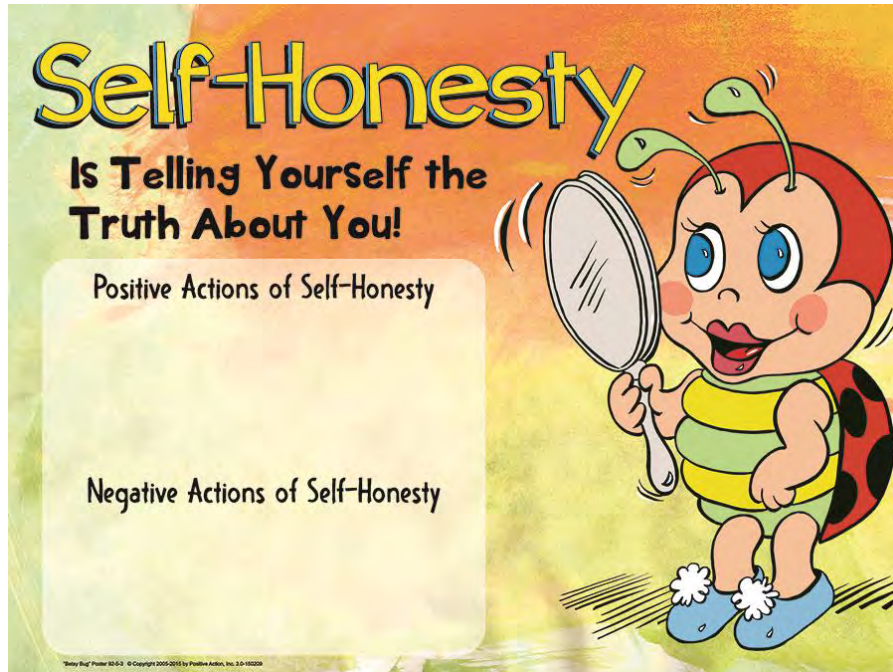
### WORD OF THE WEEK ALERT!

#### Self-Honesty

To tell yourself the truth.

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## Lesson 91



## LESSON 95 • UNIT 5 • GRADE 3

**TELLING YOURSELF THE TRUTH USING  
SOCIAL/EMOTIONAL POSITIVE ACTIONS**

**Purpose:** To encourage students to examine their likes and dislikes as they learn self-honesty.

**Materials Needed:** Pencils, crayons

**Materials Provided:** Activity Sheet 95-5-3

**Procedure:**

- 1) SAY, “Self-honesty means telling yourself the truth about you and things that happen to you. Before you can be truly honest with yourself you should get to know yourself, learn as much about you as you can.”
- 2) “Today we are going to do an activity sheet to learn more about ourselves by examining some of our favorite things. We all have favorites but no two of us are alike, so we don’t all have the same **likes and dislikes**.”
- 3) “What are some of the things you like best?” (*Allow time for responses.*) “What are some of the things you don’t like?” (*Allow time for responses.*)

*TEACHER: Distribute Activity Sheet 95-5-3. Help students with spelling if necessary. They may draw examples instead.*

Name: \_\_\_\_\_

# My Favorite Things

DIRECTIONS: Write or draw the things you like. You may want to color this activity sheet.





## IMPROVING YOURSELF CONTINUALLY USING SOCIAL/EMOTIONAL POSITIVE ACTIONS

**Purpose:** To introduce self-improvement and believing in your potential to improve.

**Materials Needed:** None

**Materials Provided:** None

### Procedure:

- 1) SAY, "During all of our lives we see many things about ourselves that need to be better. What are some things you want to learn to do or do better?" (*Allow time for responses.*) "**Self-improvement** means to make yourself better by taking positive actions. If there is something we want to do to make ourselves better and it seems like too big a job, we can do a little at a time and get the job done. We all need self-improvement to feel good about ourselves and what we are doing. When we say we have the power to make ourselves better, we are talking about potential. We all have the potential for self-improvement and can take control of our lives. Let's read a story about self-improvement, and then we can talk about it."
- 2) *TEACHER: Read the story, and then use the questions that follow to elicit discussion.*

### THE WORST PLAYER ON THE TEAM

The spring baseball season was just beginning at Canyonview Elementary School and everyone was excited. Everyone, that is, except Jamal. He was discouraged because he was the worst player on his team. He almost always struck out at bat and he had trouble catching and throwing the ball.

Jamal was so discouraged that he told his dad, "I think I'm going to quit the baseball team. It's just no use. I'll never be a good player!" His dad replied, "I know you are feeling discouraged because you don't play as well as others on your team. But if you practice batting, throwing, and catching for just twenty minutes a day, you will be surprised how quickly you will improve. You can improve yourself through small, steady efforts."

Jamal thought about what his father said and decided to give it a try. Over the next three weeks he practiced his baseball skills each day for twenty minutes. Jamal began to improve. He no longer struck out at bat and his coach even asked him to tryout for pitcher.

When this happened, Jamal told his dad, "You were right! I have improved and I feel good! Thanks, Dad!"

His dad smiled and replied, "You know, Jamal, it seems everyone needs to improve and learn new things. This continues through life. Each person has the potential to improve. In baseball or anything else, believing in your potential and using steady, little-by-little efforts can

## LESSON 111 • UNIT 6 • GRADE 3 (Continued)

have big pay-offs. Of course, the biggest pay-off is how good we feel when we do improve. It makes us feel happy and successful, doesn't it?"

### DISCUSSION QUESTIONS

- How did Jamal feel at the beginning of the baseball season?
- Have you ever felt like Jamal did?
- What was Dad's advice to Jamal?
- How did Dad's advice work for Jamal?
- What positive actions did Jamal take to realize his potential and feel good about himself?
- How did Jamal feel at the end of the story?
- What does potential mean?
- Does everyone have potential to improve and to acquire new knowledge and skills? Explain.

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### ***WORD OF THE WEEK ALERT!***

#### **Self-Improvement**

To make yourself better by taking positive actions.

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## IMPROVING YOURSELF CONTINUALLY USING SOCIAL/EMOTIONAL POSITIVE ACTIONS

**Purpose:** To show students how using positive actions helps us expand our horizons and to demonstrate the relationship between using and improving physical, intellectual, and social/emotional skills as we try new things.

**Materials Needed:** None

**Materials Provided:** None

### Procedure:

- 1) SAY, “One of the best things using positive actions does for us is give us confidence about **trying new things**. If we believe in our potential, we have the courage to try new things, to keep at something no matter how hard it is, and to turn problems into opportunities to do or learn something good.”
- 2) “Do you remember the first time you tried something new? How many recall what it was like to ride a bike for the first time? How did you feel about it?” (*Elicit responses like afraid, excited, nervous, and shaky.*) “What physical skills did you need to ride that bike?” (*Balance, coordination, strength—the ability to steer and peddle at the same time.*) “What intellectual skills did you have to use?” (*Concentration, remembering instructions, paying attention.*) “What emotional skills did you use?” (*Managing fear, discouragement.*) “What positive actions did you use to make riding your bike easier?” (*Belief in your ability, courage to try, persistence, turning a problem—like falling off the bike—into an opportunity to learn.*)

*TEACHER: From the discussion about learning to ride a bicycle, lead your students into discussing other new things they learned (e.g. roller skating, swimming, or walking on stilts). Ask them how they felt about it at first. Then have them identify the physical, intellectual, and social/emotional skills they had to master. Finally, have them describe how they felt when they had mastered the new activity.*



**www.positiveaction.net | info@positiveaction.net | 800.345.2974 | 208.733.1328**  
**260 3rd Avenue North, Twin Falls, ID 83301**