

**Supplement to
K-12 Guidance Standards
Positive and Productive Behavior**

The following text is excerpted from Ten Sigma's *Teaching and Enforcing Positive and Productive Behavior* manual and contains the rationale for and steps to practicing each of the skills of positive and productive behavior.

1. Be Prompt and Prepared

Rationale

In order for a large group of students to use the time in school wisely, all students need to come to class on time and prepared to learn. This means coming with the materials and attitude necessary for success.

Performance Indicators

- A. Know what is required of you to be on time and prepared.
 - 1. On time—in room, in seat, sitting quietly, waiting for instructions.
 - 2. Prepared—textbooks, notebooks, paper, pens or pencils.
- B. Determine the time you need to arrive on time and prepared.
 - 1. On time—allow for travel time or possible delays.
 - 2. Prepared—know what the situation requires.
- C. Decide when you should begin preparation and travel.
- D. Commit yourself to arriving on time and prepared.

2a. Pay Attention to the Speaker (Body Basics)

Rationale

Using body basics makes it easier to listen and learn. Body basics also shows respect for the speaker.

Performance Indicators

- A. Make eye contact.
- B. Have feet flat on the floor.
- C. Have hands on desk (or taking notes).
- D. Sit in a comfortable yet respectful position with body facing speaker.
- E. Concentrate on speaker's voice.

2b. Pay Attention to the Speaker

Rationale

Paying attention to the speaker allows the listener to better understand what the speaker is saying and conveys respect to the speaker.

Performance Indicators

- A. Sit in a comfortable yet respectful position with body facing the speaker.
- B. Make regular eye contact.
- C. Think about what the speaker is saying or showing.
- D. Take appropriate notes.
- E. Ask appropriate questions.

Supplement to K-12 Guidance Standards

3. Follow Directions

Rationale

In group situations, following directions increases the quality of what a group can accomplish. People in authority can more easily work with and better manage the activities of individuals and groups who follow directions.

Performance Indicators

- A. Make eye contact.
- B. Listen to speaker.
- C. Say "OK" or "yes."
- D. Do what you are told, immediately.

4. Move Appropriately as a Group (Line Basics)

Rationale

Teachers are responsible for large numbers of students. One responsibility is to move a group from one place to another without disturbing others. Line basics gives teachers and students a plan for moving quietly without disturbing others.

Performance Indicators

- A. Stand directly behind the person in front of you.
- B. Face front (one arm's length behind the person in front of you).
- C. Keep hands at your side.
- D. No talking.
- E. Walk.

5. Move Appropriately as a Group (Hall Behavior)

Rationale

Students are working in every classroom. They need and deserve to be able to concentrate on their work. Students who can be responsible in the halls can be trusted to be in charge of themselves. This often means going from one place to another without adult supervision.

Performance Indicators

- A. Walk.
- B. Walk on right side.
- C. Speak in an inside voice or remain silent.
- D. Keep your hands to yourself.
- E. Keep the halls clean.
- F. Respect the right of others to pass without disturbance.
- G. Use tact in displaying affection.

6. Get a Person's Attention Properly

Rationale

It is important to know how to get a person's attention properly and in a manner appropriate to the situation.

Performance Indicators

- A. Politely get the person's attention without disturbing others.
 - 1. Eye contact.
 - 2. Hand gestures.
 - 3. Tap on shoulder.
 - 4. Quiet verbal request.
- B. Wait for the person to indicate he or she is ready to speak to you.
- C. Speak in a manner appropriate to the situation.
 - 1. Know when to speak in a quiet or loud voice.
 - 2. Know when the conversation should be private.
 - 3. Know when the situation is an emergency and the person should be interrupted.

Supplement to K-12 Guidance Standards

7. Respect Authority

Rationale

For groups to function well, they must have leaders. Being a leader takes responsibility. Leaders are devoting their time and energy to make your life better. People in authority deserve your respect.

Performance Indicators

- A. When facing someone in authority, say to yourself, “This person or these people are making my life better. I owe them respect.”
- B. Commit to respecting authority (obey the rules, follow instructions, express appreciation).
- C. Speak to the person in authority in a respectful manner.
 - 1. Make eye contact during the interaction.
 - 2. Be polite throughout interaction.
 - 3. Using their proper title (Sir, Ma’am, Mr., Mrs., Ms., Dr., Officer).
 - 4. Use courtesy and tact when questioning.

8. Respect Rights of Others

Rationale

It is important for the rights of individuals to be protected. The rights of others are as important as your own. Helping others protect their rights is part of the responsibility of being a member of a group. Protecting the rights of others also helps you protect your own rights.

Performance Indicators

- A. Think about the rights you want protected (legal rights, courtesy, tact).
- B. Say to yourself, “The rights I want protected are the same rights others want protected.”
- C. Commit yourself to protecting the rights of others. Tell yourself,
 - 1. “I will appreciate the rights of others.”
 - 2. “I will refrain from taking advantage of others.”
 - 3. “I will be courteous and tactful when talking with others.”

9. Respect Property

Rationale

It is important for the property rights of individuals to be protected. To maintain your own rights you need to respect the rights of others. Showing respect for your property and the property of others brings satisfaction. Abusing property results in unnecessary use of resources.

Performance Indicators

- A. Think about the legal and personal rights people have regarding their property (material things).
- B. Think about the importance of maintaining those rights.
- C. Think about your responsibility to protect our resources.
- D. Commit yourself to respecting property.
 - 1. “I will treat property with care.”
 - 2. “I will use material things properly.”
 - 3. “I will refrain from taking or using the property of others without permission.”
 - 4. “I will appreciate the pleasure that material things can bring.”

10. Accept the Consequences

Rationale

When a person in authority gives you a consequence for inappropriate behavior, it is your responsibility to accept that consequence without question, unless the consequence is unlawful, immoral, or dangerous.

Performance Indicators

- A. Make eye contact.
- B. Listen to the person in authority.
- C. Say “OK” or “yes” (no arguing, whining or complaining).
- D. Think about the reasons you received the consequence.
- E. Commit yourself to acting appropriately (maturely) in the future.

Supplement to K-12 Guidance Standards

11. Do Your Share of the Work

Rationale

For groups to succeed everyone needs to do his or her share. This includes accepting your share of the responsibilities and doing your share of the work.

Performance Indicators

- A. Remind yourself of the things which are your responsibility.
- B. Commit yourself to do any tasks for which you are responsible.
 - 1. Help get things ready.
 - 2. Help do your part of the work.
 - 3. Continue helping until all of the work is finished.
 - 4. Clean up or help clean up when the job is finished.

12. Clean Up After Yourself

Rationale

After you work or play in an area, it is your responsibility to arrange things exactly as they were before you began.

Performance Indicators

- A. Look at how things are arranged before you begin (if you've begun, remember how things were).
- B. Keep materials organized as you work with them.
- C. When you are finished with something, put it back before getting the next item out.
- D. When you are completely finished, arrange things exactly as they were before you began (or better, if they were not appropriate when you began).

13. Turn In Quality Work

Rationale

Being able to create quality work opens doors for students. People who look at your work will make judgments about you based on the quality of what you have produced.

Performance Indicators

- A. Follow appropriate format for assignments.
- B. Organize work in appropriate manner.
- C. Do the best job you can on the assignment.
- D. Prepare work in a neat and orderly manner.
- E. Turn in work on time.

14. Set High Standards

Rationale

Real satisfaction in life comes from accomplishing things which require much effort. Setting high standards for yourself will improve the quality of the things you do and enhance the pleasure you will get from your accomplishments.

Performance Indicators

- A. Decide what it takes to do things well (time, effort, persistence).
- B. Think about the feeling you get when you do something well (pleasure and satisfaction).
- C. Decide whether you want to be the kind of person who does things well (to quality). Ask yourself,
 - 1. "Is what I am getting out of this task worth the time, effort, and persistence?"
 - 2. "Do I want to be the kind of person who does things well?"
- D. Commit yourself to do what it takes to make things quality.
 - 1. Take the time to do your work right (neat and orderly, correct, in a manner which will make you successful).
 - 2. Never accept work until it is good enough for you.
 - 3. Do work over or correct it when not done well.

Supplement to K-12 Guidance Standards

15. Complete a Rough Draft

Rationale

When producing quality products people usually brainstorm lots of good ideas, organize their thinking, and get a first best effort down on paper. This way they can analyze what they have done in order to make it better.

Performance Indicators

- A. When given a task, visualize what the finished product will look like.
- B. Make a checklist (rubric) of what would make that product a quality product.
- C. Make a plan to produce a quality product by meeting the criteria you set for quality.
- D. Complete your plan and develop your first best effort.

16. Analyze Draft for Quality

Rationale

All products can be improved by studying the product carefully based on the criteria for quality and looking for ways to make it better.

Performance Indicators

- A. Review the criteria (rubric) for this project.
- B. Study your draft carefully to see if each criteria of the rubric is quality.
- C. Make notes to yourself for areas which need improvement.

17. Revise Work Based on Analysis

Rationale

When work does not meet quality standards, it needs to be revised to improve it to quality.

Performance Indicators

- A. Review the notes from the analysis of your draft.
- B. Make a plan for revising your draft based on your notes.
- C. Make the revisions.
- D. Take a second look at your product using the rubric (or ask someone else to look at it using the rubric).
- E. Decide whether it meets your personal standards and the standards of the person in authority.
- F. If it is quality, take pride in doing a good job.
- G. If it is not quality, revise it again and again and again, until it meets quality standards.

18. Negotiate a Compromise

Rationale

Negotiating allows people to solve problems, work out differences, and settle disputes in a mature and responsible manner.

Performance Indicators

- A. State your position using “I” statements.
- B. Listen to other’s statement of position without interrupting.
- C. Discuss compromises.
- D. Reach an agreement based on the compromises.
- E. Thank the other for negotiating.

Supplement to K-12 Guidance Standards

19. Resolve Conflict

Rationale

Resolving conflicts in a calm and mature manner allows all parties to win while maintaining a positive relationship between the parties.

Performance Indicators

- A. Make eye contact.
- B. Agree to discuss the conflict until it is resolved.
- C. State your points clearly.
 - 1. Use a calm and pleasant voice.
 - 2. Use “I” messages (I want, I feel, I believe).
- D. Listen to the other’s points without interrupting.
 - 1. Consider the other person’s point of view.
 - 2. Restate what you think they want.
 - 3. Ask questions to clarify.
- E. Come to an agreement (understanding or compromise).
- F. Involve a third person if agreement cannot be reached.

20. Engage in a Conversation

Rationale

In a two-way conversation both people have a right to an equal share of the conversation and a responsibility to give the other person his or her share. In a group conversation all members have the responsibility to allow others to participate.

Performance Indicators

- A. Make and maintain eye contact.
- B. Use a calm voice.
- C. Listen attentively.
- D. Do not interrupt.
- E. Ask questions to clarify understanding.
- F. Follow-up their answers with a comment about the same topic.
- G. Show an appreciation for their point of view, statements, and feelings.

21. Give and Accept Compliments

Rationale

Giving a compliment tells others that you have accepted them or what they are doing. It makes them feel good about themselves. Compliments should be honest and sincere. You show you appreciate receiving a compliment by accepting it gracefully.

Performance Indicators

- A. Make eye contact.
- B. Smile.
- C. State what you like about the person or what they have done.
- D. Give reasons for compliment or an example.
- E. If accepting a compliment, smile and say, “Thank you.” (Do not disagree with the compliment.)

**Supplement to
K-12 Guidance Standards**

22. Behave Appropriately at Activities

Rationale

Activities make life more entertaining, exciting, and enlightening. When you attend an activity it is your responsibility to respect others, show appreciation to the participants, and do your share to make the activity a success.

Performance Indicators

- A. Appreciate the work athletes/performers do to prepare.
- B. Get involved in the game/meet/performance.
- C. Participate in appropriate cheers and signs of appreciation.
- D. Display respect for people behind and around you.
- E. Display respect for the visitors and guests.
- F. Display pride in your team, performers, and school.
- G. Support team win or lose (support performers regardless of quality).

23. Make a Good Impression

Rationale

People who meet you for the first time or get to know you better make judgments about you based on the impressions you make. This includes your confidence, competence, and personality.

Performance Indicators

- A. Determine the impression you want to make (professional, mature, responsible, helpful, empathetic, kind, ambitious, etc.).
- B. Determine what it would take to make that impression.
- C. Make the impression.
 - A. Dress appropriately.
 - B. Organize your thoughts, words, and actions.
 - C. Use appropriate language.

24. Ask for Permission

Rationale

Asking for permission in a mature and responsible manner increases the chances that others will give you permission. It will also develop the respect and appreciation others have for you.

Performance Indicators

- A. Make eye contact.
- B. Say person's name.
- C. Ask for what you want (say "May I" and/or "Please").
- D. If the person says "yes," thank the person.
- E. If the person says "no," you may politely ask why (occasionally).
- F. Politely state the reasons you want permission.
- G. If the reply is still "no," say "OK" or "yes."
- H. Find something else to do.

25. Avoid Interrupting

Rationale

It is courteous to get the attention of people by making eye contact before speaking to them. This allows them to finish whatever they are concentrating on (another conversation, a task or a thought).

Performance Indicators

- A. Walk up quietly and survey situation.
- B. Make eye contact.
- C. Say "excuse me."
- D. Wait for person to say your name or acknowledge you.
- E. Make your statement or ask question.
- F. Thank person for the interaction.

26. Greet People Politely

Supplement to K-12 Guidance Standards

Rationale

The first impression you make is very important. People base much of their opinion of others from their first impression.

Performance Indicators

- A. Stand up.
- B. Make eye contact (with a friendly expression).
- C. Make verbal greeting and/or introduce yourself.
- D. Offer a firm handshake.

27. Use Time Wisely

Rationale

People who use time wisely can accomplish more and can have more time for other things.

Performance Indicators

- A. Make a list of tasks which need to be finished.
- B. Prioritize the list.
- C. Set timelines and deadlines.
- D. Gather materials necessary to do the job.
- E. Work without interruption.
 - A. Focus thoughts on the task.
 - B. Arrange the environment to avoid distractions.
- F. Do the job immediately, without distractions.
- G. If you catch yourself wasting time, put yourself back on task.
- H. If task is lengthy or highly stressful, plan short breaks for relaxation.

28. Meet Deadlines

Rationale

People who learn to set and meet deadlines can accomplish more in a calm and relaxed manner. Knowing how to meet deadlines builds character and brings satisfaction.

Performance Indicators

- A. Determine the deadlines which must be met.
 - 1. Ask yourself, "When must this project be completed?"
 - 2. Ask yourself, "What smaller deadlines must I meet in order to complete the project on time?"
- B. Make a plan to complete the whole project and meet smaller deadlines (write the deadlines down).
- C. Determine other factors which must be considered (other projects or responsibilities).
- D. Carry out your plan and meet your deadlines.
- E. Review your progress regularly and adjust your plan, if necessary.

29. Say "No" or "Yes" to Yourself

Rationale

There are many things in life that people want, but do not need or should not have. Being able to say "no" or "yes" to these things makes their lives better in the long run.

Performance Indicators

- A. Identify something you want, but down deep know is not good for you (in the long run).
 - 1. Think about why you want it (instant gratification, how it will affect you now).
 - 2. Think about why you do not need it (how it will not help you in the long run).
- B. Identify something you don't want to do, but know you should.
 - 1. Understand that there are some things in life that are not pleasant or easy to do.
 - 2. Think about how doing these things will affect you in the long run.
- C. Commit to saying "no" or "yes" to things because of how they will affect you long-term, not because of how they will affect you now.

30. Respect the Contributions of Others

Supplement to K-12 Guidance Standards

Rationale

All people are important. Their contributions are unique and important and should be respected.

Performance Indicators

- A. Think about how you feel when others respect or appreciate your contributions.
- B. Realize that others appreciate it when you respect their contributions.
- C. Commit yourself to respecting the contributions of others.
 - 1. Listen to others attentively.
 - 2. React tactfully, courteously, and positively to their contributions.
 - 3. Show an honest appreciation for their contributions.

31. Respect the Diversity of Others

Rationale

All people are unique. They are different in many ways. It is that difference and that uniqueness that makes each person special. Everyone should be respected for his or her diversity.

Performance Indicators

- A. Realize that you are unique and special and deserve to be respected.
- B. Realize that everyone is unique and special and deserves to be respected.
- C. Make a personal commitment to respect the diversity in others.
 - 1. Appreciate the unique qualities in others.
 - 2. Put yourself in their shoes and treat them as you would want to be treated.
 - 3. Include people who are different from you in your activities.

32. Be a Responsible Group Member

Rationale

Groups make life much more pleasurable and successful. Being a member of a group requires that the members follow certain rules and meet a certain set of responsibilities which are designed to make that group more effective and efficient.

Performance Indicators

- A. Know the expectations for being part of a group (know basic rules, respect authority, respect rights of others, respect the contributions of others).
- B. Know the responsibilities for being part of a group (contribute to the good of the group, do your share, clean up after yourself).
- C. Think about why those expectations and responsibilities are important.
- D. Commit yourself to following those expectations and responsibilities when in a group.

33. Be Responsible Without Supervision

Rationale

The privilege of taking control of your own life comes with accepting the responsibility of making the choices which are best for you and the rest of the group. People who earn the privilege of controlling their lives make responsible choices.

Performance Indicators

- A. Think about the rules and expectations of the situation you are in.
- B. Think about the choices you have (follow the rules or break the rules).
- C. Decide whether you want to take charge of your own behavior.
- D. Commit yourself to following the rules because you want to. Say to yourself:
 - 1. "I know what I should do."
 - 2. "I want to be in charge of myself."
 - 3. "I will follow the rules regardless of whether or not someone is watching me."

Supplement to K-12 Guidance Standards

34. Possess Employability Skills

Rationale

People who are prompt, respectful, responsible, courteous, tactful, and well-groomed are more likely to get and keep good jobs.

Performance Indicators

- A. Research and list the skills employees want.
 - 1. Prompt
 - 2. Respectful
 - 3. Responsible
 - 4. Courteous
 - 5. Tactful
 - 6. Clean, neat, and with good hygiene
- B. Recognize that school is your primary job.
- C. Recognize that the habits of employability need to be practiced.
- D. Commit yourself to living by employability skills while in school.

35. Possess Critical and Creative Thinking Skills

Rationale

The ability to think critically and creatively helps people develop products, solve problems, and make decisions which are better for them.

Performance Indicators

- A. Think critically.
 - 1. Identify product, problem, or decision to be analyzed.
 - 2. Identify the characteristics of the product, problem, or decision.
 - 3. State analysis.
 - List good characteristics.
 - List characteristics which would improve product, problem, or decision.
- B. Think creatively.
 - 1. Visualize an end product.
 - 2. Brainstorm ways to accomplish end product.
 - 3. Try the best solution.
 - 4. Evaluate end product.

36. Possess Completion Skills

Rationale

People who have the organizational skills to prepare to complete tasks, the persistence to maintain effort during the task, and the resiliency to bounce back when things get difficult are usually able to regularly complete tasks.

Performance Indicators

- A. Identify a project which needs to be completed.
- B. Identify the tasks which need to be accomplished to complete the project.
- C. Develop a timeline.
 - 1. Order in which tasks will be completed.
 - 2. Time required for each task.
- D. Set deadlines to complete the whole project and to complete each step.
- E. Gather equipment and materials needed to complete the task.
- F. Stick to each task (be persistent) and maintain effort when frustrated (be resilient).
- G. Think about how each task contributes to the whole project.

Supplement to K-12 Guidance Standards

37. Set and Achieve Goals

Rationale

Setting goals gives us targets for directing our efforts. Setting goals also motivates us to make the effort. Achieving goals gives us satisfaction and pleasure in life.

Performance Indicators

- A. Visualize what you want to have happen (long-term goal).
- B. List steps you need to take to make it happen (short-term goals).
- C. Make a plan for reaching short-term goals.
 1. Organize logically.
 2. Develop a timeline.
 3. Set deadlines.
- D. Work on and complete each short-term goal.
- E. Review how the short-term goals affect the long-term goal.
- F. Revise plan when necessary (add or eliminate short-term goals).

38. Use Resources Effectively

Rationale

With our fast-changing world, people cannot know everything. By knowing where to go for help, they can accomplish more things, solve more problems, and learn about more things that interest them.

Performance Indicators

- A. Research and make a list of resources which help you learn more about things.
 1. Places you can go.
 2. Things you can do.
 3. Questions you can ask.
- B. Develop the confidence to try the resources.
 1. Practice asking questions.
 2. Practice going to new places.
- C. Commit yourself to developing personal resources.
 1. Use the resources you are familiar with.
 2. Research new resources regularly.

39. Be Comfortable With Technology

Rationale

Great advances in technology are occurring every day. Those who are involved with technology will have many opportunities and will enjoy the benefits which technology provides.

Performance Indicators

- A. Accept the fact that the world is changing fast.
- B. Accept the fact that modern technology is going to be part of your life.
 1. Computer-driven life.
 - home and personal life
 - work place
 - learning at school
 2. Conveniences.
 - robotics
 - appliances
 - television and games
 3. Communications.
 - global world
 - Internet
- C. Look at technology as an exciting opportunity to learn more, accomplish more, and enjoy more.
- D. Commit yourself to be open to technology. Say to yourself, "This is an opportunity to learn and grow."

Supplement to K-12 Guidance Standards

40. Be Honest

Rationale

Honesty develops the trust and respect others have for you. Honesty is the very essence of a positive character.

Performance Indicators

- A. Think about what actually occurred.
- B. Prepare yourself to respond (be courageous, organized, clear).
- C. Make “eye to eye” contact.
- D. Say exactly what occurred.

41. Be Loyal

Rationale

Loyalty means to be faithful to a person, group, or organization regardless of how difficult it is to do.

Performance Indicators

- A. Determine the qualities you admire or feel good about.
- B. Associate with people, groups and organizations who have those qualities.
- C. Commit yourself to being faithful to these people, groups, or organizations regardless of how difficult it is to do so.
- D. Maintain your loyalty unless it compromises your beliefs.

42. Be Trustworthy

Rationale

People who are trustworthy are the kind of people who others can rely on or depend on to do what they say they will do. Being trustworthy builds others' respect for you.

Performance Indicators

- A. Think about what others are asking you to do.
- B. Determine whether you are willing to do what others are asking of you.
- C. State what you are willing to do (make a commitment).
- D. State what you will have done when you are finished (quality and quantity).
- E. Do what you said you would do.

43. Be Ethical

Rationale

An ethical person has a high set of personal standards for what is right and wrong.

Performance Indicators

- A. Think about what it means to be honest, fair, obedient, and lawful.
- B. Decide to live in an honest, fair, obedient, and lawful manner.
- C. Take pride in living by the ethical standards you have set.

Supplement to K-12 Guidance Standards

44. Be Forgiving

Rationale

People who are forgiving have the maturity to maintain their relationship with and forgive others who hurt, frustrate, or disappoint them.

Performance Indicators

- A. Identify behavior which hurts, frustrates, or disappoints you.
- B. Think about how you feel about the behavior.
- C. Consider your choices (forgive or not forgive).
 - 1. Forgive–ignore it (forgive and forget), or talk with other person (resolve situation).
 - 2. Not forgive.
- D. Consider the effects of your choice.
 - 1. Maintain relationship, or weaken relationship.
 - 2. Be in control of yourself, or let your emotions control you.
 - 3. Forgive and let go of emotions, or hold grudge.
- E. Make the mature choice.

45. Be Altruistic

Rationale

An altruistic person does things for the best interest of others without receiving personal gain. Working for the betterment of society, helping others, volunteering, or donating time and energy without getting paid or even thanked are examples of altruism.

Performance Indicators

- A. Think of people, causes, or groups which could use help.
- B. Think of something you could do which would benefit those people, causes, or groups.
- C. Help that person, cause, or group without expecting a reward.

46. Be Kind

Rationale

Kindness is a giving of yourself for others without asking for something in return. People who are kind are tenderhearted, generous, gentle, friendly, and sympathetic.

Performance Indicators

- A. Consider the needs and/or wishes of others.
- B. Identify what you could do to meet their needs or fulfill their wishes (without asking for something in return).
- C. Carry out your act of kindness.
- D. Accept their response gracefully (even if they don't appear grateful).

47. Be Courageous

Rationale

People with courage are able to control the fear and doubts they feel in order to move ahead with taking risks.

Performance Indicators

- A. Identify something you want to happen which involves risks (concerns, fears, or doubts).
- B. Visualize it happening successfully.
- C. Decide whether making it happen is worth facing the concerns, fears, or doubts involved.
- D. If it is worth it, make it happen. If not, move on.

Supplement to K-12 Guidance Standards

48. Be Friendly

Rationale

A friendly person assumes that other people are warm, honest, kind, and good and expresses an appreciation for the positive qualities in others.

Performance Indicators

- A. Understand that all people have good qualities and deserve to be treated in a friendly manner.
- B. Decide to look for the good qualities in others.
- C. Treat people in a friendly manner when you can see their good qualities.
- D. Treat people in a friendly manner even when you can't see or don't feel like looking for their positive qualities.

49. Say "No" and Keep Friends

Rationale

Being accepted by "the group" is important. Being able to say "no" to one or more of your friends is difficult, but necessary, if what they are asking is illegal, harmful, unwise, or dangerous.

Performance Indicators

- A. Ask questions to clarify situation.
- B. State the trouble which exists with the situation (your friends are asking you to do something illegal, harmful, unwise, or dangerous).
- C. Identify consequences which could result.
- D. State position, "I will not do that."
- E. Suggest an alternative.

50. Stay Out of Trouble

Rationale

Being able to stay out of trouble helps you accomplish more, while gaining others' appreciation, respect, and trust.

Performance Indicators

- A. If you are considering doing something wrong, STOP and consider the consequences:
 - 1. Punishment.
 - 2. Hurt yourself or someone else.
 - 3. Loss of others' respect and trust.
- B. Find something else to do instead.

51. Disagree Appropriately

Rationale

Disagreeing appropriately allows people to better understand each other's differences. It also builds respect for one another.

Performance Indicators

- A. Make eye contact.
- B. Use calm voice.
- C. Show understanding of the other person's position.
- D. State your disagreement specifically, with reasons.
- E. Express appreciation to the other person for listening.

**Supplement to
K-12 Guidance Standards**

52. Know When, Who, and How to Tell

Rationale

There are times when someone needs to be told that something is wrong. When someone needs to be told, it is important for them to listen to you and understand what you are saying. By picking an appropriate time and being courteous, organized, and clear you are more likely to be understood.

Performance Indicators

- A. When something is wrong (dangerous, unlawful, or immoral), determine whether someone should be told. If so, find a person you trust and respect who will help deal with the situation.
 - 1. A person in authority who can help with a dangerous or unlawful situation.
 - 2. A person who will help you discuss an immoral situation.
- B. Choose the correct time and place to tell the person of the situation.
- C. Stay calm and carefully consider what you will say.
- D. Clearly, politely, and honestly explain the situation.

53. Apologize

Rationale

When you have taken advantage of someone or done something inappropriate to hurt them, the responsible thing to do is to tell them that you were wrong and to ask them to accept your apology. This will help them forgive you and develop their respect and appreciation for you.

Performance Indicators

- A. Choose a good time and place to make an apology.
- B. Look the other person in the eye.
- C. Say you are sorry in a sincere manner.
- D. Tell the other person why you are sorry.
- E. Offer a solution or suggestion about your future behavior.

54. Handle Teasing

Rationale

When you allow someone who teases you to make you feel sad, angry, or hurt you are allowing them to be in control of you. When you ignore teasing or assertively ask them to stop (and ignore them if they do not stop), you are in control of your own behavior.

Performance Indicators

- A. Determine whether the teasing is in fun or is hurtful.
- B. If it is hurtful, consider your choices.
 - 1. Ignore the teasing (most teasing is done to gain a reaction from you).
 - 2. Explain how you feel about the teasing and calmly ask the person to stop.
- C. If the teasing does not stop, continue to ignore, leave, or seek help from an adult.

55. Cope With Disappointment

Rationale

Disappointment comes from having things turn out differently than you want. Whether it is others who get their way, unfair treatment, a group's decision, or just bad luck, you need to view disappointment as one of the times when you will not get your way and simply accept it as part of life.

Performance Indicators

- A. Determine why you are disappointed.
- B. Plan a way to ease the disappointment.
 - 1. Talk to someone.
 - 2. Make other plans.
 - 3. Accept the disappointment.

Supplement to K-12 Guidance Standards

56. Cope With Frustration

Rationale

Frustration is felt when things happen which either slow down your progress in completing something or reduce the quality of what you have completed. Learning to cope with this frustration allows you to move ahead and finish something or revise it to quality.

Performance Indicators

- A. Stay calm.
- B. Determine why you are frustrated.
- C. Determine consequences (whether or not to continue).
- D. If you decide to continue:
 - A. Take a break.
 - B. Revise plan.
 - C. Relax.
 - D. Resolve (make up your mind) to finish.

57. Cope With Unfair Treatment

Rationale

Coping with unfair treatment means to either accept the unfair treatment (ignore or forget about it) or to assertively do something about the treatment (tell the person to stop or talk to someone in authority about the treatment).

Performance Indicators

- A. Evaluate your feelings about the unfair treatment (how strongly you feel about it).
- B. Determine plan of action.
 - 1. Accept treatment (ignore or forget about it).
 - 2. Take action to stop the unfair treatment.
- C. Carry out the plan of action.

58. Cope With Failure

Rationale

Failure is often one of the steps necessary to achieve success. Examining failed attempts to see where you were successful and where you could improve can greatly increase your ability to succeed.

Performance Indicators

- A. Stay calm.
- B. Be positive (avoid negative thoughts).
- C. Determine the reason you failed.
- D. Develop a plan for being successful next time.
- E. Try again.

59. Know When to Comply

Rationale

Life is full of battles, some large and some small. The key to success is to make a full effort in the large battles and let the small battles go. People who know when to comply and when to stand up for what they believe are often at peace with themselves. People who make every situation an important battle face life as a constant emotional struggle.

Performance Indicators

- A. When in a situation where you are asked to comply, determine:
 - 1. The importance of the situation to you.
 - 2. The consequences of non-compliance (time and effort required, possible punishment).
- B. Decide whether non-compliance is worth the consequences.
- C. If it is worth it, stand up for what you believe. If not, comply.

Supplement to K-12 Guidance Standards

60. Make Good Life Choices

Rationale

The career and family choices that people make have consequences which often last for a lifetime. They should be made with great consideration.

Performance Indicators

- A. Visualize the life you desire for the next fifty years (career, family, friends, home, leisure).
- B. Make a list of things you could do to help you achieve your goals for the future.
 - A. Learn about the things you desire.
 - B. Set goals to obtain or achieve these things.
 - C. Develop the skills to reach those goals.
- C. List the choices you might make which would keep you from achieving your goals.
- D. Commit yourself to making choices which will help you reach your goals for the future and avoiding choices that would hinder you.

61. Understand Career Prospects

Rationale

People usually spend more than thirty years working for a living. Having a good career can be very satisfying and rewarding. People need to take a careful look at different types of careers, including the rewards, opportunities, drawbacks, and requirements of the different careers.

Performance Indicators

- A. Think about the things you like to do.
- B. Make a list of careers which are related to the things you like to do.
- C. Research each career to determine:
 1. The rewards (financial, travel, work hours, prestige, performing helpful service).
 2. The opportunities (longevity, advancement potential, demand for people).
 3. The drawbacks (stress, work hours, geographic limitations, risks).
 4. The requirements (education, skills, experience, physical abilities).
- D. Determine what you can do now to prepare for the careers which interest you.

62. Recognize Opportunity

Rationale

Life is full of opportunities to learn, grow, achieve, earn freedom, and have fun. Successful people know how to recognize and take advantage of these opportunities.

Performance Indicators

- A. Determine something you want.
- B. Research and make a list of what will help you get what you want.
- C. Be alert for opportunities involving the things you listed.
- D. Commit yourself to taking advantage of these opportunities as they arise.
 1. Consider the pros and cons of each opportunity.
 2. If the pros outweigh the cons, seize the opportunity and take action.
- E. Review your list often.

63. Solve Problems Effectively

Rationale

Problems come up every day. People can solve these problems more effectively when they develop a plan to find the best possible solution.

Performance Indicators

- A. Determine the problem (obstacle to be overcome).
- B. Gather information about the problem and possible solutions.
- C. Make a plan to solve the problem.
 1. Evaluate several possible solutions and weigh the consequences of each.
 2. Select the best possible solution and evaluate the results (determine if it solved the problem).
 - D. If necessary, revise solution and try again.

Supplement to K-12 Guidance Standards

64. Make Effective Decisions

Rationale

People make hundreds of decisions every day. When those decisions are made in an organized way, they usually are more effective.

Performance Indicators

- A. Determine the decision to be made.
- B. Gather information which will help make the decision.
- C. Determine several options or choices.
- D. Weigh (evaluate) the options carefully.
- E. Select and carry out one option.
- F. Look at the results of your decision to help you in future decisions.

65. Practice Citizenship

Rationale

This country is a great place in which to live. Every citizen has the responsibility to contribute to the betterment of their country.

Performance Indicators

- A. Know and appreciate that you enjoy many freedoms and rights as a citizen of our country.
- B. Understand that all citizens have responsibilities along with those freedoms and rights.
- C. Think about how meeting your responsibilities makes our country better for all.
- D. Commit yourself to fulfilling your responsibilities.
- E. Commit yourself to tactfully teaching and reminding others to meet their responsibilities.

66. Respect the Environment

Rationale

The Earth is very fragile. People must all do their share to make sure that the environment is a healthy place in which to live.

Performance Indicators

- A. Research and list things you can do which would be good for our environment.
- B. Think about how doing your share to do those things will make the environment better for all.
- C. Commit yourself to doing the things you have identified.
- D. Commit yourself to tactfully teaching and reminding others of their responsibilities toward the environment.

67. Take Initiative

Rationale

A person with initiative is able to see what needs to be done and is ready to do what is necessary to see that it gets done.

Performance Indicators

- A. Identify what needs to be done or changed.
- B. Decide what is necessary for that change to happen.
- C. Take action and make that change happen.

Supplement to K-12 Guidance Standards

68. Use Common Sense

Rationale

A person with common sense takes action based on good judgment.

Performance Indicators

- A. Identify a situation where you need to make a decision.
- B. Make the decision based on good judgment.
 - 1. Look at the choices you have in making the decision.
 - 2. Look at the pros and cons of each choice.
 - 3. Select and carry out the choice which is best for the situation.
- C. Evaluate the results of your decision.
 - 1. If the choice was a good one, remember it the next time you're faced with the same decision.
 - 2. If the choice was not a good one, think about what might have been a better choice.

69. Be Patient

Rationale

Patient people are able to accept and endure annoyances, hardships, and delays without complaining.

Performance Indicators

- A. Identify something you want to have happen.
- B. Understand that annoyances and hardships may delay what you want to have happen.
- C. Accept annoyances, hardships, and delays as part of life.

70. Consider Options Carefully

Rationale

People who think ahead consider their options with careful thought and deliberation before taking action.

Performance Indicators

- A. Before taking action, stop and think about the options available to you.
 - 1. Identify the consequences of each option.
 - 2. Select the best option based on your careful consideration.
- B. Decide whether or not to take action.
 - 1. If you choose to take action, follow the option you selected.
 - 2. If not, move on to something else.

71. Be Perseverant

Rationale

People who persevere can maintain effort when working toward a goal regardless of the obstacles they face.

Performance Indicators

- A. Determine a goal you want to accomplish.
- B. Decide what it will take to accomplish what you want.
- C. Be aware of any obstacles which must be overcome.
- D. Commit yourself to maintain efforts to accomplish what you want regardless of the difficulty, opposition, or disapproval you may face.

Supplement to K-12 Guidance Standards

72. Be Flexible

Rationale

A flexible person is one who can easily adapt to new situations and conditions by looking at the benefits of making a change.

Performance Indicators

- A. Look at a situation where change is required, requested, or self-desired.
- B. If change is required, look for the benefits and accept the change as part of life.
- C. If change is requested, determine whether the change is acceptable or unacceptable.
 - 1. If it is acceptable, adapt to the change.
 - 2. If it is not acceptable, negotiate a compromise.
- D. If the change is self-desired, determine whether the change will benefit you and if so, commit to making the change.

73. Be Resilient

Rationale

People who are resilient are able to bounce back from frustration, disappointment, and rejection by working through their hurt feelings or putting their hurt feelings behind them.

Performance Indicators

- A. Identify a situation where your feelings may be hurt (frustration, disappointment, rejection).
- B. Determine whether this situation is major or minor.
 - 1. Relate it to important things in your life.
 - 2. Relate to other people in the same situation.
- C. If it is major:
 - 1. Accept that it will hurt.
 - 2. Work through the feelings.
 - 3. Move on.
- D. If it is not major, make up your mind to put your hurt feelings behind you and move on.

74. Be Thorough

Rationale

A person who is thorough is one who pays attention to and deals with all details of a task. The thorough person does what is necessary to do things well.

Performance Indicators

- A. Identify the details necessary to complete a task well.
- B. Commit yourself to completing all of the details of the task.
- C. Complete the task, paying attention to the details.
- D. Evaluate whether the task was done well.
 - 1. If it was not, determine which details were missed and complete them.
 - 2. If it was, enjoy a job well done.

75. Be Considerate

Rationale

People who are considerate give careful thought to the needs and wants of others.

Performance Indicators

- A. Determine what you think another person wants or needs.
- B. Determine the consequences for taking action regarding their wants or needs.
 - 1. Will the person appreciate your taking action?
 - 2. Is it safe, legal, or moral?
- C. If the consequences are positive, take action.