

TABLE OF CONTENTS GRADES 4-6

STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES STRAND: PERSONAL AND SOCIAL DEVELOPMENT (PS)

This document contains resources to support student learning of the concepts within the Curriculum Framework of the Missouri Comprehensive Guidance Program (MCGP). Each lesson in the series of Missouri Comprehensive Guidance Program Supplemental Lessons includes resources to support student learning; however, the supporting materials are appropriate for use with other classroom guidance lessons teaching the same MCGP concept. This document was developed to allow easy access to the supporting materials. Slight modifications may be required.

*The Table of Contents identifies the MCGP Strand, Big Idea and Concept code as well as the title of each lesson. Resources are identified as: **PSC Resources** (support for Professional School Counselors); **Student Thinking Papers** (student materials to stretch/apply their thinking skills); **Student Resources** (Resources for students to keep in a “handy-place” for reference. A few resources are designated as **PSC/Student Resources**—these are references/guides for both PSCs and students.*

4-6 PERSONAL AND SOCIAL DEVELOPMENT

PS.1.A & PS.3.C Fears: You Can Master Them! (1 lesson)

PSC Resource

[Scary Activities](#)

Student Thinking Papers

[Fear Inventory](#)

[My Fear Mastery Plan](#)

Student Resource

[Mastering Fears pocket guide](#)

PS.1.A, 2.B, 3.A: Peer Pressure: What to Do About It! (3 [or 4] lessons)

Lesson 1: The Me I Work to Be—Every Day In Every Way!

Student Thinking Paper:

[The Me I Work to Be—Every Day In Every Way!](#)

[The Me I Work to Be \(Silhouette\)](#)

Lesson 2: Who Influences You AND Whom do You Influence?

Student Thinking Paper:

[Who Influences You?](#)

Lesson 3: Influence that becomes Negative = Negative Peer Influence

PSC Resource;

[Negative Peer Influence/Pressure Scenarios](#)

Student Resource (mini-poster)

[My Personal Policy: Negative Peer Influence](#)

PS 1 A Self Esteem: Warm Fuzzies or Cold Pricklies (1 lesson)

Student Thinking Papers:

[Self-Esteem Role-Play](#)

[Self-Esteem: Warm Fuzzies or Cold Pricklies:...I Learned I...](#)

PS.1.B. Leisure, Interests and Hobbies (2 lessons)

Lesson 1: Let's Just Play All Day

Student Thinking Paper:

[Fun Is ...](#)

Lesson 2: Should You Just Have Fun All Day?

No additional printed materials required

PS.2.B. Conflict Resolution (5 lessons)

Lesson 1: Conflict is Everywhere!

Student Thinking Paper:

[Conflict and Me: Pre-Assessment](#)

Lesson 2: How Do YOU Respond/React In Conflict Situations

Student Thinking Paper:

[How I Handle Conflict](#)

Lesson 3: Conflict! What Are My Options

Student Thinking Paper:

[Types of Conflicts and Resolutions](#)

Lesson 4: Conflict vs. Compromise—Win-Win

No print materials are required

Lesson 5: Conflict—Let's Resolve It—Respectfully!

Student Thinking Paper:

[Conflict and Me: Post-Assessment](#)

Student Resource:

[Pocket Guide to Win-Win Conflict Resolution](#)

PS.2.B Working in Groups (4 Lessons)

Lesson 1: Every Group is a Stage—We All Play a Role:

Student Thinking Paper

[Which Role Do I Play? Which Role do I Want to Play?](#)

Lesson 2: It's Your Stage! What Role(s) Do You Play?

Student Thinking Paper

[My Circle of Roles](#)

Student Resource (Optional Activity)

[Group Roles: Scenario for Role-Play](#)

Lesson 3: Acting Out Roles:

Student Thinking Paper

[Station-Go-Round Observation and Reflection](#)

Student Resource

[Station-Go-Round Recorder's Notes](#)

Lesson 4: Learning in Groups: It Takes Skill!

Student Thinking Paper

[Self-Assessment: Group Relationship Skills](#)

PS.3.A. Grade 4-6 Learning to Make Decisions (3 lessons)

Lesson 1: What Influences Your Decisions?

Student Thinking Paper:

[Decisions, Decisions](#)

Lesson 2: What Would You Do?

Student Thinking Paper:

[What Would You Do?](#)

Lesson 3: Decision-Making: It Is Up To Me!

PSC Resource:

[Do You Make Your Own Decisions About...?](#)

PSC and Student Resource:

[Pocket Guide: Eight-Step Decision-Making Process](#)

Student Thinking Papers:

[What If?:](#)

[I Am A Decision-Maker! \(Assessment\)](#)

PS.3.A Teach the Risks (1 lesson)

Student Thinking Paper:

[Sponge Experiment](#)

Concepts: PS.1.A Self-Concept/PS.3.A Safe/Healthy Choices (Mastering Fears)

SCARY ACTIVITIES

Directions: Listen as school counselor reads each of these activities. As he or she reads, circle the ones that are fearful for you; put an asterisk () next to the one you fear the MOST. During class discussion, identify those that are physical fears with a "P" and those that are emotional fears with an "E".*

Activity	Physical Fear (P)	Emotional Fear (E)
Rock climbing		
Walking home alone in the dark		
Diving from a high diving board		
Going to a party of strangers		
Giving a speech to the whole school		
Riding in a speeding car		
Taking a big test		
Going to the dentist		
Going to a medical doctor		
Riding a roller coaster		
Walking past a giant dog		
Riding in an elevator		
Flying in a big airplane		
Flying in a small airplane		
Starting a new grade in school		
Going to middle school/junior high		

FEAR INVENTORY

Name: _____ Class: _____ Date: _____

Part I Directions: List seven of your fears. Circle the "P", if it is a physical fear. Circle the "E" if it is an emotional fear. Circle the fear you want to master the most.

1. _____	P	E
2. _____	P	E
3. _____	P	E
4. _____	P	E
5. _____	P	E
6. _____	P	E
7. _____	P	E

Part II: Mastering a Fear: Directions: Choose the fear you want to master; complete the following sentences about your fear (if you need more space, use the back of this paper).

1. **Recognize it = Define the fear in specific terms:** I am afraid of _____.
2. **Past experience = How did it become a fear?** I am afraid of _____ because _____.
3. **Prediction = What will happen from-now-on because of my fear?** I predict that if I hold on to this fear I _____.
(Your school counselor will give you directions for the next steps.)
4. **Share it = Talk it over** with a friend or an adult; based on what you learned about your fear, determine if it has to be real from-now-on or if it can “leave your head NOW.” A from-now-on fear can be mastered, too. **The fear may be real; however, your reaction can be changed** so that you are in charge of the fear, instead of it being in charge of you. Time to decide—you can: learn more about your fear; avoid thinking about it, accept it and let it have power over you OR decide to master it. Which will you CHOOSE???

GIVE MASTERY (AND PERSONAL POWER) A CHANCE!

5. **Mastery = with the help of your support person or team,** become the master of your fear by deciding to change thinking, feeling and/or acting. SHOW-ME (US) your courage: Make a *Fear Mastery Plan*.

MY FEAR MASTERY PLAN

1. I, _____, master my fear of _____
because I _____.
2. This fear is a:
small fear ____ large fear ____ warning-fear ____ fear I can leave behind. ____
3. Something I can do about this fear is _____.
4. The next time I experience this fear, I _____.
5. The easiest part of mastering this fear _____.
6. The most difficult part of mastering this fear _____.
7. I will need this kind of support to follow-through with my plan _____.
8. My support person is _____.
9. My support person can help me by _____.
10. I will know I am successful when _____.
11. I celebrate my successful fear mastery by _____.

My Signature _____ Date _____

Support Person's Signature _____ Date _____

MASTERING FEARS

- Step 1:** **Recognize it** = Define the fear in specific terms (I am afraid of _____.)
- Step 2:** **Past experience** = How did it become a fear? (I am afraid of _____ because _____.)
- Step 3:** **Prediction** = What will happen because of fear? I predict that _____.
- Step 4:** **Share it** = Talk it over with a friend or an adult; based on what you learned about your fear, determine if it has to be real “from now on” or if it can “leave your head NOW.”
- Step 5:** **Mastery** = with the help of your support person or team, become master of fear by deciding to change thinking, feeling and/or acting. SHOW-YOURSELF your courage:

***Make a Fear Mastery Plan.
FOLLOW IT!!***

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- Step 1:** **Recognize it** = Define the fear in specific terms (I am afraid of _____.)
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***Make a Fear Mastery Plan.
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Concepts: PS.1.A. Self-Concept/PS.2.B. Respect for Self/Others/PS3.A. Safe/Healthy Choices (Peer Influence)
THE ME I WORK TO BE—EVERY DAY IN EVERY WAY

Part I: About Me! Complete the following sentences and look for patterns in your responses:

I want people to admire me for _____

I feel good when I _____

I want to _____

I love to _____

I like it when someone says to me _____

I'm happiest when _____

I want my best friend to be someone who _____

I feel the most likeable when _____

I want to be able to _____

I see myself as _____

I like myself because _____

Part II: The Inner Me! Look over the following list of “inner me” treasures (characteristics). Use the silhouette on the following page for this part of the activity. Cut out and paste (or copy) (onto the silhouette) the words that represent the YOU you are working to be 365/24/7. Put the finished silhouette in a place you will see it every day—especially when you are faced with a hard decision that requires your inner-me characteristics to help you stay strong! Add inner-me words that describe who you are working to be which are not on this list...It's up to you!

* = Charlene Costanzo's 12 Gifts of Birth (Costanzo, C. [1999]. *The twelve gifts of birth*. New York: William Morrow.

STRENGTH*

*Beauty**

*Courage**

*Wisdom**

Capability

Trustworthiness

Respect: For Me

Respect: For Others

Loyalty

HONESTY

*Compassion**

*Hope**

*Joy**

*Love**

Talent*

*Imagination**

REVERENCE*

*Faith**

Creativity

PERSEVERANCE

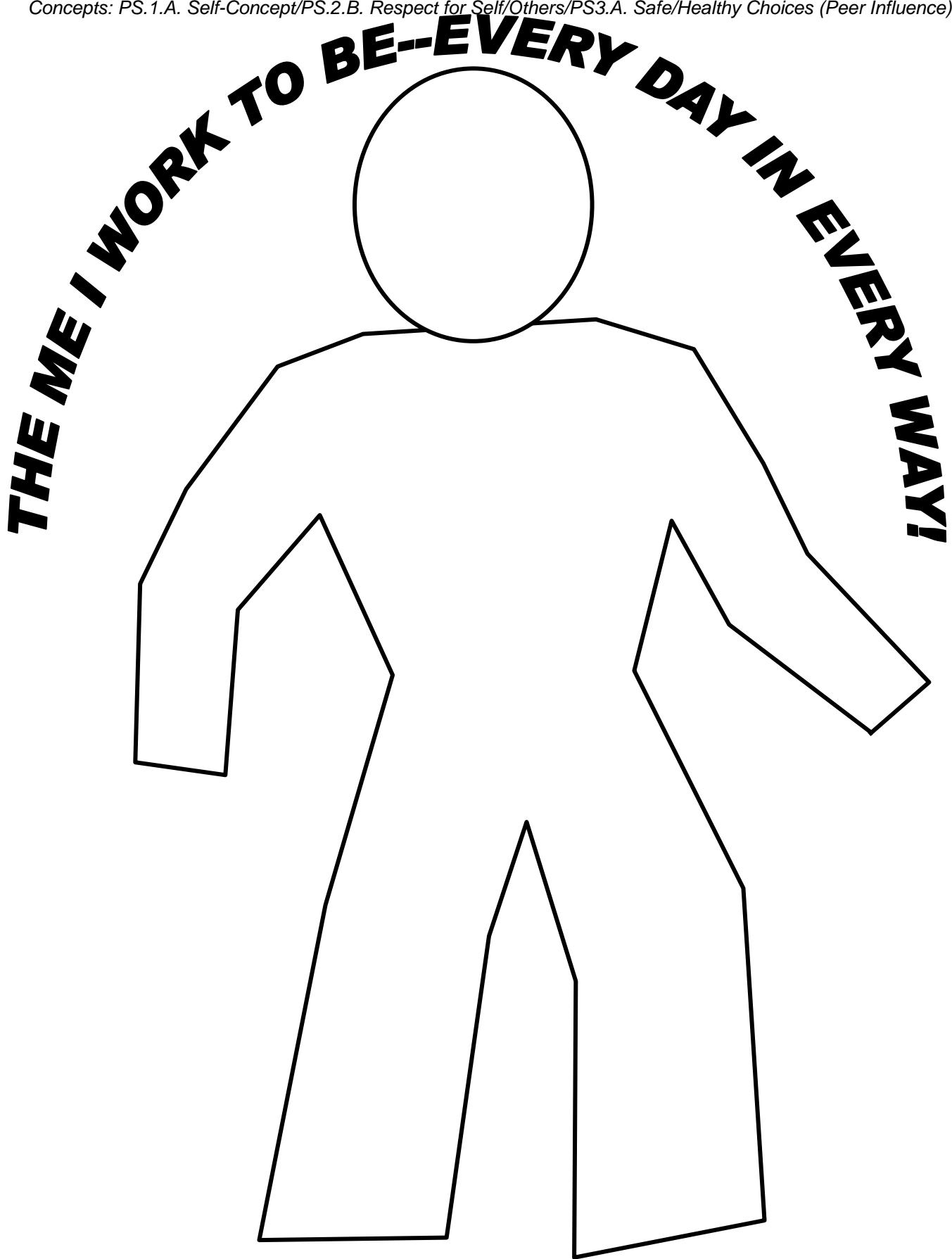
Integrity

Problem-Solving Ability

Caring

Curiosity

Concepts: PS.1.A. Self-Concept/PS.2.B. Respect for Self/Others/PS3.A. Safe/Healthy Choices (Peer Influence)



WHO INFLUENCES YOU?

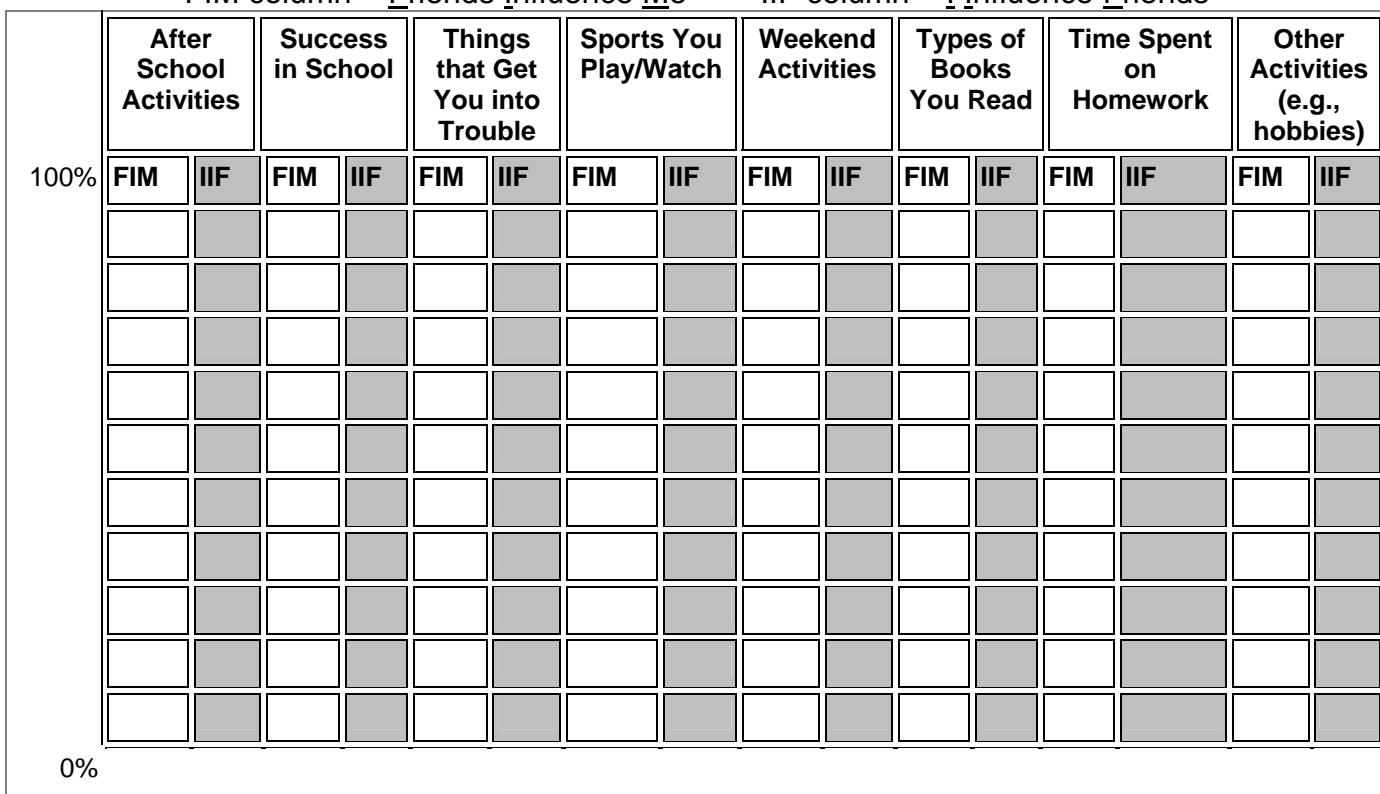
Name: _____ **Class:** _____ **Date:** _____

Directions for bar graph: (You may use colored markers if you choose)

1. Label the x and y axes.
 2. In the **FIM (Friends Influence Me) columns**, show the % influence your friends have on your choices in the unshaded columns. For example if your friends make all the choices about your after school activities, that would = 100%; however, if they influence your choices about $\frac{1}{2}$ the time, that would be 50%.
 3. In the **IIF (I Influence Friends) columns**, show the % influence you have on your friends' choices in the shaded columns. For example if you make all the choices about your after school activities, that would = 100%; however, if you influence their choices about $\frac{1}{2}$ the time, that would be 50%.
 4. Give your bar graph a title. Do you need a key for your bar graph? If so add it.

TITLE:

FIM column = Friends Influence Me IIF column = I Influence Friends



Discussion: When you complete your bar graph, read over the following questions. When others finish their graphs, you will discuss the questions with a partner.

1. What did you learn about the influence your friends have on you and you have on your friends?
 2. Overall, are you easily influenced by your friends? Are your friends easily influenced by you? Is this positive or negative for you? Explain.
 3. Think about a time you and a friend decided to help a neighbor clean off her porch. Who influenced whom in that situation? What were the consequences? Refer to your *Me I'm Working to Be* silhouette. What inner-me treasures were you demonstrating (or NOT demonstrating).
 4. Think about a time you and a friend got into trouble. Who influenced whom in that situation? What were the consequences? Refer to your *Me I'm Working to Be* silhouette. What inner-me treasures were you demonstrating (or NOT demonstrating).

NEGATIVE PEER INFLUENCE SCENARIOS

Scenarios 1-4 are role-plays for pairs; Scenarios 5-8 are role plays for quads

1. One of your friends asks to copy your homework.

2. Your best friend wants you to go somewhere that could be interesting, but dangerous (e.g., to a flooded creek to watch the water).

3. While you and your friend are at the neighborhood store, your friend suggests that you both steal something.

4. You are at a party when someone suggests you drink some beer.

5. Your friends want you to stay out past your curfew.

6. Your friends are urging you to fight one of your classmates.

7. Several students are saying unkind things about another student. They start urging you to join in their comments.

8. Some students decide to skip school and go to someone's house for a party. They want you to go along.

Concepts: PS.1.A. Self-Concept/PS.2.B. Respect/PS.3.A. Safe/Healthy Choices (Peer Influence) Student Resource

MY PERSONAL POLICY: NEGATIVE PEER INFLUENCE

I can tell when I am being pressured to do something I don't want to do or that I know is wrong because I: _____
When I feel that way, I summon my inner-me treasures of _____
Then I _____
If that does not work, I _____
If I need help from someone else, I _____

When I **RESIST** negative pressure and choose to do what I know is right I _____
My policy is simply this : _____

AND THAT'S THE TRUTH!

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SELF-ESTEEM ROLE-PLAY

4 actors are required for this role-play: Lakisha, Lakisha's inner voice, Joel, Joel's inner voice. Inner voices stand behind Lakisha and Joel and whisper (loudly) what the inner voice says.

Lakisha: Hi, Joel. Guess we're in the same class again this year.

Lakisha's Inner Voice Says: *Joel's got so much going for him. He won the science fair last year. Everyone likes Joel.*

Joel: Yeah, I guess we are.

Joel's Inner Voice Says: *We're also in class with that bully, Theodore. He gave me such a hard time last year. I've just got to show him I'm tough this year and I won't take his pushing me around.*

Lakisha: Hey, since we know each other, why don't you pick a seat by me?

Lakisha's Inner Voice Says: *Whew! That was kind of risky to ask. But, I know I'd feel more comfortable sitting by someone I already know.*

Joel: Well, I'd like...

Joel's Inner Voice Says: *Oh, no! Here comes that bully. I'd better act tough or he'll pick on me at recess.*

Joel: Never mind... I'd never sit by an ugly old girl like you. Now bug off and leave me alone!!

Joel's Inner Voice Says: *I hate being mean to Lakisha. She's pretty cool, but I just don't want to be pushed around by Theodore. I hope he saw how tough I was. I'll tell Lakisha that I am sorry later.*

Lakisha: (Walks away)

Lakisha's Inner Voice Says: *What's his problem? I'll just find someone else to sit by. I know I am not ugly. I'll find someone who treats me the way I deserve to be treated. That girl over there looks friendly. I'll go introduce myself.*

SELF-ESTEEM: WARM FUZZIES OR COLD PRICKLIES: I LEARNED...

Items 1-6 are content-related; 7-12 are personalization of content-related. Follow school counselor's directions.

1. My definition of Self-Esteem: _____

2. I learned that the difference between "warm fuzzies" and "cold pricklies" is _____

3. I learned that when someone "gives" me a discouraging message, I can _____

4. Some of the reasons people hurt other people with words are _____

5. YES NO This lesson helped me understand that I can either accept or reject discouraging words.

6. YES NO This lesson helped me understand that I can either accept or reject encouraging words.

7. *From now on, when someone gives me an encouraging word I _____*

8. *From now on, when someone gives me a discouraging word I _____*

9. *As a result of this lesson, I learned I _____*

10. *I want to be able to turn "cold pricklies" into "warm fuzziness". To do that 24/7/365, I need to*

11. *The most difficult for me will be _____*

12. *I will help myself by _____*

FUN IS...

Name: _____ **Class:** _____ **Date:** _____

Directions: Use the following key to indicate your thoughts/feelings about each activity. You may use more than one symbol for an activity (e.g., you may enjoy walking alone AND with another person—you would put appropriate symbols in columns 1, 3, 4 and, maybe, 5).

- | | |
|--|---|
| 1. ♡ I Enjoy This Now | 4. * I Do Or Would Do This Alone |
| 2. ✓ I Would Like To Learn/Try This | 5. ☆ 3 Activities I'll Do This Week |
| 3. ◊ I Do Now OR Would Like To Do With Someone | 6. ← 3 Activities I'll Try/Learn In Next 3 Months |

Activity	1 ♡	2 ✓	3 ◊	4 *	5 ☆	6 ←
Walking in the park						
Riding a bike						
Painting or drawing						
Doing a crossword puzzle						
Going to the zoo						
Watching TV and movies						
Listening to music						
Baking cookies						
Reading books						
Skating or skateboarding						
Playing baseball or softball						
Swimming						
Playing basketball						
Dancing						
Writing stories						
Sewing						
Talking on the telephone						
Playing games on the computer						
Making models						
Collecting things (stamps, shells, bottles)						
Taking photographs						
Surfing the Internet						
Doing scientific experiments						
Other: (Use back of paper to add activities)						

CONFLICT AND ME: PRE-ASSESSMENT

Name: _____ Class: _____ Date: _____

Part I Directions: Answer each question with integrity—honestly and thoughtfully. The purpose of this survey is for you to learn more about you and how you respond/react in conflict situations. Use words or pictures to tell what you do/how you feel in each situation. (Ignore shaded areas for now.)

Part II (below chart) includes 4 statements with which you may agree or disagree.

Conflict Situation	What I Usually Do:	Code	+/-	How I Feel	+/-
1. When someone blames me for something I didn't do...					
2. When someone pushes me or hits me for no reason...					
3. When someone steals my belongings...					
4. When someone "puts me down or makes fun of me..."					
5. When someone tells me to do something I don't want to do...					
6. When someone talks behind my back and says things that are lies...					
7. When someone calls me a name...					

Part II Directions: Write "A" if you agree or "D" if you disagree with each of the statements:

- _____ 1. As long as there are people, there will be conflict.
- _____ 2. Conflicts can be as small as arguments or as large as wars.
- _____ 3. There will always be a winner and a loser in a conflict situation.
- _____ 4. Conflicts can be resolved without violence.

HOW I HANDLE CONFLICT

Name: _____ Class: _____ Date: _____

Directions: Place a check mark in the column that indicates how often you use each conflict resolution method. Complete the sentences at the bottom of the page when you have completed the survey.

When I am in a conflict I:	All of the time	Most of the Time	Some of the Time	Not Very Often	Never
1. Threaten the other person					
2. Reach a compromise					
3. Apologize					
4. Fight it out physically					
5. Pretend to agree					
6. Get help from someone else					
7. Avoid the person					
8. Change the subject					
9. Talk it over, calmly					
10. Endure and hope it will get better					
11. Ask for a mediator (listens/helps both)					
12. Try to forget, ignore, or hide it					
13. Walk away and try to talk it over later.					
14. Whine or complain until I get my way					
15. Try to understand the other person's point of view					
16. Admit that I am wrong					

RESOLVING CONFLICT: REFLECTIONS/PROJECTION/ACTION PLAN

I learned I _____

If I could change one thing about the way I handle conflict in general, it would be _____

I want to change the way I resolve conflict with _____

In order to make the change(s) I want to make, I must _____

TYPES OF CONFLICTS AND RESOLUTIONS

Directions: Working in groups, answer the first two questions (a & b) for your group's assigned conflict situation. Then, for 1 minute, brainstorm resolutions. Generate as many resolutions as possible for the conflict. From your brainstormed list, select two or more of the options that are likely to solve the conflict in a win-win way (neither party loses). Write your options as your group's response to "c" OR create new win-win solutions.

Lucinda and Anna both like Hector. Beverly tells Anna that Lucinda has been talking about her to Hector. Anna spreads the word that she is going to confront Lucinda after school.

- a. What is the real problem?
- b. Who are the parties involved in the conflict?
- c. What are two or more options for resolving the conflict?

John is cheating on the spelling test and his answers fall on the floor in front of his friend Nadim's desk. The teacher walks by and picks up the paper and accuses Nadim of cheating.

- a. What is the real problem?
- b. Who are the parties involved in the conflict?
- c. What are two or more options for resolving the conflict?

Towanda's mother makes her baby-sit for her brothers whenever she is busy or has to run errands. Her teacher has been on her back because she doesn't get her homework done. Towanda does not have any quiet time to do her homework. Towanda is also unhappy about not having any free time in the evening.

- a. What is the real problem?
- b. Who are the parties involved in the conflict?
- c. What are two or more options for resolving the conflict?

**STEPS TO WIN-WIN CONFLICT
RESOLUTION**

**EVERYONE WON'T GET WAY;
EVERYONE HAS A SAY!**

1. All parties enter conflict resolution with desire to find a win-win resolution to conflict;
2. All parties listen to the other's perspective;
3. They Identify the real problem;
4. Each party proposes compromise solutions;
5. Reach consensus; decide on a solution;
6. All parties, implement the solution for a specified amount of time (e.g., 3 days);
7. After the specified period of time, all parties evaluate the effectiveness of the solution and make changes if necessary.
8. The cycle begins again.

**EVERYONE LISTENS AND IS LISTENED TO!
EVERYONE IS A WINNER**

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**EVERYONE LISTENS AND IS LISTENED TO!
EVERYONE IS A WINNER**

CONFLICT AND ME: POST-ASSESSMENT

Name: _____ Class: _____ Date: _____

Part I Directions: Answer each question with integrity—honestly and thoughtfully. The purpose of this survey is for you to learn more about you and how you will respond/react in conflict situations—from now on. Use words or pictures to tell what you will do/how you will feel in each situation

Conflict Situation	From Now On, I:	Code	+/-	How I Will Feel	+/-
1. When someone blames me for something I didn't do...					
2. When someone pushes me or hits me for no reason...					
3. When someone steals my belongings...					
4. When someone "puts me down or makes fun of me..."					
5. When someone tells me to do something I don't want to do...					
6. When someone talks behind my back and says things that are lies...					
7. When someone calls me a name...					

Part II Directions: Write "A" if you agree or "D" if you disagree with each of the statements:

- _____ 1. As long as there are people, there will be conflict.
- _____ 2. Conflicts can be as small as arguments or as large as wars.
- _____ 3. There will always be a winner and a loser in a conflict situation.
- _____ 4. Conflicts can be resolved without violence.

PRE TO POST DATA COMPARISON TABLES: INDIVIDUAL DATA**Table 1: Part I: Categorizing Methods of Conflict Resolution**

Method of Resolving Conflict:	Pre: x	Post: x
<i>Aggression (AG)</i>		
<i>Giving in (GI)</i>		
<i>"Running-away"/avoidance (AV)</i>		
<i>Compromising (CO)</i>		
<i>Win-Win (WW)</i>		

When I reviewed the data comparing my methods of resolving conflict before the lessons and after the lessons, I noticed I _____.

_____.

The data tell me that: _____.

_____.

Table 2: Part I: My Feelings about My Methods

Feelings: Count the number of + and - responses on the pre-assessment—enter in Pre x column; repeat for Post-x column.	Pre x	Post x	Pre to Post Change:
Positive Feelings (+)			
Negative Feelings (-)			

When I reviewed the data comparing my feelings about my methods of resolving conflict before the lessons and after the lessons, I noticed I _____.

_____.

The data tell me that: _____.

_____.

Table 3: Part II: Agree/Disagree Statements

Statement	Agree		Disagree		IDK*	
	Pre-Lessons	*Post-Lessons	Pre-Lessons	Post-Lessons	Pre-Lessons	Post-Lessons
#1						
#2						
#3						
#4						

*IDK = I Don't Know; **Pre = Before ***Post=After

When I reviewed the data comparing my agreement/disagreement/I don't know responses to the statements before the lessons and after the lessons, I noticed I _____.

_____.

The data tell me that: _____.

_____.

WHICH ROLE DO I PLAY? WHICH ROLE DO I WANT TO PLAY

Name: _____ Class: _____ Date: _____

Directions: Circle the role that best describes how you usually act in each situation.

1. When you worked in groups last year, which role did you play?

Leader	Follower	Observer	Helper	Loner	Clown	Rebel
--------	----------	----------	--------	-------	-------	-------

2. Which role do you play at home?

Leader	Follower	Observer	Helper	Loner	Clown	Rebel
--------	----------	----------	--------	-------	-------	-------

3. Which are you when you are with your friends?

Leader	Follower	Observer	Helper	Loner	Clown	Rebel
--------	----------	----------	--------	-------	-------	-------

4. Which are you when you are at a meeting or in a club meeting?

Leader	Follower	Observer	Helper	Loner	Clown	Rebel
--------	----------	----------	--------	-------	-------	-------

5. Which are you when participating in sports?

Leader	Follower	Observer	Helper	Loner	Clown	Rebel
--------	----------	----------	--------	-------	-------	-------

6. Which role do you play when you are in a completely new situation?

Leader	Follower	Observer	Helper	Loner	Clown	Rebel
--------	----------	----------	--------	-------	-------	-------

7. Which are you when doing art projects, which role best describes you?

Leader	Follower	Observer	Helper	Loner	Clown	Rebel
--------	----------	----------	--------	-------	-------	-------

When working in groups—at school or at home—it is important that everyone feels valued and knows his or her ideas are respected by the other members of the group. Everyone won't always have his or her WAY...but...it is important for everyone to have his or her SAY. It is a great feeling after a group meeting to be able to say "**I listened to others/others listened to me! Sometimes we agreed/sometimes we disagreed and we always worked it out!**"

Review the roles you circled for each situation. Put an * by the situations in which you wish you could play a different role. Draw a “squiggly” line around the role you wish you had played

MY CIRCLE OF ROLES

Name: _____ Class: _____ Date: _____

Directions: Estimate the % of time you spend in each role. Copy the table below (add more rows) on piece of notebook paper. Use the steps listed and the example to guide the entry and calculation of data in your table. The circle below the table represents the total number of minutes you spend playing and/or working in groups. Follow the color key to divide the circle into "slices" to represent the percentage of time (estimated) you spend in each role

Pick any day of the week; list all groups (ideas for groups): Classroom [all day], family, neighborhood friends, church groups, after-school organizations [e.g., Boys and Girls Club; Adventure Club, Scouts]).

Step 1. Estimate time spent in each group in an average day.

Step 2. Convert hours/minutes to minutes.

Step 3. Identify roles you assume in each group/estimate the minutes you spend in each group role.

Step 4. Total minutes in 3rd through last (10th) columns

Step 5. Calculate percentage of total time in each role

1. Groups	2. Estimated Time (Hrs/Min)	3. Time: Minutes	4. Roles In Group/Estimate Of Time In Role						
			Follower	Leader	Observer	Helper	Clown	Loner	Rebel
Classroom (1 day)	6 hrs/30 min = 6x60=360 min. 360min+30min=	390 min	200 min	30 min	0 min	100 min	20 min	0 min	40 min
5. TOTALS		390 min.	200/390	30/390	0/390	100/390	20/390	0/390	40/390
6. PERCENTAGE OF TOTAL			51%	8%	0%	26%	5%	0%	10%

Title of Graph: _____

KEY:

Follower = Blue

Clown = Yellow

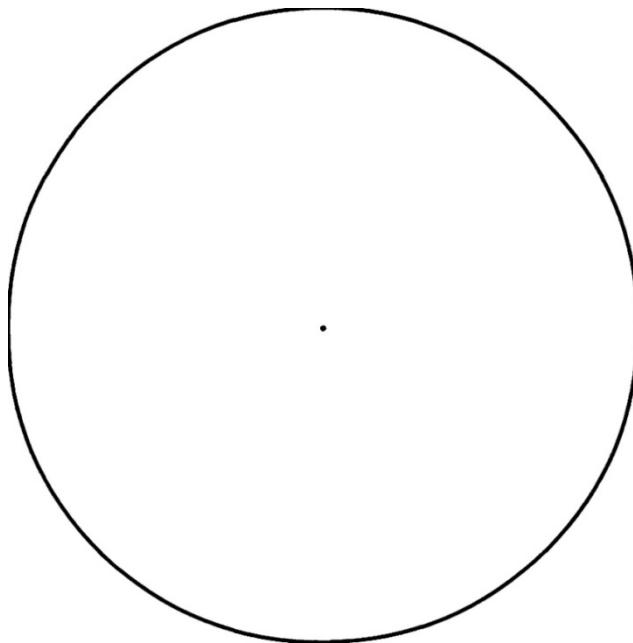
Leader = Green

Loner = Turquoise

Observer = Orange

Rebel = Red

Helper = Purple

**Estimated Percentage of Time in Each Role:**

Follower: _____ %

Leader: _____ %

Observer: _____ %

Helper: _____ %

Clown: _____ %

Loner: _____ %

Rebel: _____ %

GROUP ROLES: SCENARIO FOR ROLE PLAY

Script for Group Task: To decide what class will do for the end-of-the-year party

Leader: Well. I think that first we should brainstorm all the ideas and write them on the board. I'll do the writing. Who has an idea about what we could do? I think we should go outside and play soccer.

Helper: I'll help write ideas on the board. I will do a good job.

Follower: Soccer is fun! Let's have a soccer party

Observer: (Just watches and is waiting to see what others are doing--is very attentive.)

Loner: (Looks kind of bored; sits outside group; does not appear interested in the discussion.)

Rebel: Soccer sounds dumb. I hate soccer. I think we should stay inside and play games and have cake and cookies and things like that.

Clown: (Doesn't appear to pay attention to the conversation; Makes a strange noise.)

Leader: Well. I will write those suggestions on the board. We only have two ideas. Let's hear from the rest of the class. I don't think we can decide until we have heard from everyone. I don't think we should say anyone's ideas are dumb--we need a" the ideas we can get.

Clown: (Makes faces at the leader while he or she is writing ideas on the board.)

Follower Yeah, you're right. We need more ideas. It's not right to say anyone's ideas are dumb. Let's think of more ideas.

Leader (asks the **Observer**): What do you think _____?

Observer: (shrugs shoulders) I don't know. I guess I'll just wait until you decide.

Rebel: What do you mean more ideas? We have plenty of ideas. In fact, I don't think we should have a party at all--Let's just skip school that day instead. This is a silly discussion.

Follower: Yeah, that's a good idea. Let's not have a party--Let's just skip school.

Observer: I don't know what we should do--I'll just keep waiting.

Loner: (Looks off to the side.) I'd rather just do something by myself, actually.

Leader: I think we should get back to writing ideas on the board. You have a right to your opinion but we need to continue planning the party. I think everyone should take out a piece of paper and write down three ideas you have for the class party. We'll collect them and then vote.

Follower: That's a good idea--Let's write them down on paper.

Rebel: Forget it! I'd rather just do science and forget the whole thing.

Helper: I'll write the ideas on paper. I want to help.

Observer: (Just watches and shrugs shoulders.)

Clown: (Tries to scare the helper by dropping a book. Laughs loudly.)

STATION-GO-ROUND GROUP OBSERVATION & REFLECTION: WHO PLAYED THE ROLES?

Name: _____ Class: _____ Date: _____

Part 1 Directions: Answer the following questions after you have completed the Station-Go-Round activities.

Who was the leader of your group? _____

Why was that student the leader? _____

Who were the observers and followers in your group? _____

Who was the rebel or person who challenged the leader? _____

How did the leader influence the group's decisions? _____

How did you contribute to the group's activities? _____

Part 2 Synthesizing Members' Ideas: Directions: When everyone in your group has completed the questionnaire, appoint a facilitator and a recorder; discuss your responses (remember you are discussing roles NOT people). Recorder, takes notes on: Part 2: Recorder's Notes

1. How are members' responses similar and different?
2. Talk with each other about what it was or would be like to be Helper, Rebel, Follower, Observer, Loner or Clown.
3. Talk with each other about what every member of a group can do to help everyone in the group to be heard and to hear what every other has to say—ALL IDEAS ARE IMPORTANT IN A GROUP!

Part 3: Personalization of Content: When your school counselor tells you to do so, complete the sentences below:

When I work with others in task groups I _____.

I learned I _____.

The role I DO NOT want to assume is _____ because _____.

The role I WANT to assume in groups is _____ because _____.

I hope we learn more about _____.

STATION-GO-ROUND GROUP OBSERVATION & REFLECTION: PART 2: RECORDER'S NOTES

The Recorder uses this page to summarize the group's responses to Part 2 of Observation/Reflection

Part 2 Directions: When everyone in your group has completed the questionnaire, appoint a leader and a recorder; discuss your responses (remember you are discussing roles NOT people):

1. How were members' responses similar and different? Provide examples. Do differences help or hinder the work of the group? Give examples-no names

2. Talk with each other about what it was or would be like to be:
(Recorder: Write comments—NO names):

The Helper

The Rebel

The Follower

The Observer

The Loner

The Clown

3. Talk with each other about what every member of a group can do to help everyone in the group to be heard and to hear what every other has to say—ALL IDEAS ARE IMPORTANT IN A GROUP! We won't all have our way but we all must have our say!

Self-Assessment Group Relationship Skills

Name: _____ Class: _____ Date: _____

Directions: For each skill, check the box that indicates your level of use of the skill. Put an "X" next to skills you do not understand. Circle four (4) skills that you want to improve right away.

SKILLS	DOING ALL RIGHT	NEED TO DO IT MORE	NEED TO LEARN HOW
COMMUNICATION SKILLS:			
1. Vary tone of voice			
2. Be brief and concise			
3. Be assertive			
4. Draw others out			
5. Listen attentively			
6. Think before I talk			
7. Keep my remarks on the topic			
OBSERVATION SKILLS			
8. Note tensions in group			
9. Note who talks to whom			
10. Note interest level of group			
11. Note anyone being left out			
12. Sense feelings of individuals			
13. Note reaction to my comments			
14. Note when group avoids a topic			
PROBLEM-SOLVING SKILLS			
15. State problems or goals			
16. Ask for ideas/opinions			
17. Think of solutions			
18. Evaluate solutions			
19. Think of alternate solutions			
20. Solve problems effectively			
ENCOURAGEMENT SKILLS			
21. Show interest			
22. Work to keep people from being ignored			
23. Harmonize, help people reach agreement			
24. Reduce tension			
25. Uphold rights of individuals in group pressure situations			
26. Express praise or appreciation			
EMOTIONAL EXPRESSIVENESS			
27. Share my emotions			
28. Disagree respectfully			
29. Express warm feelings			
30. Express gratitude			
31. Be genuine/sincere			
ADDITIONAL SKILLS? LIST ON BACK OF PAPER			

DECISIONS, DECISIONS

Name: _____ **Class:** _____ **Date:** _____

We make decisions all day, every day! Some decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision can be made; other decisions are automatic. Listed below are examples of decision-making situations.

Directions: Read the list and consider how YOU would make each decision. Place a in the "Automatic" column if your decision comes automatically. If you must think about it and your decision is based on what is important to you, place a in the "Important" column. If you think of other decisions you make daily, write those in the blank rows.

Decision	Automatic	Important
1. To get up early or late in the morning		
2. What to eat for breakfast.		
3. To tell a lie--or not		
4. To criticize a friend --or not		
5. To smoke--or not		
6. What to read		
7. To study or watch TV the night before a test		
8. To tattle on your friend--or not		
9. To go to school--or not		
10. To cheat on a test--or not		
11. What to buy as a gift		
12. To save part of your allowance or spend it		
13. To join a gang--or not		
14. To wear your hair long or short		
15. To tattle on your younger brother or sister--or not		
16. What to have for a snack		
17. To do your chores--or not		
18. To go to a friend's house or stay home		
19.		
20.		
21.		

WHAT WOULD YOU DO? PART I

Directions: Read along as your school counselor reads each of the situations. **Part II:** After reading/listening to each of the three situations, write what you would do and why.

Situation #1

The student council at your school has purchased trees for the school. Students worked to raise the money. You attend the assembly the day the trees are planted and share the feeling of accomplishment. Several weeks later, you pass the school and you see several cars parked near the front of the school. Loud laughing and conversation can be heard. You see the cars drive over the curb and head for the newly planted trees. The first car drives over a tree and cuts it in half. You feel sick with disgust and walk faster toward home. As you turn the corner, the car passes you. You recognize one of the drivers. It is your friend's older brother.

Situation #2

Last week, your best friend asked you to go to the movies on Saturday. Today, a very popular student at school invited you to swim in the family's new pool on Saturday.

Situation #3

You are with a group of friends on the playground at recess. The class bully has just called you a name. Your friends urge you to fight. You know that if you fight, the bully will win (and you both will get in trouble), but you do not want your friends to call you a "wimp."

WHAT WOULD YOU DO? PART 2**Situation #1**

What would you do?

What was important to you when making this decision?

Situation #2

What would you do?

What was important to you when making this decision?

Situation #3

What would you do?

What was important to you when making this decision?

What conflicting issues of importance were a part of the situations?

In making a decision, which situation was most difficult for you?

What made the decision difficult for you?

DO YOU MAKE YOUR OWN DECISIONS ABOUT...

Read the following statements; ask students to raise their hands if they currently make their own decisions about these issues.

1. What to wear to school
2. Whom to invite home
3. What to wear on weekends
4. To own a pet or not
5. How to spend your allowance
6. To do chores or not
7. What to eat for breakfast
8. What time to come home after school
9. When to go to bed on school nights
10. What time to come home in the evening
11. When to go to bed on weekends
12. To bring lunch or buy lunch
13. When to do homework
14. Who will become your best friend
15. Whom to have as friends
16. To whom you write letters
17. What shows to watch on TV
18. Whom to invite to your party

Ask the students to add other decisions they make by themselves.

EIGHT-STEP DECISION-MAKING PROCESS

- Step 1: Define the situation and decision clearly:** What's going on? What is your dilemma (difficult choice between 2 [or more] options)?
- Step 2: Establish criteria for your choices:** What is important to you? What is the cost—financial/emotional? What is the benefit—short-term/long term? Will parents approve?
- Step 3: Search for alternatives.** Brainstorm as many choices and alternatives as possible.
- Step 4: List the pros and cons of each alternative:** (Use criteria identified in Step 2); eliminate any alternatives that you already know won't work.
- Step 5: Brainstorm probable consequences** for each remaining alternative.
- Step 6: Choose the best alternative.** After weighing and analyzing the probable consequences for the alternatives, decide which one is best.
- Step 7: Implement decision** for specified period of time
- Step 8: Evaluate effectiveness of decision & modify actions, if necessary.**

Concept PS.3.A Safe & Healthy Choices (Decision-Making)
WHAT IF?

Name: _____ **Class:** _____ **Date:** _____

Directions: For each situation, determine your dilemma; list your options (possible choices); the consequences of each possible choice and your final decision.

1. A classmate dropped her lunch money on the playground at recess. She didn't realize it. You are the only one who noticed.

What is your dilemma? _____

Possible Choices: _____

Consequences of each choice possible choice: _____

Your Final Decision: _____

2. Your mom tells you to come straight home from school. Today your new best friend asks you to stop by his or her house to play a new video game. His or her mom says it's OK for you to come.

What is your dilemma? _____

Possible Choices: _____

Consequences of each choice possible choice: _____

Your Final Decision: _____

3. Your friends want you to try drinking a beer with them. You tell them you don't want to try it, but they laugh and call you a "nerd" they ask you again to just "try it, one drink won't hurt."

What is your dilemma? _____

Possible Choices: _____

Consequences of each choice possible choice: _____

Your Final Decision: _____

COMMENTS or QUESTIONS? Write them here or on the back.

I AM A DECISION-MAKER!

Directions: Complete the following sentences with your thoughts and feelings about making decisions. Be honest and thoughtful as you complete the sentences. Re-read your response to be sure it "makes" a complete sentence.

1. We discussed a thinking routine that will work in almost every difficult decision-making situation: The Eight-Step Decision-Making Process.

From now on, the 8-Step Decision-Making Process _____
_____.

The easiest thing about the 8-Step Decision-Making Process _____
_____.

The most difficult thing about the 8-Step Decision-Making Process _____
_____.

2. In making a decision, the most difficult situations are _____

because _____
_____.

3. I felt conflicts within me when _____.

4. The issues of importance to me _____.

5. Overall, my decision-making ability is _____.

6. I want to learn more about _____.

7. Other comments and/or questions I have _____

_____.

Concept PS.3.A Safe & Healthy Choices (Substance Abuse Prevention)

Name: _____ Class: _____ Date: _____

SPONGE EXPERIMENT

Observations: Pre-Experiment Preparation: _____

Predictions:

1. What will happen when 12 ounces of water is poured on the large sponge? _____

2. What will happen when 12 ounces of water is poured on the small sponge? _____

Observations: Water poured on large sponge: _____

Observations: Water poured on small sponge: _____

Observations: Wiping up spilled water:

Small sponge: _____

Large sponge: _____

Conclusion(s):

1. _____

2. _____

3. _____

REFLECTIONS/PROJECTIONS

1. Sponges, adults, young people and alcohol are related because: _____

2. I learned the following about my body from the sponges: _____

3. I learned I _____

4. I was surprised I _____

5. In the future I will _____