

RECAPPING YOUR EXPERIENCES

Purpose: Students learn about the “universality” of life challenges and the role of positive thinking in significant growth experiences. (*Note: A pre-requisite to this lesson is an open classroom environment and trusting relationships between you and the students and among students and their peers.*)

Time Required for Lesson: 50 minutes

Grade Level: 11

Missouri Comprehensive Guidance Program

Strand: Personal and Social Development

Big Idea: PS 1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Concept: PS.1.A. Self concept

ASCA Standards

Domain: Personal and Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others
- B. Students will make decisions, set goals and take necessary action to achieve goals

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 11

Unit Who Am I and How Do I Fit Into the World?

Concept: PS 1.A



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students write and discuss two growth experiences and/or interests

Lesson Preparation

Essential Questions: How do people grow and become wiser?

Engagement (Hook): What lessons have you learned?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Note: Prior to this lesson assure that an open classroom environment and trusting relationships exists between you and the students and among students and their peers. If students are uncomfortable with each other, personal disclosure may be more detrimental than helpful to relationships.</i></p> <ol style="list-style-type: none"> 1. Explain that recalling and sharing growth experiences may help self and others overcome a sense of loneliness when facing difficult situations. Emphasize the importance of positive thinking. Give examples of your own growth experiences and how positive thinking helped you cope with a difficult situation. 2. Place students in pairs. Ask each student to recall and write a description of a significant growth experience they are willing to share with partners. 3. Still working in pairs, ask students to share their growth experience with their partners. 4. Pair and Square: (Remind students of the option to pass in the group of 4.) Instruct each pair to join another pair and share their growth experiences and how positive thinking helped them grow stronger. 5. Lead a whole class discussion of similarities and differences among experiences. Remind students of pass option. 6. Summarize the purpose for sharing experiences and thank students for their openness. Welcome comments from students 	<ol style="list-style-type: none"> 1. Students listen 2. Working in pairs, students recall and write a description of a significant growth experience. 3. Students share one growth experience and can pass if he or she wishes. 4. Pairs join another pair to form quads and share their experiences. Remember "I pass" is an option. 5. Students discuss similarities and differences among experiences. 6. Students comment if they wish.

GETTING TO KNOW YOU, GETTING TO KNOW YOU LIKE ME

Purpose: Students practice open-ended questioning and listening skills through “instant” interviews with others. The emphasis is on helping students develop a greater understanding of their peers.

Time Required for Lesson: 20 minutes

Grade Level: 9

Missouri Comprehensive Guidance

Strand: Personal and Social Development

Big Idea: PS 2. Interacting with others in ways that respect individuals and groups

Concept: PS.2.B. Respect for self and others

ASCA Standards:

Domain: Personal/Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

B. Students will make decisions set goals and take necessary action to achieve goals.

Material: *Who's Who?* activity sheet; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 Unit: Interacting w/Others in Ways That Respect Individuals & Group Differences

Concept: PS 2.B



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Student completion of activity sheet and observation of interaction between partners.

Lesson Preparation

Essential Questions: How do we get to know each other?

Engagement (Hook): Obtain a copy of “Who are you?” (CSI Miami theme song) by the ‘The Who Band.’ Have students listen to the theme for one to two minutes. Then ask student: Who are you!

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> Distribute “Who’s Who” activity sheet. Instruct students to mill around and ask their classmates open-ended questions that will help them find individuals with whom they have commonalities; emphasize listening and follow-up questions. Allow 20 minutes. Process experience. Ask students: <ol style="list-style-type: none"> How many of you completed all 14 blanks? What techniques did you use to complete the blanks? Were there any blanks that you were unable to complete? How are we alike or different? What surprising commonality did you discover you have with at least one person in the room? What did you learn about respecting others (and yourself) from this exercise? 	<ol style="list-style-type: none"> Students receive activity sheets. Students interact with other students to obtain the information Students participate in discussion and share what new information they discovered about other students

WHO'S WHO?

Name _____ Date _____

Directions: Through questioning and listening, get to know some of the students in your class. Fill in the blanks with names of students who fit each description.

1. A person in this class who likes the same TV programs as I do is _____
2. A person in the class who has the same color hair as I do is _____
3. A person in this class who likes the same school subject as I do is _____
4. A person in this class who likes to play the same sports as I do is _____
5. A person in this class who was born in the same state I was born in is _____
6. A person in this class who has the same number of siblings as I do is _____
7. A person in this class whose favorite color is the same as mine is _____
8. Someone who is the youngest in their family is _____
9. A person in this class whose birthday is in the same month as mine is _____
10. A person in this class who likes the same type of music I do is _____
11. A person in this class with the same color eyes as mine is _____
12. A person in this class who is taller than I am is _____
13. A person in this class who has the same hobby as I do is _____
14. A person in this class I would like to get to know better is _____

DO YOU HEAR WHAT I HEAR?

Purpose: This lesson helps student improve communication by practicing paraphrasing.

Time Required for Lesson: 40 minutes

Grade Level: 10

Missouri Comprehensive Guidance

Strand: Personal and Social Development

Big Idea: PS.2. Interacting with others in ways that respect individual and group differences.

Concept: PS.2.B. Respect for self and others

ASCA Standards:

Domain: Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 10 Unit Interacting w/Others in Ways That Respect Individual & Group Difference

Concept: PS 2. B



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Assessment will be via classroom observation, discussion and personal journal entries.

Lesson Preparation

Essential Questions: Why is it important to understand what others are saying?

Engagement (Hook): Ask students how these items are related: cellular phone, texting, twitting, television, and newspapers? Explain that these and other forms of communication help us understand and remain connected with others.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Ask for five volunteers. Send four of the volunteers out in the hall. Read the following rumor to the student that remains in the classroom: I need to report an accident. As I was leaving the corner grocery store, I saw a sports car speeding through the intersection of Elm and Third. A truck coming from the north was attempting to turn right and a van coming from the south was turning left. There seemed to be quite a bit of damage to the car and people needed to get to the hospital. 2. Ask the next student to enter the room and the first student repeats to the second student what he or she heard. The student repeats to the class what he or she has heard. Repeat this process until the last student has heard the rumor and it is repeated to the class. Remind the class: no questions during the activity. The class will act as observers. 3. Process with class what happened to the facts of the story as each person repeated it. Why did story change by the time it was repeated by the last person? How might misunderstandings have been prevented? 4. Discuss communication as a two-way street and it is sometimes difficult. Much of our communication is really talking at someone rather than with them. In this situation, paraphrasing what each individual reported would have helped the listener be sure he or she got the facts straight. Paraphrasing helps us to listen. Ask for statements from students and demonstrate paraphrasing. 5. Suggest to students that the following phrases can be helpful in paraphrasing statements: a) I hear you saying that...b) what I think you said is that...c) it 	<ol style="list-style-type: none"> 1. Students volunteer and one student remains in the room and the other four go into the hall. The student remaining in the classroom listens to the rumor. 2. The next student comes in and the first student repeats what he or she has heard to the second student. Students complete the process until the last student repeats what he or she has heard. Students discuss what the last student heard and compare similarities and differences. 3. Students participate in conversation and offer explanations about the changes in the story and how they might have been prevented. 4. Students listen and suggest statements that can be paraphrased 5. Students use suggested phrases in paraphrasing statements.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>sounds like...</p> <p>6. Divide students into groups of three (two communicators and one observer). The two communicators must choose a subject to talk about. The designated speaker initiates the conversation by making a statement. The listener must respond by first paraphrasing the speaker's statement to the satisfaction of the speaker. The observer determines if the listener paraphrased accurately. Then the listener makes a statement. The speaker must paraphrase first, and then make a statement. Have students switch roles after 15 minutes.</p> <p>7. Discuss how people usually do not listen to what other people are saying. Ask students how they felt doing this activity. Did they think they were listened to? Did they want to respond right away without paraphrasing? Ask students to keep a journal in which they record the following: a) a statement made, b) their paraphrase, and c) the reaction of the speaker to their paraphrasing.</p>	<p>6. Students engage in role-play using paraphrasing.</p> <p>7. Students answer the question: did they think they were listened to and did they respond right away without paraphrasing? Students record in their journals a) a statement made, b) their paraphrase, and c) the reaction of the speaker to their paraphrasing.</p>

EXAMINING CONFLICT

Purpose: This lesson helps students gain understanding of how they, as individuals, can contribute to a positive peer culture that discourages behaviors such as physical conflict, name-calling, bullying and rumors. Students learn to: define conflict; identify indicators of conflict; identify sources of conflict for high school students; identify ways that uninvolved parties contribute to exaggerating a conflict; identify the steps to take before becoming involved in a conflict and ways to help decrease the level of conflict.

Time Required for Lesson: 50 minutes

Grade Level: 12

Missouri Comprehensive Guidance

Strand: Personal and Social Development

Big Idea: PS.2: Interacting with others in ways that respect individual and group differences.

Concept: PS.2.B. Respect for self and others

ASCA Standards

Domain: Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 12 Unit: Interacting w/Others in Ways That Respect Individual & Group Difference

Concept: PS 2. B.



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students write a paragraph about how traits such as honesty, cooperation, respect, humanity, responsibility, and self-esteem are related to resolving conflict in a positive way.

Lesson Preparation

Essential Questions: What traits can help resolve conflict?

Engagement (Hook): State: As you graduate from high school, you might encounter situations that require you to resolve conflict. Are you prepared to resolve conflicts?

Procedures

Professional School Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Ask for a volunteer to role play an argument with you. See Counselor Sheet for argument scenario. 2. Ask students the following questions: a) what just happened? b) What feelings and thoughts did you have about the argument? c) Was this interesting to watch? Why? d) What usually happens at school when something like this happens in the hall? 3. Write the following objectives on the board: a) Define “conflict” b) List three indicators of a conflict c) List five sources of conflict for high school students d) List two ways that uninvolved parties contribute to exaggerating a conflict e) Name the first two steps to take before becoming involved in a conflict f) List four ways to help decrease the level of conflict. Answer the questions and discuss with students. 	<ol style="list-style-type: none"> 1. A student volunteers to role-play. Students observe the exchange between the volunteer and counselor. 2. Students answer questions regarding the argument scenario and discuss with the group. 3. Students answer questions and share similarities and differences.

<p>4. Define conflict as a disagreement or opposing point of view. Explain that it can be verbal or physical and that verbal conflict can lead to physical conflict. Ask students to list the verbal and physical signals of conflict. Examples: raised voices, shoving or physical altercation, angry facial expressions, and threatening.</p> <p>5. Ask students what typically happens when a crowd watches a conflict. Suggest that onlookers yell encouragement to spur and spread the story, adding to make it more exciting.</p> <p>6. Explain that each person is responsible for avoiding conflict. In order to avoid conflict, encourage students to first stop, and then think. Explain that these two steps should be done in any decision-making situation. List on the board and explain the following ways to reduce conflict: a) mediate b) reason, c) leave the situation and d) ask an adult to intervene.</p> <p>7. Ask students to write a paragraph that addresses the objectives outlined in step 3 above.</p>	<p>4. Students list and share verbal and physical signals of conflict.</p> <p>5. Students explain what happens when a crowd watches a conflict.</p> <p>6. Students discuss the ways to reduce conflict.</p> <p>7. Students write a paragraph that addresses the objectives outlined in Step 3 above.</p>
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CONFLICT DIALOGUE

Student: "I'll write the objectives on the board."

School Counselor: "No! We have to have a little discussion first and decide on the objectives together."

Student: "We always have to do it your way. I get sick of this stuff."

School Counselor: "Well, you never want to try a new way."

Student: "Hey! You want to do this alone?"

School Counselor: "I would do a better job myself."

IDENTIFYING THE REAL PROBLEM

Purpose: This lesson emphasizes the need for accurate problem definition when faced with situations such as dilemmas, conflicts with others (or self) or major decisions. Students learn a method for identifying the real problem.

Time Required for Lesson: 50 minutes

Grade Level: 12

Missouri Comprehensive Guidance

Strand: Personal and Social Development

Big Idea: PS 2. Interacting With Others in Ways That Respect Individual and Group Differences

Concepts: PS.2.B. Respect for self and others
PS.2.C. Personal responsibility in relationships

ASCA Standards:

Domain: Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

Materials: Paper; Pencils/pens

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 12 Unit Interacting with Others in Ways the Respect Individual and Group Differences

Concept: PS.2.B. & PS.2.C.



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas <ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: communicate effectively within and beyond the classroom <ul style="list-style-type: none"> 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems <ul style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society <ul style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students identify steps in problem-solving and apply to a problem he or she is facing or could face in the future.

Lesson Preparation

Essential Questions: What are effective ways of dealing with problems?

Engagement (Hook): Ask: What is the advantage or disadvantage of taking a closer look at a situation or problem?

Procedures

Professional School Counselor Procedures:	Student Involvement:
1. Explain to students that problem identification is one of the most important steps in problem-solving. Illustrate with the idea that in counseling, once a client has identified and “owned” the problem, the problem is almost solved. One of the most important functions of a counselor is to “mirror” or reflect upon a person’s situation so that he or she can more accurately identify the problem.	1. Students listen
2. Lead a brainstorming activity on what keeps people from being able to identify problems.	2. Students brainstorm on what keeps people from being able to identify problems and discuss ideas.
3. Suggest the following: a) Denial- one does not want to admit his or her problems and often blames others.	3. Students listen and discuss the suggestions of: denial, inaccurate self-perception, and ignorance of options

Professional School Counselor Procedures:	Student Involvement:
<p>b) Inaccurate self-perception- one believes something about himself or herself that may not be true. c) Ignorance of options available- one does not consider a full range of options and feels unnecessarily trapped.</p> <p>4. Explain methods for overcoming these road blocks to problem identification. Give examples of each: a) Denial- often requires strong intervention from intimates or some major tragedy to open up the eyes, i.e. alcoholism. b) For inaccurate self-perception, communication and feedback are very important. For example, one who thinks he or she is unintelligent should think, “What can I do to make the situation better?” In exploring this question, the issue may be redefined more accurately. Remind students that talking with another person, e.g., their professional school counselor or a friend, can also be helpful. c) Ignorance is often a road block to problem identification. Define a broad range of problems in which getting more information may be the first step. Summarize that when problems are encountered, the first thing one should do is get more information in order to identify the real problem.</p> <p>5. Ask students to generate problems that teenagers frequently encounter. Ask students to define the process for identifying the real problem.</p> <p>6. Have students work in small groups to solve problems they generated. Ask groups to share their results with the class.</p> <p>7. Summarize by emphasizing the need for accurate problem definition when solving problems.</p>	<p>available</p> <p>4. Students listen and discuss the methods to overcoming road blocks to problem identification.</p> <p>5. Students generate problems that teenagers frequently encounter and define the process for identifying the real problem.</p> <p>6. Students work in small groups to solve problems they generated and share results with the class.</p> <p>7. Students listen and ask questions for clarification.</p>

DECISION-MAKING EXERCISE

Purpose: This lesson uses the decision-making model to stress the importance of being prepared to make effective decisions when faced with difficult problems.

Time Required for Lesson:

Grade Level: 10

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS. 2. Interacting with Others in Ways That Respect Individual and Group Differences

Concepts: PS.2.B. Respect for self and others

PS.2.C. Personal responsibility in relationships

ASCA Standards:

Domain: Personal Social Development

A. Student will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

B. Students will make decisions, set goals, and take necessary action to achieve goals.

C. Students will understand safety and survival skills.

Materials: Paper, Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 10 Unit: Interacting With Others in Ways That Respect Individual and Group Differences

Concept: PS 2. B. C.



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Using the decision making model, students think of a problem that he or she must face in the coming week and write a paragraph applying the decision making model discussed in the session.

Lesson Preparation

Essential Questions: How do we make good decisions when faced with difficult problems?

Engagement (Hook): Ask students: What is your strategy for solving difficult problems? Does your strategy work? If so, how does it work and why do you think it works?

Procedures

Professional School Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> List the steps in the decision-making model on the board and have students write them down: <ul style="list-style-type: none"> state the problem clearly think of alternatives list the pros and cons choose an alternative implement a plan of action evaluate the results Explain that some decisions are hard to make, others are easy, but they are still decisions. Stress how people constantly make decisions. Also stress that 'hard' or 'easy' will vary from student to student and may differ for a certain student at different times. List some examples and ask students to classify them as 	<ol style="list-style-type: none"> Students listen and write the steps of the decision-making model down. Students listen, classify, and discuss the examples as 'hard' or 'easy.'

Professional School Counselor Procedures:	Student Involvement:
<p>‘hard’ or ‘easy.</p> <ol style="list-style-type: none"> 3. Ask the group to anonymously make a list of some problems facing teenagers. 4. From the list, ask students to pick one problem that the class or group could work on using the decision-making process. 5. Have students state the problem clearly. For example, students choose: arguing with parents as the problem. Students may need to find a way to discuss a problem without yelling and screaming. 6. Ask students to apply the next step in the model: “think of alternatives.” Have students brainstorm as many alternatives as possible without regard to quality or feasibility. Emphasize how a bad decision may lead to a better idea. List alternatives on the board. 7. Discuss narrowing down the list of alternative. Some can be thrown out for obvious reasons. Narrow the list to two to three strong possibilities; then apply the next step: ‘listing the pros and cons.’ Ask students to consider both long and short term consequences for themselves and for others. 8. Ask students to follow the next step: ‘choose an alternative.’ Have student choose an alternative individually. Optional: The class or group may want to come to a consensus. 9. In the next step have students ‘develop and implement a plan of action’ using the selected alternative. 10. In the last step, ‘evaluate the results’ remind students that if things don’t work out satisfactorily they can make changes to their plan and try again 	<ol style="list-style-type: none"> 3. Students make an anonymous list of some problems teenagers face. 4. Students choose one problem from the list that the class or group can work on using the decision-making process. 5. Students state the problem clearly: ‘arguing with parents.’ Students brainstorm ways of preventing disagreements in the first place. 6. Students apply the next step in the model: ‘think of alternatives.’ Students think of and discuss as many alternatives as possible without regard to quality or feasibility. 7. Students discuss narrowing the list of alternatives and select two or three strong possibilities. Students discuss the pros and cons of the possibilities as well as long and short term consequences for themselves and for others. 8. Students follow the next step in the decision-making process: ‘choose an alternative.’ Students choose an alternative individually or, or as an option, come to a consensus. 9. Students ‘develop and implement a plan of action’ using the selected alternative. 10. Students evaluate the results of their plan of action and make adjustments.

SOLVING PROBLEMS TOGETHER

Purpose: Students participate in developing a consensus solution to a problem in small groups to gain an understanding that the brainstorming process with peers can be a valuable problem-solving technique.

Time Required for Lesson: 50 minutes

Grade Level: 9

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Concept: PS.2.C. Personal responsibility in relationships

ASCA Standards:

Domain: Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

Materials: Shoe box with a slit; Large pieces of chart or butcher paper, markers

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 Unit: Interacting With Others in Ways That Respect Individual and Group Differences

Concept: PS.2.C



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English 4. Oral and written formal and informal issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

In small groups, students develop a consensus solution to a problem and share it with the whole class.
Ease with which students interact and share problem solving solutions in small and large group settings.

Lesson Preparation

Essential Questions: In what ways are problems solved?

Engagement (Hook): The brainstorming “effect!” Explain to students that problems are often solved by individuals, with the help of others and collectively.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Students are instructed to write down a problem encountered by his or her age group. Give suggestions: there is alcohol at a birthday party you are attending or a joint is being passed around. What will you do?	1. Each student writes down a problem related to his or her age group.
2. Ask each student to place his or her problem in the box. Shake the box (mixing the problems).	2. Students place problems in the box.
3. Group students in groups of 4 or 5; as they get into groups, distribute chart or butcher paper to groups.	3. Students get into groups as directed.
4. Ask a volunteer from each group to draw a problem from the box and write the problem on the group’s paper.	4. Volunteers draw problems from the box and write it on the paper provided.
5. Give the groups 1 minute to generate as many solutions as possible. Recorder writes solutions verbatim as they are given. Emphasize <i>rules of brainstorming: as fast as possible, as many ideas as possible, all responses “OK”, No evaluation—positive or negative, no ownership of ideas.</i>	5. Students brainstorm solutions for 1 minute; recorder writes solutions on paper.
6. At the end of 1 minute, tell students to look over their lists and add more ideas.	6. Students add solutions they did not think of during first step of process.
7. Explore and evaluate the negatives and positives of each solution.	7. Explore and evaluate the negatives and positives of each solution; encourage participation of all group members.
8. Allow each group member to “cross-off” solutions he or she could not implement.	8. Students cross-off solutions they could not implement.
9. Discuss remaining solutions in terms of potential effectiveness and consequences; reach a group consensus on the best solution.	9. Students consider potential effectiveness and consequences of each suggested solution; group reaches a consensus on the best solution.
10. Groups present problems and consensus solutions to class.	10. Group members choose a spokesperson; spokesperson presents problem and solution.
11. Process groups’ work together—what worked? What was most difficult? Discuss the application of their brainstorming experiences to helping a friend in real life. Suggestion: Ask each group to submit its problem and solution in writing; ask a volunteer to “type-up” the problems and solutions; copy for class members.	11. Students contribute to the discussion.

SUBSTANCE ABUSE—TO USE OR NOT TO USE

Purpose: This lesson informs students of the effects of alcohol and other drug use and abuse as it relates to career choices and lifestyles.

Time Required for Lesson: 50 minutes

Grade Level: 10

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS.3. Applying Personal Safety Skills and Coping Strategies

Concept: PS.3.A. Safe and healthy choices

ASCA Standards:

Domain: Personal Social Development

C. Students will understand safety and survival skills

Materials: Butcher paper; Markers

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 10

Unit: Personal Safety Skills and Coping Strategies

Concept: PS 3. A



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students write a paragraph on how drug use could affect their career interests and relationships.

Lesson Preparation

Essential Questions: What are some reasons people abuse drugs? How can substance abuse affect career choices and relationships?

Engagement (Hook): Ask students: What are the 'horrors' of substance abuse ?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. State: "To use or not to use that is the question."	1. Students listen
2. Divide students into groups of four or five and distribute butcher paper and markers	2. Students divide into groups of four or five
3. Have each group fold their paper into four sections	3. Each group folds paper into four sections
4. Ask students to list reasons why high school students use drugs in one section	4. Students list reasons why high school students use drugs in one section
5. Ask students to list reasons why some adults may use drugs in another section of their paper	5. Student list reasons why some adults may use drugs in another section of their paper.
6. Ask students to list their career interests and the type of lifestyle they would like to have in another section.	6. Students list their career interests and the type of lifestyle they would like to have in another section of the paper
7. Have students compare their lists with each other and discuss similarities and differences	7. Students compare their list with each other and discuss similarities and differences
8. In the last section of the paper, have student's list reasons for not using drugs. Students should include the legal penalties that result from substance abuse	8. In the last section of the paper, student's list reasons for not using drugs. Students should include the legal penalties that result from substance abuse.
9. Have student write a paragraph on how substance abuse could affect their career interest and relationships	9. Students write a paragraph on how substance abuse could affect their career interest and relationships.

FLIRTING WITH ADDICTIONS

Purpose: This lesson stresses the positive consequences of not drinking alcohol and the negative consequences of misuse, abuse, and dependence.

Time Required for Lesson: 45-60 minutes

Grade Level: 9

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS.3 Applying Personal Safety Skills and Coping Strategies

Concept: PS.3.B. Personal safety of self and others

ASCA Standards:

Domain: Personal Social Development

PS C: Students will understand safety and survival skills

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 **Personal Safety Skills and Coping Strategies** **Concept: PS 3.B**



Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Observation of student involvement in discussion and willingness to share ideas and experiences. Students will list two ways to prevent alcohol use.

Lesson Preparation

Essential Questions: In what ways do making choices affect your mind, soul, and body?

Engagement (Hook): State: You Owe it to your “Body!”

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain the increased use of alcohol among teens. Ask students to think of reasons that might contribute to the increase.	1. Students offer and discuss reasons for increased alcohol use among peers
2. Write these terms on the board: a) Nonuse-avoidance of alcohol b) Use-use alcohol and drugs c) Abuse-misuse of alcohol to the degree that risk or harm to the individual and others is involved d) Dependence-habitual misuse of alcohol due to mental or physical needs. Discuss how these terms are related to alcohol use and give examples.	2. Students listen to explanation of definitions. Discuss how terms might be related to an experience they are aware of or a personal experience
3. Write the term ‘peer pressure’ on the board, give examples. Point out that peer pressure has no limits, everyone is exposed to peer pressure, and give examples of peer pressure encountered by young and older people	3. Students listen to explanations of ‘peer pressure.’ Students volunteer to share his or her encounters with peer pressure.
4. Ask: In ways might teens encounter alcohol?	4. Students provide suggestions of how teens might encounter alcohol use, i.e. party at friend’s house, relatives, etc.
5. Discuss consequences of alcohol related incidents: illness, dependency, accidents, etc.	5. Students suggest consequences of alcohol use or abuse

MEET ALCOHOL'S FIRST COUSIN-DRUGS

Purpose: This lesson raises students' awareness of alcohol and other drug abuse and addiction (including nicotine) so they can better help friends or themselves.

Time Required for Lesson: 45-50 minutes

Grade Level: 9-12

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS.3 Applying Personal Safety Skills and Coping Strategies

Concept: PS.3.B. Personal safety of self and others

ASCA Standards:

Domain: Personal Social Development

C. Students will understand safety and survival skills

Materials: "Stages of Drug Use and Abuse" handout; "Drug Use and Abuse" activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9-12 **Unit:** Personal Safety Skills and Coping Strategies **Concept:** PS.3.B.



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students write two ways of seeking help for friends or others with a drug or alcohol problem.

Lesson Preparation

Essential Questions: How do we help others address an alcohol or drug problem?

Engagement (Hook): Is it any of my business? Are you responsible for helping others who encounter drug or alcohol problems?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Discuss with students the need to become more aware of alcohol and drug use 2. Distribute 'Stages of Drug Use and Abuse' activity sheet. Have students follow as directions are read 3. Ask students to think of an individual who might be in one of the stages, without mentioning names. 4. Distribute 'Drug Use and Abuse' activity sheet. Ask students to write about how they might help someone struggle with a drug, alcohol, or nicotine addiction. Ask for volunteers to share with the group. Emphasize responses such as communicating openly, referring the friend to a trusted adult, accompanying friend to a support group, etc. 	<ol style="list-style-type: none"> 1. Students listen and discuss the need to raise awareness of alcohol and drug use. 2. Students follow along as directions are read 3. Students think of an individual who might be in one of the stages and share their information without using names 4. Students volunteer to share ways they might help a friend with a drug, alcohol, or nicotine addiction.

STAGES OF DRUG USE, ABUSE AND ADDICTION

Most professionals see progression from experimental drug use to chronic drug abuse as a process involving stages. This process can occur quickly or slowly, depending on the person's emotional stability, availability of drugs, peer pressure, and other factors. The following four stages are an overview of the typical progression from experimental drug use to chronic drug abuse.

EXPERIMENTAL STAGE -The initial stage of drug use is usually experimental. The person is curious about the effects of drugs and wants to experience the "high." Experimentation may occur once or several times, usually on weekends or during the summer when there is more free time. Drugs CAN be abused in this stage.

SOCIAL STAGE -In the social stage, the most common reasons for using drugs are peer pressure and acceptance. If everyone is smoking marijuana and drinking alcohol, it becomes the accepted way to be part of the group. Social use most often occurs on weekends and occasionally during the week. The person usually sets limits on his or her consumption. Sometimes he or she exceeds those limits. Abuse of drugs becomes more frequent in the social stage.

DEPENDENT STAGE -In the dependent stage, the person becomes preoccupied with the drug. He or she no longer uses drugs for a temporary "high" from which he or she returns to a "normal" state. He or she feels emotionally guilty, knowing drugs have become the main focus of his or her life. Attitude, appearance, and behavior change dramatically. The social aspects of drugs taper off. A person tends to abuse drugs more often when he or she is alone.

CHRONIC STAGE -In the chronic stage, the person feels constant emotional or physical pain that can only be lessened by the drug. The person's main thoughts are of getting and using more drugs. Effects of chronic abuse are most dramatic if the person is addicted to those drugs that cause emotional or physical withdrawal when they are not available. At this stage, the person typically requires long-term treatment to assist in recovery.

Drug Use and Abuse

Name _____ Date _____

1. You suspect that one of your friends is in the experimental stage of drug use. How could you help this friend? _____

2. It is obvious that your friend is in the social stage of abusing drugs. What would you do to help him or her? _____

3. One of your friends confides to you that he or she feels he or she is dependent on a drug. What would you say or do? _____

4. Someone you know is in the chronic stage of drug abuse. How can you help this person with this very serious problem? _____

INTERVENING TO HELP OTHERS

Purpose: This lesson helps students confront alcohol or other drug abuse.

Time Required for Lesson: 50 minutes

Grade Level: 10

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS.3. Applying Personal Safety Skills and Coping Strategies

Concept: PS.3.B. Personal safety of self and others

ASCA Standards:

Domain: Personal Social Development

C. Students will understand safety and survival skills

Materials: Paper; Pens/pencils; Local Telephone Books

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 10 Unit: Personal Safety Skills and Coping Strategies **Concept:** PS 3. B



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) 7. Responses to emergency situations.
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students will share two resources they can utilize to help others.

Lesson Preparation

Essential Questions: Where can we find help if we need it?

Engagement (Hook): Are you prepared to help others?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Ask students to imagine the following scenario: “Your friend has been drinking secretly for several months and no one knows about this behavior except you. The amount your friend has been drinking has increased in the last week, and he or she is now drinking every day. You are not sure why this friend is drinking, but you do know that his or her parents are in the midst of an angry divorce.” 2. Ask students to list the steps he or she would take in dealing with the scenario. Tell students to be as specific as possible, including phone numbers of any agencies that they would contact. They should think the process through clearly and provide a backup plan if their first plan of action does not work. 3. Divide students into groups of four. Ask them to compare plans and negotiate until they have a group plan that all four members agree upon. Distribute local telephone book to each group to locate agencies and phone numbers that might be helpful. 4. Ask each group to present a plan of action for helping the friend in the scenario. Encourage the class to discuss various possibilities, their benefits, and their drawbacks. Remind students that there are many resources to assist other with substance abuse. 	<ol style="list-style-type: none"> 1. Students listen to the scenario 2. Students list the steps he or she would take in dealing with the scenario. Students include phone numbers of agencies that they would contact. Students provide a backup plan if their first plan does not work. 3. Students divide into four groups. Students compare plans and negotiate until they have a group plan that all four members agree upon. Students use local phone books to locate agencies and phone number that might be helpful. 4. Each group presents their plan of action to help the friend in the scenario. Students discuss various possibilities, their benefits, and their drawbacks.