

EXPERIMENTING WITH ANGER

Suggestion: Use these 2 self-management of anger lessons as a lead-in to Missouri Comprehensive Guidance Program (MCGP) Curriculum Units/Lessons which teach:

“I-Messages/Statements”:

- *3rd Grade:* PS.2.A/B Grade 3 Unit Respecting Individual and Group Differences
- *5th Grade:* PS.2 Grade 5 Unit Keeping Myself Safe by Making Safe and Healthy Choices

OR units that address universal feelings and coping skills e.g.:

- *1st Grade:* PS.2.A/B Grade 1 Unit Elementary Interactions
- *1st Grade:* PS.3.A/B Grade 1 Following Personal Safety Rules
- *2nd Grade:* PS.3.C Grade 2 Unit How Does One Cope with Life-Changing Events?

See links to the MCGP units and lessons below.

NOTE: *These lessons provide an excellent opportunity for collaboration with classroom teacher (or science teacher). Lesson 1 lends itself to classroom science (chemistry) and Lesson 2 extends principles and results of mixing two opposites—a base and an acid.*

Time: Two 45-50 minute lessons

Group Size: small group or class

Grade Level: 2-4

Purpose: In these 2 lessons, students learn that identifying feelings (in this case, anger) is the first step in recognizing a problem and beginning to solve it.

Lesson 1: Recognizing/Understanding Feelings of Anger: *Professional school counselor conducts a science experiment to demonstrate the results of bottled-up feelings of anger.*

Materials: Protective eyewear for you and students; baking soda, vinegar, dishwashing soap, 2 litre bottle, plastic dishwashing tub, empty jar or container, paper (or notebooks) for students to record observations.

Lesson 2: Feeling Angry is OK: Exploding is NOT! *Students learn one way to recognize how/when their feelings of anger begin and how their anger progresses beyond a critical self-control point to become a full-blown out-of-control expression of anger.*

Materials: Paper on which students draw a personal anger continuum.

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal and Social Development (PS)

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

American School Counselor Association (ASCA) Domain/Standard:

Personal/Social Domain

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

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

3 rd Grade PS 2.B	Unit: Respecting Individual And Group Differences	 
5 th Grade PS.3.A/PS 3.B	Unit: Keeping Myself Safe By Making Safe And Healthy Choices	 

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
	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	
Mathematics	
Social Studies	
X Science	1. Properties/principles of matter & energy 7. Scientific Inquiry
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

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

See individual lessons for assessment

Lesson Preparation/Motivation

Essential Questions: Is it OK to feel angry? Do all people “blow their tops” when they are angry? What about people who always seem to be happy...do they get angry? Why do some kids hit others when they are mad and others sulk in a corner? Is one way better than the other for dealing with our feelings of anger?
Engagement (Hook): See individual lessons.

Procedures

Professional School Counselor Procedures:	Student Involvement
<p><i>During each lesson, monitor students’ ability to demonstrate feelings through facial expression and students’ interactions/contributions to discussions. PSC determines if inability is due to lack of willingness to participate or a lack of skill (will vs. skill) and follows up with classroom teacher regarding interventions.</i></p> <p>LESSON 1: RECOGNIZING & UNDERSTANDING FEELINGS OF ANGER</p> <p>Materials: Protective eyewear for you and students; baking soda, vinegar, dishwashing soap, 2 litre bottle, plastic dishwashing tub, empty jar or container, paper (or notebooks) for students to record observations, paper to write a note to you.</p> <p>Hook: Pre-arrange with an aspiring actor or actress in the class to be your partner in the “hook”.</p> <ul style="list-style-type: none"> Stomp into class and slam books on the floor. When your partner starts to pick up books, send an angry look and say (in a kind and VERY firm voice) something like “Get back in your seat and don’t move again until I give you permission!” 	<p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>LESSON 1: RECOGNIZING & UNDERSTANDING FEELINGS OF ANGER</p> <p>Hook: Observe school counselor’s action and your classmate’s response. How would YOU respond?</p>

Professional School Counselor Procedures:	Student Involvement
<ul style="list-style-type: none"> • Then say “It makes me SOOOOO mad when I spill my coffee in the work room!!” <p>When everyone is “hooked”, relax and ask your partner to explain what happened.</p> <ol style="list-style-type: none"> 1. Following the “Hook”, ask students to identify and describe the feeling you exhibited; discuss the natural emotions (feelings) of all people: happy, sad, scared and angry. 2. "Feeling Freeze" Game: Demonstrate facial expressions for a variety of feelings. Ask students to mimic your expression and identify feeling. Explain that you will name a feeling and everyone must freeze expressions for that feeling on their faces. Begin with basic feelings: happy, sad, angry and scared. Add more complex feelings depending upon developmental level of learners (e.g., ecstatic, hurt, furious, confused). <i>Systematically observe those who seem to have difficulty. Is their difficulty a “will” or “skill” issue?</i> 3. Define “aware” and how being aware of our feelings helps us to respond appropriately in difficult situations. Explain that anger and feeling mad are feelings we all have. How we choose to express our anger can get us into trouble. 4. Tell the students they will observe as you conduct a science experiment; they are to take notes of observations. Explain that you will be combining two opposites, a base (baking soda) and an acid (vinegar). <i>Ask students to write their predictions of what will occur as a result of mixing the two.</i> <p>PUT ON PROTECTIVE EYEWEAR! Make certain students are a safe distance from experiment, especially if they do NOT have protective eyewear!</p> <ol style="list-style-type: none"> 5. Experiment: <ol style="list-style-type: none"> a. Over a plastic tub, pour the following into the soda bottle: a) water to fill half of the bottle b) two teaspoons of baking soda c) a squirt of dishwashing soap (to make the experiment more visible). b. Gently mix the base solution. Add enough vinegar to the solution to set off a reaction. Bubbles will spout out of the bottle and spill over into the tub. 	<ol style="list-style-type: none"> 1. Volunteer to name and/or describe feelings. If not speaking, demonstrate engagement through eye-contact with student who is talking and asking questions/commenting as appropriate. 2. Mimic school counselor’s facial expressions and identify feelings in unison. During game, “freeze feeling” as it is named. 3. Continue to demonstrate attentiveness by making eye-contact with PSC as he or she talks. 4. Listen and prepare to take notes. Write predictions of what will occur during the experiment. <p>PUT ON PROTECTIVE EYEWEAR AND STAY A SAFE DISTANCE FROM EXPERIMENT!</p> <ol style="list-style-type: none"> 5. Observe experiment with curiosity about outcome; think about how experiment relates to your anger.

Professional School Counselor Procedures:	Student Involvement
<p>Caution: Students should not look over the bottle; the solution may splash into their eyes.</p> <p>6. Ask learners to compare their predictions with their observations. How close are they?</p> <p>7. Ask for explanation of how the experiment demonstrates the way some people choose to deal with anger.</p> <p><i>Participating in class discussions is a learned skill. Students must be taught the skills of discussion with guided practice for all to feel comfortable with active/interactive participation in whole-class conversation/discussion.</i></p> <p>8. Elaborate using the following points as triggers for a class discussion about anger:</p> <ol style="list-style-type: none"> The experiment mixed two opposites. When we are angry it is because someone's action appears to be opposite of what we want or need. Anger can be explosive and out of control. What would have happened if we tried to control the explosion by corking the bottle? (The cork would not have been able to contain the reaction—it would have “blown its top”). Anger needs to be expressed appropriately, not contained. The explosion spilled over into the tub. Remind students about your actions when you entered the room and ask what caused your anger. Was it the “Hook” situation (spilling coffee), partner or something else? Anger at one person, event, or even ourselves can spill over and affect others who had nothing to do with our anger (e.g., your partner in “Hook”). Denying our anger keeps us from dealing with the issue in a positive way. Others may interpret our anger as our being upset with something they have done. <p>9. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Tell us, please, one of the key points about anger.</p> <p>ASSESSMENT: Content: Tell students to look at their observation notes; find space to write their response to the following unfinished sentence: “I Learned ____”.</p> <p>After they write their responses, do a quick whip-around. Begin with a specific person and continue to the right (or left), each student reads one “I learned ____” about recognizing and understanding feelings of anger.</p>	<p>6. Compare Predictions/Observations: 3-4 volunteers (who did not volunteer in Step 1) report results.</p> <p>7. Volunteer to make connection between experiment and how some people express anger.</p> <p>8. Participate in discussion and demonstrate engagement by making eye contact with school counselor AND the students who are talking, asking each other questions; making relevant comments.</p> <p>Respond to school counselor’s questions.</p> <p>Anger is a common emotion; think about ways to express your anger in ways that are safe and healthy—for all.</p> <p>What was the REAL reason school counselor became angry?</p> <p>9. Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): What key points are important to remember about anger?</p> <p>ASSESSMENT: Content: Find space on your observation notes to complete the sentence “I learned ____.”</p> <p>Participate in “I learned ____” whip-around. Remember to speak loudly and clearly enough for everyone to hear your great ideas.</p>

Professional School Counselor Procedures:	Student Involvement
<p>Remind students of the Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”). <i>Listen systematically for misconceptions and students’ thinking about anger as students read their “I learned statements”;</i></p> <p>ASSESSMENT: Personalization of Content Younger Students--Illustration: Instruct students to fold a piece of drawing paper into fourths (1/4ths) and label the sections: 1. <i>Situation</i>; 2. <i>Thoughts</i>; 3. <i>My Response (what I do)</i> and 4. <i>I hope I learn</i>. As you explain each of the four statements below, students express in words or pictures responses to each statement.</p> <p>Older Students—A note to you: Instruct students to get a piece of notebook paper—they are going to write you a note.</p> <p>Statements:</p> <ul style="list-style-type: none"> • A brief description of situations in which they often feel angry; • Their thoughts when they have those feelings. • How they usually respond to their feelings of anger. • Things they hope they can learn in the next lesson. <p>Collect students’ illustrations or notes for your review after class.</p> <p>CLOSURE: Ask students to observe and take notes about their responses to angry feelings during the next week; make note (in writing or in head) of frequency, what triggers anger, how it is expressed and what makes the feeling stop or “slow-down.”</p> <p><i>Before next lesson, review students’ illustrations or notes to you for (age appropriate) level of awareness of their anger and what triggers it. Make note of misconceptions about anger. Be aware of students’ age-appropriate command of conventions of standard English and their ability to articulate thoughts and feelings in 1st person language.</i></p> <p>LESSON 2: FEELING ANGRY IS OK: EXPLODING IS NOT! Materials: Paper on which students draw a personal anger continuum. <i>Take illustrations/notes to class; distribute during Step 2.</i></p> <p><i>Continue to systematically observe students’ ability to express feelings and talk about their anger with objectivity.</i></p>	<p>Remember the Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”).</p> <p>ASSESSMENT: Personalization of Content: Follow school counselor’s instructions; respond with integrity (with honesty and thought).</p> <p>Give your note/illustration to school counselor.</p> <p>CLOSURE: Agree to observe and take notes about responses to angry feelings. Remember responses and what happened.</p> <p>LESSON 2: FEELING ANGRY IS OK: EXPLODING IS NOT! Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p>

Professional School Counselor Procedures:	Student Involvement
<p><i>Hook:</i> Enter class angry and grumpy...maintain anger long enough to “hook” students. Say something like “I’m sorry I’m so grumpy today...I just realized I left some important materials at home and I am really mad at myself ‘cause now I will have to do something completely different than I had planned with the first graders. I will get over it in a couple of minutes.”</p> <ol style="list-style-type: none"> Continue with something like “I used something we talked about during our last lesson so my anger didn’t spill all over you!” <i>Encourage different students to respond to each question—e.g., 3—observation, 3—recall, 3—own responses (9 students total).</i> <ul style="list-style-type: none"> Invite volunteers to describe what they observed about your behavior this lesson and compare it with what they observed/learned during the last lesson. Invite additional volunteers to identify one new idea they learned during the last lesson. Lead into public sharing of students’ observations of their own responses to anger. Distribute students’ illustrations/notes to you from the last lesson. Comment (anonymously) about the “evidence” of their learning about anger; summarize the things they want to learn and, as appropriate, when/how they will learn those things (e.g., this lesson, additional classroom guidance lessons, anger-management groups). Explain that anger is usually our response to another emotion, for example: feeling hurt or rejected, feeling frustrated because we couldn’t do something “right” and/or feeling embarrassed. Anger is one point on a <i>continuum</i> of feelings. Draw a horizontal continuum on the board with approximately five points spread across it. Stress that anger: <ul style="list-style-type: none"> May start as a mild feeling of being frustrated or hurt and <i>Travel on continuum</i> into a full-blown “mad” before they know it. Continue by discussing the progression through being annoyed, angry, boiling, and exploding. <i>Ask students to give examples.</i> Draw a line on the continuum to indicate the <i>critical control line</i>. <ol style="list-style-type: none"> Explain that anger to the left of this line usually means that we are in control. To the right of the line, we are usually out of control! Note how some people can jump from being in control to out 	<p><i>Hook:</i> Observe school counselor’s actions with curiosity. Compare his or her actions during the previous lesson. What’s the difference?</p> <ol style="list-style-type: none"> Think about: What “idea” from the last lesson did school counselor use today? <p>Volunteer to describe an observation about school counselor’s actions, what were you thinking about his or her behavior? What were you thinking about him or her acting that way?</p> <p>Volunteer to tell one idea.</p> <p>Volunteer to tell about observations of personal responses to feelings of anger throughout the week.</p> Review your illustration/note. Listen for information you can use as school counselor talks about the illustrations/ notes—are your individual ideas similar to or different from the ideas he or she mentions? Listen with curiosity; ask clarifying questions and/or contribute ideas as appropriate. <p>Volunteer to give examples of situations in which you became mad, madder and maddest.</p> As school counselor talks about the continuum and the <i>critical control line</i>, think about where/how your anger progresses on the continuum.

Professional School Counselor Procedures:	Student Involvement
<p>of control without going through the progression of feelings.</p> <p>b. Explain that it is possible to gain control of anger by changing the way we think about a problem.</p> <p>Pose a problem a student may have; illustrate the thoughts that might correspond to each of the feelings on the continuum. Are the thoughts rational or irrational as the feeling move further along the continuum?</p> <p>c. Explain that when someone else's actions are OPPOSITE from our needs, we need to tell him or her about it in an appropriate way. For example, if your friend does not follow the rules of a game, you may want to pout or fight. It would be more appropriate to say something like, "If you decide not to play fair, I will decide not to play games with you until you decide to follow the rules" AND stick to it. You have kept your "cool"!</p> <p>d. Invite discussion and clarifying questions</p> <p>ASSESSMENT: Content: Instruct students to create a continuum on a blank piece of paper; guide them as they think about and indicate, with written words or symbols, the progression of their anger in response to specific school-related situations.</p> <p>On the same continuum, guide students as they determine their "critical control points"—the point at which they lose control and "blow their tops".</p> <p>Invite a conversation and sharing of students' continua.</p> <p>ASSESSMENT: Personalization of Content: On the same paper, learners draw (or write) one way they will maintain their cool when anger begins to erupt.</p> <p>Before collecting thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Collect continua.</p> <p>CLOSURE: Invite volunteers to complete (orally) the sentence: "I learned I _____."</p>	<p>Think about the hypothetical situation presented; respond to school counselor's questions about "rational" vs. "irrational" thoughts that may accompany the feelings on the continuum.</p> <p>As school counselor describes an appropriate response to anger/frustration, think about self. Would it be easy, difficult or in-between to respond in the way he or she suggests?</p> <p>Participate in the discussion and encourage/invite all classmates to share their brilliant ideas.</p> <p>ASSESSMENT: Content: Create a continuum and indicate, with written words or symbols, the progression of your anger responses in a specific situation at school.</p> <p>Draw a line on the continuum to indicate your "critical control point".</p> <p>Participate in conversation; encourage others to participate, too.</p> <p>ASSESSMENT: Personalization of Content: On the same paper, learners draw (or write) 1 way they currently maintain their cool when anger begins to erupt AND one idea they will work to implement to be "cooler" from now on.</p> <p>If you want your papers to be confidential between you and school counselor, write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Give continua to school counselor.</p> <p>CLOSURE: 2 or 3 students volunteer to complete "I learned I _____" sentence.</p>

Professional School Counselor Procedures:	Student Involvement
<p><i>Review continua for students' ability to identify and describe progression of their anger, their anger control points and/or coping strategies. Assess students' overall level of awareness of anger and their ability to manage it appropriately.</i></p> <p><i>Return continua to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p> <p>Note: This lesson may be extended into a third lesson with the following activity:</p> <ul style="list-style-type: none"> • Ask students to describe in writing or pictures (on 2"x3" paper) a situation in which they became angry. Before they write, let learners know you will be reading the situations aloud (no names, of course). • Place their writings in a jar. Draw a situation out of the jar and demonstrate with a student how to talk through a problem. Draw additional situations for students to demonstrate. 	<p>Extended Lesson</p> <p>Draw or write about a situation in which you became angry. Place in jar.</p> <p>Volunteer to demonstrate situation with school counselor; if you don't demonstrate the first situation, volunteer to demonstrate "cool" ways of responding to other situations school counselor draws from jar.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of the lessons.

Summarize Systematic Observations: Identify students' persistent misconceptions and student thinking about anger that may block their application of "cooler" strategies (e.g., I have red hair; people with red hair have a bad temper; therefore, can't control my temper or I can't help myself—that's just the way I am or I explode, then I am OK). Identify students who had difficulty demonstrating feelings through facial expression and/or interactions/contributions to discussions.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of awareness...is it evidenced in the classroom as self-control of anger directed at self or others, self-control in treatment of other students, e.g., bullying or mean-spiritedness. Determines if inability is due to lack of willingness to participate or a lack of skill (will vs. skill).

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about managing anger or expressing emotions appropriately or Responsive Services involvement (e.g., individual/group counseling or parental involvement). Work together to continue monitoring students' developing ability to express anger appropriately. Encourage classroom teacher to help all students apply the concepts to classroom situations. Using the same vocabulary in the classroom everyday will be helpful to students as they learn to express their anger appropriately.

I LIKE TO...

NOTE: The PS.1.B grade 4-6, *Leisure, Interests And Hobbies*, expands the concept of balancing life roles; those lessons may be helpful if you want to expand the exploration of leisure with younger students.

Purpose: Students become familiar with the terms “leisure time” and “leisure activities” and the importance of leisure in everyone’s life. They review their current leisure activities and the leisure activities they would enjoy.

Time: 50 minutes (or 2-30 minute sessions) **Group Size:** small group or class **Grade Level:** 2-3

Materials: [My Leisure Time List](#) and [Leisure Time: Possibilities](#) Student Thinking Papers

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept::

Strand: Personal And Social Development (PS)

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

Concept: PS.1.B. Balancing life roles

American School Counselor Association (ASCA) Standard:

Personal Social Domain

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

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

Leisure is not directly addressed in the MCGP primary sample units/lessons; however, interests are addressed in:

Kdg. CD.7.A Unit: Developing Awareness of Work and Workers



2nd grade CD 7.A Unit: Work, Career Paths and Me!



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
	Goal 3: recognize and solve problems
	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	5: Participating in ...and discussions of issues and ideas.
	Mathematics	
X	Social Studies	7. The use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

See Assessment: Content and Assessment: Personalization of Content (following step 8 of lesson)

Lesson Preparation/Motivation

Essential Questions: What does “All work and no play makes Jack and Jill dull children” mean? Is there such a thing as working too hard and too long? What if everyone in your families played all day every day?

Engagement (Hook): See PSC Procedures

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>Materials: <i>My Leisure Time List</i> and <i>Leisure Time: Possibilities</i> Student Thinking Papers</p> <p><i>Throughout this lesson systematically observe students’ participation in each activity. Be aware of their thinking about leisure time, especially misconceptions. Systematically observe interactions as they work with partners and as they talk publicly about their ideas.</i></p> <p><i>Hook:</i> Enter class bedraggled and yawning. Plop into chair and say something like “I just don’t think I can help you learn anything today! For the last three nights, I have gotten just 2 hours of sleep because I have been working so hard on my plans for next week’s lessons, painting my bedroom and cleaning my house—I’m exhausted and just can’t think about or do one more thing!” <i>When students are “hooked” ...begin the lesson.</i></p> <ol style="list-style-type: none"> Continue your role play saying something like: “I wonder why I can’t think or do anything today. Who has an idea about what could be causing my problems?” <ul style="list-style-type: none"> If students do not mention words/phrases that suggest needing a break from work, ask students to hypothesize about the meaning of the famous phrase “All work and no play makes Jack and Jill dull children”. Connect responses to your problem. Then ask: <ul style="list-style-type: none"> Is there such a thing as working too hard and too long? What if everyone in your families played all day every day? <p>Emphasize the importance of balance in life.</p> Ask for definitions of “leisure” and “leisure activities”. (Provide opportunities for different students to respond each time...emphasizing that everyone has an important thought and you want each person to hear the ideas of everyone in the class.) Draw a chart with 5 columns; label columns: <i>Activity, Inside, Outside, Alone, With Others</i>. Ask students to 	<p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Observe your school counselor’s actions/words with wonder and curiosity. What IS he or she doing and why?</p> <ol style="list-style-type: none"> Volunteer reasons for your school counselor not being able to think or do anything, e.g., not enough sleep, too much to do... <p>Volunteer definitions/interpretations that include the idea of working too much, taking a break, working too hard makes your brain go to sleep; too much leisure time is not good either.</p> <p>If you do not volunteer, listen to others’ responses and compare their ideas to your ideas.</p> Volunteer definitions of “leisure” and “leisure activities”. Share the “air-space”, e.g., waiting until several other students have had a chance to talk before making a second or third comment. Follow the rules of brainstorming—many, many ideas, no positive or negative evaluation of others’

Professional School Counselor Procedures:	Student Involvement:
<p>brainstorm (name) as many leisure activities as they can; write responses in first column.</p> <p>4. Ask for a volunteer recorder to help you at board. Students decide if an activity is something that can be done inside, outside, alone, or with others. Volunteer helper places checkmarks in appropriate columns as responses are given (may be possible to have a check in each column across the row for a specific activity).</p> <p>5. Distribute the <i>My Leisure Time List</i> Student Thinking Paper and explain the directions—emphasize that they may use pictures/symbols/words to identify activities. Allow approximately 10 minutes for students to complete the Student Thinking Paper. Observe students’ work-styles as they complete activity.</p> <p>6. <i>Observe interactions in pairs—you may need to teach students how to talk with each other about what they learned.</i> In pairs, have students share with partner what they learned about their leisure life—how many activities were checked in each column? Invite 2-3 students to tell the class what they discovered about themselves and their leisure lives with the class.</p> <p>7. Distribute the <i>Leisure Time: Possibilities</i> Student Thinking Paper; Explain the directions, complete the first 3 items as a group, answer questions, and, if developmentally appropriate, students complete the remainder individually—or—complete the entire survey together, encouraging questions/comments as you work through the survey.</p> <p>8. Discuss the results. Emphasize the need for a balance between active and passive activities. Point out that many of the activities do NOT require \$\$.</p>	<p>contributions, any idea is worthy of being posted (within limits of “good-taste”).</p> <p>4. With respect and turn-taking, tell volunteer recorder which column(s) to check for each activity.</p> <p>5. Look over <i>My Leisure Time List</i> thinking paper; listen carefully as your school counselor explains the directions; ask clarification questions as needed and complete list with integrity (thoughtfully and honestly).</p> <p>6. In pairs, tell partners what you learned/discovered about leisure AND yourself, e.g., “Most of my activities are inside activities.” Volunteer to publicly share your discoveries about self.</p> <p>7. Follow PSC’s instructions. Thoughtfully complete the <i>Leisure Time: Possibilities</i> Student Thinking Paper; decide which box best answers the question.</p> <p>8. Review responses—comment on specific items during discussion, e.g. “I didn’t know if I should put \$ symbol by “play sports”...It doesn’t cost anything if I play sports in my backyard—but—someone had to buy my ball glove and my bat.</p>
<p>ASSESSMENT: Content: Instruct students to turn to a “shoulder-partner” (person sitting next to him or her) and tell about their top 3 activities; compare similarities and differences between their lists</p> <p>Combine pairs of students into quartettes (4 students in each group). Review the benefits/importance to each individual of leisure activity. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): One reason to make time for leisure activities.</p>	<p>ASSESSMENT: Content::Follow school counselor’s instructions with intentionality: the intention to learn about each other’s preferences.</p> <p>Join another pair to form a quartette; discuss good reasons (benefits) to take time for leisure activities. Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts).</p>
<p>ASSESSMENT: Personalization of Content: Students complete the unfinished Reflection/Projection sentences at the bottom of the <i>Leisure Time</i>:</p>	<p>ASSESSMENT: Personalization of Content: Locate the Reflection/Projection sentences at the bottom of your <i>Leisure Time: Possibilities</i> thinking paper. Look</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Possibilities</i> thinking paper. (FYI: The sentences: <i>One important thing I learned about leisure time</i> _____. <i>Three completely new leisure activities I'd like to try:</i> 1. ____; 2. ____ and 3. _____. <i>Two activities I would not enjoy</i> 1. ____; 2. _____. <i>I prefer activities I</i> ____ <i>because</i> _____. <i>One way leisure time can help me</i> : ____.)</p> <p>Model an appropriate response or two for the last statement—using real-life benefits to you as examples.</p> <p>When students have completed statements, invite volunteers to publicly read one of their sentences.</p> <p>Use the whip-around process to assess individual's application of content to his or her life:</p> <ul style="list-style-type: none"> • Begin with a specific person and continue to the right (or left), • Each student contributes one benefit of leisure activity to him or her. <p>Remind students of Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”).</p> <p>CLOSURE: End lesson by returning to the “Hook” and asking why a leisure break would have helped you work smarter. Include planning for balance—all work and no play makes your school counselor bedraggled and weary today! Ask:</p> <ul style="list-style-type: none"> • What does “All work and no play makes Jack and Jill dull children” mean? • Is there such a thing as working too hard and too long? • What if everyone in your families played all day every day? 	<p>over the statements and ask clarifying questions. Follow your school counselor's instructions and complete the statements.</p> <p>Participate in whip-around. Remember: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Remember, too, the Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”).</p> <p>CLOSURE: Volunteer to identify one way a break would benefit your school counselor (or anyone who has a big task to accomplish).</p> <p>If you have not volunteered today, courageously volunteer a response to the questions.</p>

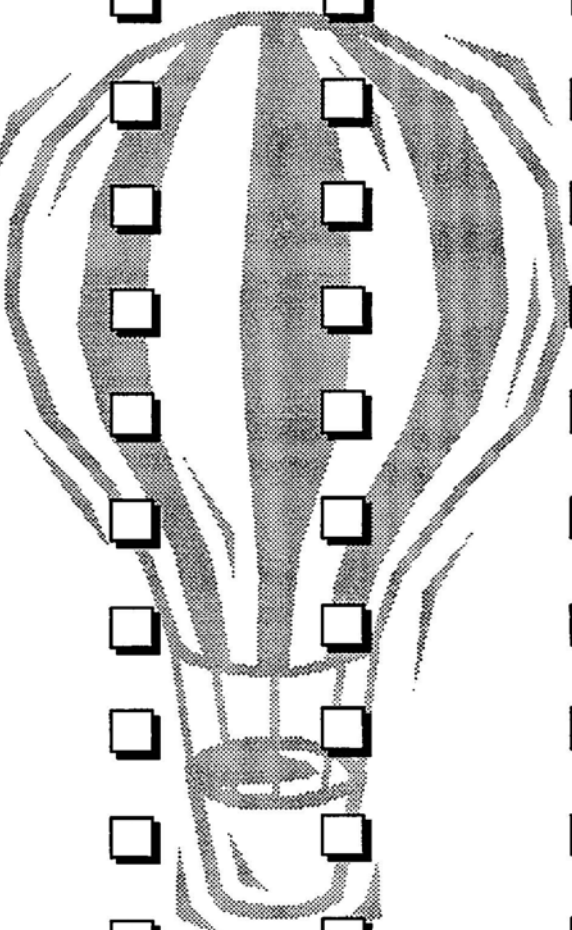
Follow-Up Activities (Suggestions for PSC and/or classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide the classroom teacher with a brief overview of lesson and copies of <i>My Leisure Time List</i> and <i>Leisure Time: Possibilities</i> Student Thinking Papers.</p> <p>Summarize systematic observations: Review systematic observations of students' participation in each activity, their persistent misconceptions, their interactions as they work with partners and their confidence level when talking publicly about their ideas. Be aware of students who have difficulty with any aspect of the activity—especially those who have a difficult time listing leisure activities and those whose leisure activities are primarily passive.</p> <p>Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of awareness...is it evidenced in the classroom as self-control of anger directed at self or others, self-control in treatment of other students, e.g., bullying or mean-spiritedness.</p> <p>Collaborate with Classroom Teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about leisure time and/or balancing life roles; Responsive Services involvement (e.g., individual/group counseling or parental involvement).</p>

MY LEISURE TIME LIST

Directions: List activities you like to do in your free time. Check the box that indicates whether each activity is done indoors, outdoors, by yourself, or with others...

<u>Activity</u>	<u>Indoor</u>	<u>Outdoor</u>	<u>By Myself</u>	<u>With Others</u>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



LEISURE TIME ACTIVITIES: POSSIBILITIES

Name: _____ Class: _____ Date: _____

Our choices of leisure activities are limited by the time we have and the money we can spend.

Directions: Put a check mark beside all of the things you would enjoy doing in your free time. Put a \$ symbol by each activity that costs money. Put an asterisk (*) next to your three favorite activities.



- _____ play sports
- _____ play with my favorite toy
- _____ dance
- _____ draw or paint
- _____ read
- _____ ride my bike
- _____ go to the movies
- _____ play with friends
- _____ do puzzles
- _____ in-line skate or ice-skate
- _____ bake cookies
- _____ play on the playground
- _____ play with my pet
- _____ watch TV
- _____ play games on the computer
- _____ sing
- _____ swim
- _____ tell jokes
- _____ plant seeds
- _____ other _____

Reflection/Projection: Complete the sentences: (Use the back if more space is needed)

One important thing I learned about leisure time is _____

Three completely new leisure activities I'd like to try: 1. _____; 2. _____ and

3. _____. Two activities I would not enjoy 1. _____; 2. _____.

I prefer activities I _____ because _____.

One way leisure time can help me: _____.

I'LL DO MY SHARE

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.

Purpose: This 2-lesson activity helps students learn about their importance in their families. They learn that every family member has an important role and what is required to “keep a home going”. They identify the responsibilities/tasks required and what each family member, including children, must do on a day to day basis in order to achieve family goals. They gain a basic knowledge of the need for families to divide and share responsibilities—to balance their life roles.

Time: Two-30 minute lessons a week apart **Group Size:** whole class **Grade Level:** K-3

Lesson 1: Families/Responsibilities/Roles: *Students gather data about family responsibilities and who assumes those responsibilities. Students develop a fundamental understanding of work distribution at home.*

Materials: Drawing paper, crayons;

Lesson 2: Make a My Share Commitment: *Students explore their roles at home and ways in which they can help their own family have more time for fun activities. They commit to help in a specific way.*

Materials: Student Thinking Paper [My Commitment](#) to Do My Share to Help My Family Have More Free Time

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

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



Concept: PS.1.B. Balancing Life Roles

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	PS.1.B/C	Unit: The Many Faces of Me	 
3rd Grade	PS.1.B	Unit: Who Am I?	 

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
	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	CA6: Participating in...discussions....
X Mathematics	MA3: data analysis... (making a graph from data gathered)
X Social Studies	SS6: relationships of the individual and groups....
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

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

Lesson 1: To assess students' knowledge about home responsibilities, students demonstrate one responsibility/task someone must do to keep their homes "running." To assess students' ability to apply the idea that everyone contributes to maintaining a household, each student identifies an additional responsibility he or she will take at home during the coming week, draws a picture or writes about the additional responsibility and captions the writing and/or picture with a title, e.g., I help my family this week by ____.

Lesson 2: To assess understanding of reasons everyone must help "keep their homes running", each student identifies one reason during a SHOW-ME...SHOUT-OUT. To assess students' ability to demonstrate a long-term commitment to helping the family reach goals, each student commits to doing at least one "thing" to help the rest of the family have more time for fun (e.g., an added responsibility, doing assigned chores without being asked and without complaining/whining). Each student completes a contract binding him or her to action (Student Thinking Paper *My Commitment* [older students] or an illustrated contract [younger students]).

Lesson Preparation/Motivation

Essential Questions: What makes families "fun to live in"? Can children help a family have more time for fun together? Who is responsible for work-tasks at home?

Engagement (Hook): See individual lessons

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>PSC Note: Throughout these 2 lessons, observe systematically as students work. Be aware of and make note of students who choose not to participate in discussions, who appear unable to identify family responsibilities and/or the need for them to help in family (or classroom).</i></p> <p>LESSON 1: FAMILIES/RESPONSIBILITIES/ROLES Materials: Drawing paper, crayons;</p> <p><i>Hook:</i> Enter class with a calendar and a big "To-Do" list. Lament aloud about not having enough time to do...the laundry+++, go to school meetings, grocery shop, lesson plans, get snacks for soccer games AND do "fun things" with your family/friends. Ask who has an idea about finding more time to do some "fun things".</p> <p>1. Introduce this lesson and the next: Tell students that in the next two lessons they will learn what "I'll do my share!" means. Explain that in this lesson, they gather data about family responsibilities; in the second lesson, they learn how they can help their</p>	<p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>LESSON 1: FAMILIES/RESPONSIBILITIES/ROLES</p> <p><i>Hook:</i> observe your school counselor's actions and words. Have you ever thought that you do not have enough time for fun?</p> <p>Volunteer suggestions about finding time for fun.</p> <p>1. Listen and think about the words "family responsibilities." Anticipate what you will be learning.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>families have more time for fun.</p> <p>Lead into a conversation about the responsibilities/ jobs/tasks required to maintain a family/household. <i>(Review and use the terms: column, row and data throughout the activity.)</i></p> <p>2. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...What jobs/tasks/responsibilities have to be done to keep your family going every day? On the board, begin a four (4) column table in which you will compile data; label the first column “Responsibilities”, list the responsibilities students identify.</p> <p>If students do not mention: earning money, yard work, cleaning, cooking, shopping, doing laundry, and taking care of pets, ask questions such as:</p> <ul style="list-style-type: none"> • “How did your milk get in the refrigerator?” • “How did your family get the money for the movie last weekend?” • “And how about the money to buy the gas to get you to soccer practice?” <p>3. When the column of responsibilities is long enough for students to know there are many, many tasks a family must do, label the second column “Whose Responsibility?” Ask students to tell which family member(s) is/are responsible for each task; write names (e.g., mother) in the second column next to individual responsibilities. Emphasize that it is ok to have more than one name by each responsibility—several people may share the same responsibility in a family.</p> <p>4. When second column is complete, label the third column “I do this.” Ask students to identify the responsibilities they assume at home (insert additional rows if students assume a responsibility that is not listed). Place tic marks in column 3 for each student who assumes specific responsibilities.</p> <p>5. When third column is complete, label the fourth column “I could do this”. Ask students to review the list and identify responsibilities they COULD assume. Place tic marks next to responsibilities students could assume.</p> <p>6. As the list of students’ responsibilities grows, lead into a conversation about responsibilities they like to do and think they can do well. Are they now doing those chores/responsibilities?</p>	<p>2. Participate in SHOW-ME...SHOUT-OUT: contribute ideas to the list of household responsibilities. Use full sentences and talk with ALL in the class—i.e., look at other students AND speak loudly and clearly enough for all to hear.</p> <p>3. Identify family members who are responsible for each task.</p> <p>4. Identify the responsibilities you assume NOW in your home.</p> <p>5. Identify the responsibilities you COULD assume.</p> <p>6. Identify the responsibilities you like and can do well; contribute to the conversation about you current responsibilities AND in what ways taking additional responsibility would help your families.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Content: Review content of lesson (household responsibilities) by asking students to: SHOW-ME...WITH ACTIONS...ALL-AT-ONCE: Demonstrate one responsibility someone in your family does to keep your home “running.”</p> <p>ASSESSMENT: Personalization of Content: Review conversation about responsibilities children in families can do to help. How would taking responsibility for more chores at home help their families have more fun together?</p> <p>Help students to choose an additional responsibility or two that they will do help at home this week.</p> <p>Depending upon developmental level, instruct students to draw a picture or write about the additional responsibilities. Caption the writing and/or picture with a title, e.g., I help my family this week by _____. This serves as a commitment to do it.</p> <p>Invite 2-3 students to tell the rest of the class what they will do to help their families have more time for fun this week.</p> <p>CLOSURE: Ask students to consider the question: <i>Can children help a family have more time for fun together?</i></p> <p>Pause and invite two (2) or three (3) students to give their opinions. Encourage the class to think about how they would answer that question about their own families.</p> <p>Remind students about their commitments to assume additional responsibilities between now and the next lesson.</p> <p>Collect drawings/writings.</p> <p><i>Review drawings/writings before the next lesson. Are the tasks/responsibilities identified realistic for age and ability? Identify those who expressed, what appear to be, grandiose OR “minimal” new responsibilities. If necessary, emphasize realistic goals during the next lesson.</i></p> <p>LESSON TWO: MAKE A MY SHARE COMMITMENT Take drawings/writings completed during last lesson to class; distribute during Step 1. Materials: Student Thinking Paper My Commitment to Do My Share to Help My Family Have More</p>	<p>ASSESSMENT: Content: Participate in SHOW-ME...WITH ACTIONS...ALL-AT-ONCE: Demonstrate a chore or job someone in your family has to do.</p> <p>ASSESSMENT: Personalization of Content: Contribute to conversation about responsibilities children can assume.</p> <p>Select an additional responsibility YOU can/will do to help your family.</p> <p>Follow you school counselor’s instructions about drawing a picture of yourself doing the extra task you will assume (or write a paragraph about what you will do).</p> <p>2-3 volunteers tell about the additional task and how doing more tasks will help EVERYONE in family have more time for fun.</p> <p>CLOSURE: Consider your answer to the question: <i>Can children...?</i></p> <p>Volunteer to publicly share your answers. If you do not volunteer, think about others’ answers and how their answers would work in your family.</p> <p>Between now and the next lesson, assume additional responsibilities; keep track of what you do to help your family.</p> <p>Give drawings/writings to your school counselor.</p> <p>LESSON TWO: MAKE A MY SHARE COMMITMENT Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p>

Professional School Counselor Procedures:	Student Involvement:
<p style="text-align: center;"><i>Free Time</i></p> <p><i>Hook:</i> As you enter class say something like: I think it must be magic! After we talked about the importance of everyone working to help his or her family have more time for fun, my children offered to help me do the dishes every night. What a help! We had time to play games together, go to the park and ride bikes! How about you and your families? Did doing your share help your family have more time for fun? What did your family do together?</p> <ol style="list-style-type: none"> As you return students' drawings/writings, provide general (no names or identifying information) group feedback about drawings/writings; link feedback to mutual benefit of everyone helping to maintain a household. <p>As students review their work, invite several students to tell about what it was like for them to contribute by completing additional responsibilities since the last lesson</p> <p>Ask students about the reaction of their family members when they assumed more responsibilities.</p> <ol style="list-style-type: none"> Extend discussion by asking: <i>What makes families "fun to live in"?</i> Write responses on board. Remind students of the many responsibilities parents have. Explain the importance of balancing life roles--"All work and no play..."Continue by reminding students of the question you asked at the end of the last lesson: <i>Can children help a family have more time for fun together?</i> Ask for their responses then ask: <i>How can/will you help your family have more time for fun together?</i> List ideas. <p>ASSESSMENT: Content: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...WHY is it important for everyone to assume responsibility for "keeping the family running"? What are the benefits? (e.g., sharing the load, gives everyone more leisure time, parents are not so tired). Write responses on board.</p> <p>Review the Step 2 list of ways to help family have more time for fun. Tell students they are to commit to doing their share to help the rest of the family have more time for fun (e.g., an added responsibility, doing assigned chores without being asked and without complaining/whining).</p> <p>Older Students: Distribute Student Thinking Paper</p>	<p><i>Hook:</i> Listen to your school counselor talk about how his or her family helped and what they did with the time saved. Volunteer to tell about your own doing-my-share actions.</p> <ol style="list-style-type: none"> Listen with pride to your school counselor's comments about the drawings/writings. <p>Review your work; volunteer to tell classmates about your experiences doing the additional task.</p> <p>Recall your family's reactions when you voluntarily assumed an additional responsibility at home; volunteer tell about family reactions.</p> <ol style="list-style-type: none"> Contribute to the list of things that make families fun. Respond to your school counselor's questions and add to the conversation regarding children's role in helping to balance the work so families have more time for fun. Spontaneously add to the list of ideas for helping families have more time for fun. <p>ASSESSMENT: Content: Participate in the SHOW-ME...SHOUT-OUT: Contribute one reason/benefit of everyone in a family working together to complete tasks.</p> <p>Look over the list of possible doing-my-share responsibilities. Identify (from list or think of a responsibility not on list) at least one new doing-my-share responsibility you are willing to commit to doing in your family.</p> <p>Older Students: Look over the thinking paper, <i>My</i></p>

Professional School Counselor Procedures:	Student Involvement:
<p><u><i>My Commitment...</i></u>); as a group and with your guidance each student completes a personal contract.</p> <p>Younger Students: Distribute drawing paper; instruct students to fold it into four (4) sections and follow your directions (draw a rectangle divided into four (4) sections on the board). Explain the word “contract” and tell students they will be “writing” a contract. Guide students through each section:</p> <ul style="list-style-type: none"> • Section 1: Draw a picture of one doing-my-share responsibility. • Section 2: Draw a picture (or use words) to tell when they will do their doing-my-share task. • Section 3: Draw a picture of what family will do to celebrate more time to have fun. • Section 4: Sign and date contract. Explain what it means to sign a contract. <p>All Students: Invite several volunteers to read one of their sentences or tell about one picture they drew.</p> <p>CLOSURE: Review family responsibilities and the importance of working as a team to get work completed so there is more time for fun together. Tell students to take their contracts home, talk with their parents or guardians about their plans and post the contracts where they will see them every day.</p>	<p><i>Commitment...</i>; follow-along as your school counselor explains each part...</p> <p>Younger Students: Follow your school counselor’s instructions.</p> <p>All Students: Volunteer to read one sentence</p> <p>CLOSURE: Students contribute to the review and agree to take their contracts home and discuss with the adults at home.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide the classroom teacher with an overview of this lesson and a copy of <i>My Commitment...</i> thinking paper (older students) or a sample of the younger students’ illustrated contract. (The teacher may want to use the data collected regarding responsibilities students’ home responsibilities as a mathematics graphing lesson.)</p> <p>Summarize Systematic Observations: Were there persistent misconceptions about the role of children in their families? Identify students who chose not to participate in discussions, who appeared unable to identify family responsibilities and/or were unable to understand the need for children to help in family (or classroom). Identify those who expressed, what appeared to be, grandiose OR “minimal” new responsibilities.</p> <p>Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of awareness (for example, is it evidenced in the classroom by “not doing-my-share” actions such as making a mess and expecting someone else to clean it up or leaving scraps of construction paper on floor because “I didn’t put them there” or not following classroom rules and taking everyone’s time while they wait for behavior to be corrected).</p> <p>Collaborate with Classroom Teacher: Plan appropriate interventions with classroom teacher. Interventions might include (and are not limited to) additional classroom guidance activities about doing-my-share, Responsive Services involvement (e.g., individual/group counseling or parental involvement).</p> <p>Encourage the classroom teacher to emphasize the concepts of family responsibility and helping each other balance life roles (i.e., have more time for leisure/fun activities). Apply the concept of balancing life roles to the class members as family and the classroom as home. Encourage students to do a little extra to help others, assuming responsibility for helping another person reach his or her goals and sharing the workload (e.g., picking up paper towels in the rest room even if someone else dropped them on the floor).</p>
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**MY COMMITMENT TO DO MY SHARE TO HELP MY FAMILY HAVE MORE
TIME FOR FUN TOGETHER**

I, _____, on this day _____ commit to
doing the following so that my family can have more time for fun together:

I will do this (days/times) _____

My family will know that I have kept my pledge when they see _____

If I do not keep my pledge here's what happens _____

My family will celebrate my contributions by _____

On _____ of every week, we will review this commitment to check my progress
and determine what, if any, changes need to be made.

Signed by _____ & _____ and _____
(parents/guardians) (me)

Date _____

CIRCLE OF COOPERATION

Purpose: This lesson emphasizes the importance of cooperation, especially in classroom groups. The importance of respect, cooperation and involvement of ALL students in learning groups is stressed. Students engage in self observation as well the observation of others as they work in groups.

*PSC NOTE: If you haven't already, you are urged to develop a conceptual understanding of the difference among the terms "group work/group counseling", "working in groups" and "cooperative learning in classroom groups". Being able to work cooperatively in classroom task groups is not a natural process; in fact, naturally learned group processes **may hinder** students' ability/willingness to **work cooperatively** in groups. For example, territoriality and fight or flight mechanisms are natural and have to be unlearned and the skills/attitudes of cooperative learning taught as a replacement. "Working in groups" as it is often used, may be a way for some students to hide behind the more assertive/aggressive students' active engagement. Some students learn to "do" group work and actually do nothing to help the group. Teaching students **HOW** to work cooperatively in groups is vital to everyone's learning. This lesson provides a good-start.*

Time: 30-45 minutes (depending upon students' developmental level)

Group Size: whole class (could be modified to serve as a small group counseling session)

Grade Level: 1-3

Materials: Student Thinking Paper: [Learning and Application: Circles of Cooperation](#) (optional for older students)

A gallon-sized (or larger) storage bag and 4 or 5 sandwich bags, 4 or 5 different puzzles with large pieces (i.e., puzzles designed for pre-K/K youngsters)—enough for each learner to have one puzzle **piece** (some may receive more if there is not an equal number of puzzle pieces and students)—take puzzles apart; put puzzle pieces in the large bag. Poster board, markers

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

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

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

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

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

Link to Sample MCGP Units/Lessons (Note: The Unit listed does not include all possible related MCGP Units/Lessons—it is merely an example of how activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg CD 9 Unit: [Working Together](#)



This stand-alone lesson (Circles of Cooperation) can enhance any MCGP Units/Lessons requiring students to work in small groups. Searching the pdf file (mcce.org) of all K-5 units/lessons will link you to lessons in which "cooperative learning" or "cooperative groups" are used. The "Circles of Cooperation" activity can be expanded to include several lessons that intentionally teach students **HOW** to work in cooperative learning groups (see **Follow-up** section).

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
	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	CA6: Participating in...discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Students collaborate to develop a list of at least 4 reasons teachers (and you, the PSC) want students to learn the skills of working cooperatively in groups and to complete the sentence: “We learned that when we learn in a circle of cooperation with others, we ____.” Spokesperson from each group will read his or her group’s list of reasons and “We learned...” sentence.

Observe: Students’ level of engagement in process (e.g., leader, bossy leader, follower, silent observer); completed sentences include a minimum of one (1) element of working cooperatively in groups (e.g., taking turns, listening, asking questions).

Lesson Preparation/Motivation

Essential Questions: Why do people work together in small groups? Do adults have to work in groups? It is not easy to work in groups—or is it? Cooperation is the key—what does that mean?

Engagement (Hook): See Procedures

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><i>During “Hook”, systematically observe processes students use. Passive? Aggressive? Cooperative? Who emerged as leaders? As followers? As active observers? As clowns? As “sulking” observers. Be aware of students who have learned to “hide” in the classroom—those who appear to be engaged in task, but are not—e.g., a visor pulled over the eyes allows student to look like he or she is working in the group, student may pick up a puzzle piece...and do nothing with it.</i></p> <p><i>Hook:</i> Distribute puzzle pieces (see Materials) to students—each student will receive at least one puzzle piece (depending upon total number of puzzle pieces—some may have more than one piece). Tell students they have four (4) minutes to put puzzles together—without talking—they may move around the classroom and look at each others’ pieces.</p>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Look for students who have pieces that fit with your puzzle piece. When your school counselor says “Freeze” freeze.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>At the end of four (4) minutes, say “FREEZE”.</p> <p><i>Continue to systematically observe students as they participate (don’t participate) in each task. Make note of students who persistently/consistently interfere with successful completion of group tasks—passively OR aggressively.</i></p> <ol style="list-style-type: none"> 1. While students are “frozen” (Hook), tell them to think about what happened. Put the small sandwich bags in areas where students have been working (anticipating that several puzzles will have been started). <p>Tell students to “thaw”, put the puzzle pieces that fit together in one of the small sandwich bags and return to their desks.</p> <ol style="list-style-type: none"> 2. Invite students to talk about what they observed and what they did: <ul style="list-style-type: none"> • Was it frustrating? What made it so? What would have made it easier/better/more successful? • Using their comments and your observations, segue into groups being circles of cooperation—cooperating with each other in a circle. Emphasize that each person has a responsibility to help all members of the group learn as well as complete tasks (cooperate for the good of all). <p><i>Listen systematically for misconceptions about working in groups.</i></p> <ol style="list-style-type: none"> 3. Divide the class into learning circles of four—2 girls & 2 boys in each group. 4. Review the lessons learned from the puzzle <i>Hook</i>. Stress the importance of cooperation and sharing during the following activity. 5. Explain that they will be drawing a picture on poster board and they must cooperate, share the markers and share space on the poster board. <p>Distribute a piece of poster board and markers to each learning circle. Explain that they will draw a picture representing him or her on the poster board.</p> <ol style="list-style-type: none"> 6. Instruct students to identify “their” space and draw pictures of themselves or things such as their favorite sport or favorite animal. Emphasize that they may use only the materials you gave them. Invite clarifying 	<ol style="list-style-type: none"> 1. While you are “frozen”, think about what happened when the class tried to put puzzles together. <p>When you “thaw”, put puzzle pieces that fit together in the sandwich bags your school counselor put on your table. Give puzzle bags to him or her, follow directions about what to do with un-matched puzzle pieces and return to desk.</p> <ol style="list-style-type: none"> 2. Contribute to discussion with descriptions of what you did and what others did. <ol style="list-style-type: none"> 3. Quietly/orderly get into assigned circles of cooperation. 4. Volunteer to contribute to review by telling the class something learned/remembered from the puzzle activity. 5. Listen as your school counselor explains your group’s task; in your circle of cooperation and using only the materials supplied. 6. Follow your school counselor’s instructions; complete your task with integrity.

Professional School Counselor Procedures:	Student Involvement:
<p>questions.</p> <p>Allow 7 minutes for students to complete their drawings. Give a 1-minute warning.</p> <p><i>As you walk around to offer encouragement for their cooperation in learning circles, systematically observe students' behavior in the groups.</i></p> <p>7. Tell groups to take their posters to the gathering place and sit together (if room arrangement allows). Ask groups to show their posters, make appropriate comments and place posters in designated place so all can still see it.</p> <p>8. When everyone is back in the gathering place, invite students to respond to the following questions:</p> <ul style="list-style-type: none"> • How did it go? What did you do to help the group learn and accomplish the task? • Is it easy or hard to work with other students in a group? • Do adults work together in groups? When? What rules should they follow? • Why do we want you to learn to work cooperatively in groups? <p>ASSESSMENT: Content: Students' developmental and maturity levels will determine the procedures for the assessment of content. Your knowledge of your students will determine the type of assessment.</p> <p>Older Students will benefit from completing the <i>Student Thinking Paper</i> Learning and Application: Circles of Cooperation ; it provides a more comprehensive assessment of content and personalization of content.</p> <p>If students are completing the thinking paper, explain that they are to work in the same learning circles, and, together, complete the tasks. Invite clarifying questions.</p> <p>Younger Students: Following is an alternative assessment suggestion for younger students. Write the following group tasks on the board; students work in their groups as you guide them to complete the tasks:</p> <ul style="list-style-type: none"> • Make a group list of at least 4 reasons your teachers and school counselor want you to learn to work in groups. • We learned that when we work with others in a circle of cooperation, we ____." <p>At the end of approximately five (5) minutes, ask a</p>	<p>7. Take group poster to gathering place; show your poster and make comments as school counselor guides your discussion; place poster in designated place.</p> <p>8. Volunteers respond to questions with appropriate answers. When appropriate, add to something someone else said. If you are "frequent commenter" exhibit patience by waiting/ encouraging others to contribute to the discussion. Encourage those who do not usually contribute to discussions at least one thought about the circles of cooperation.</p> <p>ASSESSMENT: Content: In original circles of cooperation, collaboratively complete either the thinking paper <i>Learning and Application: Circles of Cooperation</i> or the tasks your school counselor writes on the board.</p> <p>Each circle of cooperation identifies two (2)</p>

Professional School Counselor Procedures:	Student Involvement:
<p>spokesperson from each group to read his or her circle's 4 reasons to learn to work cooperatively and another spokesperson to read the "We learned..." statement from each group.</p> <p>For older students: If using the thinking paper <i>Learning and Application...</i>, allow 7-8 minutes for completion of both sections and process in a similar manner as above.</p> <p>Before collecting their thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK?</p> <p>If not "OK," write "PLEASE DO NOT SHARE" at top of papers. Collect papers.</p> <p>ASSESSMENT: Personalization of Content: Invite several volunteers to identify one idea they will remember to do the next time they work in a cooperation circle.</p> <p>CLOSURE: Connect students' responses to both parts of the assessment. Stress the essence of working together: RESPECT, i.e., everyone having a say, listening to each other, sharing with and helping everyone, working cooperatively toward the common goal.</p> <p>Ask for volunteers to put puzzles back together and put the pieces for each puzzle in the sandwich bags.</p> <p><i>After this lesson, review thinking papers for (age appropriate) level of knowledge about the benefits of working together in circles of cooperation and their awareness of personal application of content to their work with others in circles of cooperation. Review writing for age-appropriate command of conventions of standard written English and the ability to articulate thoughts and feelings in 1st person.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p>	<p>spokespersons--one to read your circle's 4 reasons and another to read your circle's "We Learned____" statement.</p> <p>Older students: If you completed the thinking paper, follow your school counselor's instructions for processing it.</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper. Give school counselor your paper.</p> <p>ASSESSMENT: Personalization of Content: Volunteer to tell classmates one idea you will remember about learning in circles of cooperation.</p> <p>CLOSURE: Listen with intentionality—the intent to connect what he or she is saying to your working in groups—cooperatively and RESPECTFULLY.</p> <p>As many students as are needed, volunteer to put puzzles back together and put the pieces in sandwich bags.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with an overview of the lesson and a copy of the thinking paper, *Learning and Application...* (if you use it) or a sample of the group assessment tasks younger students completed.

Summarize systematic observations of individuals and of the group as a whole—e.g., did one person hi-jack the learning of everyone else by doing the tasks while others were talking with each other or doing nothing? Was there moaning and groaning (overt or covert) each time students were asked to get into pairs or groups? In addition, make note of students who had difficulty with other aspects of lesson. Consider persistent misconceptions about working in groups as well as individual students who consistently had difficulty participating in specific aspects of lessons, for example, students who were unable to identify benefits of cooperation in groups, were hesitant to express ideas during whole class conversations and/or with partners, appeared to lack confidence in their own thoughts, consistently attempted to take over group collaboration, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

Consult with classroom teacher about your systematic observations of students as a group and individually. Does he or observe these or similar behaviors in the classroom?

Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance lessons specific to “learning to work cooperatively in groups”. There are a number of cooperative learning resources available via the internet--*Google®: Cooperative Learning in Elementary Schools*).

Additionally, implement Responsive Services for individuals or a group of students who seem to need more intense and intentional involvement in the “will and skill” (desire and ability) of cooperation (e.g., individual/group counseling or parental involvement).

LEARNING AND APPLICATION: CIRCLES OF COOPERATION*Learning and Application: Circles of Cooperation*

Name: _____ Class: _____ Date: _____

Directions: Follow your school counselor's instructions for complete each section.**Section I:** Work cooperatively with all members of your learning circle to complete the tasks**Section II:** Work independently to complete the Reflection/Projection/Application sentences.**I. Learning** (work as a group—everyone writes the agreed-upon responses):

- List at least 4 reasons your teachers and school counselor want you to learn to work in groups. Write the name of the group member who contributed each reason.

	REASON	CONTRIBUTOR
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

Does everyone in your group agree with the reasons listed? ☐ YES ☐ NO

- We learned that when we work with others in a circle of cooperation, we

II. REFLECTION/PROJECTION/APPLICATION (complete independently):

- Rate your learning circle's cooperative work on the lesson's tasks.

- 1 _____ 5 _____ 10

*Awful/No Cooperative Work**Wonderful/We Fully Cooperated*

- How did you help the group learn and accomplish its task? _____

- Is it easy or hard to work for you to work with other students in a group? ☐ Easy ☐ Hard

Explain your response: _____

- One personal cooperative group skill I need to improve is: _____

- To improve this skill, I _____.

**WE ARE LIKE ALL OTHERS, WE ARE LIKE SOME OTHERS
AND WE ARE DIFFERENT FROM ALL OTHERS**

Purpose: To help students understand that they are like all other people, like some other people and like no other person. It gives them an opportunity to talk about their differences in a neutral way—differences are neither good nor bad. This lesson adds to the formation of a foundation for respecting differences.

Time: 45 minutes **Group Size:** small group or class **Grade Level:** 3

Materials: If possible, obtain a recording of Rogers & Hammerstein's *My Favorite Things* from the musical *The Sound of Music* to play at the beginning of the lesson; [A Few of My Favorite Things](#) and [A Few of Our Favorite Things](#) Student Thinking Papers

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept::

Strand: Personal And Social Development (PS)

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

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





American School Counselor Association (ASCA) Standard:

Personal Social Domain

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

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

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	PS.2 UNIT:	Friendship Is The Perfect Blendship		
1 st Grade	PS 2 UNIT:	Elementary Interactions		

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
	Goal 3: recognize and solve problems
	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	CA6: participating in...discussions of issues and ideas.
	Mathematics	
X	Social Studies	SS7: the use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Students' completed Venn diagrams (see ASSESSMENT in Procedures), will indicate 1. Ability to create a Venn diagram, 2. Ability to identify favorite things they have in common with one other person and favorite things that are different between them. Students' completed sentences (Venn diagram Student Thinking Paper) will indicate awareness that people are alike and different.

Lesson Preparation/Motivation

Essential Questions: Are you the same as everyone else? Are you the same as some of the other people? Are you different from everyone else

Engagement (Hook): See Procedures

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>During this lesson, systematically observe students as they complete thinking papers and work with partners. Make note of students who have difficulty completing the thinking papers. Consider whether difficulty is a "will" (e.g., attitude) and/or "skill" (e.g., lack of oral/written communication skill) the challenge OR if the inability to identify favorites is indicative of difficulty making decisions in other situations.</i></p> <p>Hook: If possible, start by playing the recording of <i>My Favorite Things</i> (see materials)</p> <p>SHOW-ME...SHOUT-OUT (all-at-once; inside shouts) Ask students to look at the other people in the room. Ask: Do you see anyone who is the same as you? Do you see anyone who is different from you? Do you see anyone who is EXACTLY like you?</p> <p>When students have responded to the questions in the <i>Hook</i>, introduce the lesson by telling them they will seek more specific answer to those questions as they complete the Student Thinking Papers.</p> <ol style="list-style-type: none"> 1. Distribute the A Few of My Favorite Things Student Thinking Paper to each student. Explain directions; make sure everyone understands task. Students complete the thinking paper on their own. 2. When they have completed <i>A Few of My Favorite Things</i>, students form pairs. Tell the pairs to compare <i>A Few of My Favorite Things</i> Student Thinking Paper to discover what they do or do not have in common with each other—their similarities and differences. 3. Distribute A Few of Our Favorite Things Student Thinking Paper to each pair. Draw a 2-circle Venn diagram on the board. Explain directions and with a volunteer student, demonstrate how to fill in the Venn diagram. Point out the sentences to be completed at the bottom of the Student Thinking Paper. 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Participate in SHOW-ME...SHOUT-OUT Respond in unison to questions you school counselor asks.</p> <p>Listen--discover what you are about to learn!</p> <ol style="list-style-type: none"> 1. Look over the thinking paper; Ask clarifying questions after directions are given. Work independently and ask for help as needed. 2. Working in pairs, look at each other's list of favorite things, ask each other questions and mark the favorites that are the same for both of you—your similarities. 3. Volunteer to talk about things you and your school counselor like to do; compare similarities and differences and demonstrate (with him or her) how to complete Venn diagram. With partner, complete Venn diagrams. Individually complete the sentences at the bottom of the Student Thinking Paper and talk with partner about responses.

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Content: To demonstrate ability to identify their favorite things, to identify similarities and differences between partner's favorite things and theirs and to complete a Venn diagram to illustrate different and in-common "favorites" students will successfully complete student thinking papers (Steps 3 & 4).</p> <p>ASSESSMENT: Personalization of Content: Students' completed sentences (Venn diagram thinking paper) will indicate awareness that people are alike and different.</p> <p>Invite several students to tell the class one thing they discovered about themselves and their partner. Invite additional students to tell what they learned about similarities and differences between and among people.</p> <p>Before collecting their thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK?</p> <p>If not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p><i>Collect Venn Diagrams to review after class.</i></p> <p>CLOSURE: Encourage students to discover the similarities and differences among the people with whom they come in contact every day (e.g., other students in their class, family members or people in their neighborhood). Ask: Are differences + or - ?</p> <p>Students will take their <i>A Few of My Favorite Things</i> thinking papers home. Encourage them to talk with an at-home-adult about their favorite things and compare favorites of family members with their own favorites.</p> <p>Encourage:</p> <ul style="list-style-type: none"> • Using a Venn diagram to compare similarities and differences of family members' favorite things with their own. • Practicing the skill of comparing/contrasting by using Venn diagrams to represent similarities and differences in other categories (e.g., chores they love/hate). 	<p>ASSESSMENT: Content: Complete student thinking papers (Steps 3 & 4) with integrity (honestly + thoughtfully).</p> <p>ASSESSMENT: Personalization of Content: Volunteers tell the class about discoveries you and your partner made about each other or what your partner taught you and/or what you learned about self and others.</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of papers.</p> <p>Hand in completed Venn diagram for PSC to review.</p> <p>CLOSURE: As your school counselor talks, think about his or her words and what they mean in your life; volunteer to answer the question: Are differences + or -? If you do not volunteer think about your answer and the answers volunteers give...do you agree or disagree? Why or why not?</p> <p>As your school counselor talks about sharing <i>A Few of My Favorite Things</i> with your at-home-adults, think about his or her suggestions and the best time to talk with your adults. Think of ways that you can use Venn diagrams to illustrate/represent similarities and difference.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>SHOW-ME...HANDS-UP: Are you the same as everyone else? Are you the same as some of the other people? Are you different from everyone else</p> <p>Tell students to put their <i>A Few of My Favorite Things</i> thinking paper in their “take-home” folders.</p> <p><i>After lesson, review reflections (responses to sentence stems) for students’ 1. Ability to create a Venn diagram, 2. Ability to identify favorite things they have in common with one other person and favorite things that are different between them. Students’ completed sentences (Venn diagram Student Thinking Paper) indicate awareness that people are alike and different.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students after your review.</i></p>	<p>Participate in SHOW-ME...HANDS-UP: Hold your hand up if your answer is “YES” to each question your school counselor poses.</p> <p>Put <i>A Few of My Favorite Things</i> thinking paper in “take home” folder and commit to talking with at-home adults about a few of their (adults) favorite things and make comparisons.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide classroom teacher with an overview of lesson and a copy of <i>A Few of My Favorite Things</i> and <i>Our Favorite Things</i> Student Thinking Papers; encourage him or her to support the idea that differences are “ok”.</p> <p>Review systematic observations of students as they worked—as individuals and with a partner. Identify students who had difficulty completing the thinking papers and/or had difficulty with other aspects of lesson.</p> <p>Consult with classroom teacher: Working together, determine if students’ difficulties are “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) challenges OR if the inability to identify favorites is indicative of another personal issue, such as, difficulty making decisions in other situations. In addition, talk with him or her about students who were hesitant to express ideas during whole class conversations and/or with partners, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions and/or partner collaboration, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.</p> <p>Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about respecting differences and developing students’ confidence to identify their own preferences without fear of being different. Some students may benefit from Responsive Services involvement (e.g., individual/group counseling or parental involvement).</p>
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Name: _____ Class: _____ Date: _____

A FEW OF MY FAVORITE THINGS

Directions: Complete the sentences:

1. My favorite school subject is _____.
2. My favorite activity at recess is _____.
3. My favorite TV program is _____.
4. My favorite movie is _____.
5. My favorite sport or leisure activity is _____.
6. My favorite kind of music is _____.
7. My favorite song is _____.
8. My favorite color is _____.
9. My favorite food is _____.
10. My favorite book is _____.
11. My favorite place to visit is _____.
12. My favorite outdoor activity is _____.

If I had an hour to do anything at all, I would _____

Name: _____ Class: _____ Date: _____

A FEW OF OUR FAVORITE THINGS

Directions:

- _____ 1. Compare your *A Few of My Favorite Things* Student Thinking Paper with your partner's to discover how your favorites are the same and how they are different. Mark in-common favorites
- _____ 2. In the box below, draw a 2-circle Venn diagram that fills the entire box.
- _____ 3. Label one circle "My Favorites". Label the second circle "(Partner)'s Favorites". Label the overlapping area "Our Favorites".
- _____ 4. Write your in-common favorites in the overlapping area. In the "My Favorites" circle, write your favorites that are different from your partner's (the uniqueness of YOU). In the other circle, write your partner's favorites that are different from yours (the uniqueness of your partner).
- _____ 5. Complete the sentence below the box.



Am I the same as all other people? Am I the same as some other people? Am I different from everyone else? _____ For example _____

From this activity I learned I _____

LOSING AND FINDING SELF-CONTROL

Purpose: Learning self-control is an important developmental task. In this lesson, students learn the meaning of self-control and consequences, identify situations in which they might lose their self-control, and are introduced to the concepts of “personal responsibility”, “choice” and saying “NO” to themselves when they feel like they are losing their self-control or are tempted to do/say something unkind or hurtful to another person. This lesson provides a lead-in to learning skills to maintain self-control and/or anger management lessons.

Time: 45-50 minutes

Group Size: whole class

Grade Level: K-3

Materials: None

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

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

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









American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

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

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

1 st Grade	PS.2 Unit:	Elementary Interactions	 
2 nd Grade	PS.2 Unit:	Individual and Group Differences	 
2 nd Grade	PS.3.C Unit:	How Does One Cope with Life-Changing Events?	 
3 rd Grade	PS.3 Unit:	Respecting Individual and Group Differences	 

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

	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	CA 6: Participating in...discussions of ideas/issues
Mathematics	
Social Studies	
Science	
X Health/Physical Education	HPE 2: Principles/Practices of...mental health.
Fine Arts	

Enduring Life Skill(s)

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

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

Student responses to the scenarios in **ASSESSMENT** step of Procedure will include words such as “choosing” “deciding” “saying ‘No’ to self when tempted”:

Lesson Preparation/Motivation

Essential Questions: What happens when someone loses control of his or her actions? How do people learn self-control? How can you find control of yourself when you lose it?

Engagement (Hook): See Procedures

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Systematically observe students as they engage in the processes of this activity, make special note of individuals who appear not to grasp the concepts related to personal responsibility and choice and/or appear to lack respect for self and other students.</i></p> <p><i>Hook:</i> Pre-arrange with one of the aspiring actors/actresses in the class to be your partner. When you enter the room, he or she flies into a (safe) rage (e.g., throwing a book on the floor—loudly or saying something angrily). Speak calmly to the student—“I think you’ve lost something!” Student stops and says “What?” To which you reply “Oh! Thank goodness!! You found it!” Ask other class members to guess what the actor/actress lost...and found. If no one says “self-control”, ask actor/actress to explain that he or she lost self-control and found it when you said “I think you’ve lost something!”</p> <ol style="list-style-type: none"> Following the <i>Hook</i>, write the term self-control on the board. Ask students to: <ul style="list-style-type: none"> Define the term “self-control”—write their response on board. Describe what “losing self-control” looks and sounds like. Explain how one might find self-control after losing it. Mention “prevention” as the best way to keep their self-control—but don’t elaborate at this point. Relate students’ responses to the <i>Hook</i> scenario. SHOW-ME...SHOUT OUT (all-at-once, inside shouts): Who was responsible for <u>(student’s name)</u> losing self-control? Explain that we are each responsible for everything that we do or say. Ask students for examples of times they observed someone else lose their self-control. What happened? 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard spoken English.</p> <p><i>Hook:</i> During the <i>Hook</i> guess what your school counselor’s partner “lost”.</p> <ol style="list-style-type: none"> Volunteer to define “self-control”; describe what losing self-control looks and sounds like and how it might be found (different students respond to each of the questions). Participate in SHOW-ME...SHOUT-OUT (all-at-once; inside shouts). Volunteer to describe a time you observed someone lose self-control and what happened as a result. If you don’t volunteer, listen to and think about other’s contributions to discussion; compare your observations with theirs

Professional School Counselor Procedures:	Student Involvement:
<p>4. Write “Consequences” on board. Ask students to define the word “consequences”. Ask: Are consequences “positive” or “negative” (good or bad)? Explain:</p> <ul style="list-style-type: none"> • Consequences result from our actions; • Depending on our actions consequences can be positive OR negative; long-term or short-lived. • When we lose our self-control, the consequences are usually negative. <p>5. Explain that when we feel angry, we have choices: we can say “yes” to losing self-control OR we can use self-control, by saying “NO” to ourselves when we feel like getting really, really angry or, even, when we feel like doing something that doesn’t seem so serious like, saying or doing unkind things to others or pushing or touching the person in front of you when lining up. Emphasize:</p> <ul style="list-style-type: none"> • Everything has a consequence. What might the consequence be if you said “yes” to losing self control in each of the following situations:: <ul style="list-style-type: none"> ○ Shoving in line ○ Calling someone a name behind his or her back ○ Stomping your feet and screaming when you don’t get your way ○ Hitting someone who grabs something from you • Replay the situations. What might the consequences be if you said “NO” to losing self-control (saying “NO” to your temptation to react in an unhealthy way). • Everyone has the choice of saying “NO” to self when tempted to give up control of self. <p>ASSESSMENT: Content: Use the whip-around process: Do a <i>half-whip-around</i>. Begin with a specific person and continue half-way around the group to the right (or left), each student defines “self-control.” Begin with the next person; complete the whip-around—this group of students gives their definitions of “consequences.”</p> <p>Remember: Pass-With-Responsibility option (ok to pass—student must say [something like] “I choose to pass for now”).</p> <p>(If time does not allow a complete whip-around, invite volunteers to define “self-control” and “consequences”.)</p> <p>ASSESSMENT: Personalization of Content: Present</p>	<p>4. Volunteer to define consequences. Contribute topic-relevant ideas to the discussion as appropriate.</p> <p>5. Contribute to conversation: Volunteer to:</p> <ul style="list-style-type: none"> • Identify the consequences that can result from your actions if you say “yes” to losing your self-control in each situation; • Identify the consequences that can result from your actions if you say “NO” to losing your self-control and “YES” to finding your self-control. <p>ASSESSMENT: Content: Participate in whip-around.</p> <p>Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Remember: Pass-With-Responsibility option (ok to pass—you must say [something like] “I choose to pass for now”).</p> <p>ASSESSMENT: Personalization of Content: Respond</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>as many of the following situations as time allows. For each situation, ask students to predict: What is your first impulse (what you want to do immediately)... You've found your self-control! What do you do? Student responses will include words such as "choosing", "deciding", consequences, "saying 'No' to self when tempted".</p> <p>When students have made oral predictions, invite demonstrations of finding (instead of losing) self-control in the same situations.</p> <ul style="list-style-type: none"> • Sitting on the floor in a group while the teacher reads a story you've heard before. • Wanting to swing and there are no vacant swings • Waiting in line to get lunch and the person behind shoves you. • Making the last out in a baseball game • Seeing someone trip and fall • Walking by other students' desks on the way to the pencil sharpener • Wanting to tell the teacher something when someone else is talking • Wanting to go home to play when your at-home-adult ignores you and keeps shopping. <p>Stress the importance of maintaining self-control in all situations—even though it is HARD!</p> <p>CLOSURE: Review major points of lesson and encourage students to monitor their self-control at school and at home. When is it easiest to use self-control and when is it the most difficult?</p>	<p>to scenarios with honest predictions of what you WANT to do (first impulse) and what you do when you find your self-control.</p> <p>Volunteer to demonstrate finding your self-control in each scenario.</p> <p>CLOSURE: Volunteer to tell the class one new thing you learned about "self-control. Agree to monitor your use of self-control at school and at home.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide classroom teacher with an overview of this lesson.</p> <p>Summarize your systematic observations: Identify students who persistently and consistently appeared to lack awareness of personal responsibility for self-control and/or demonstrated a lack of respect for self and peers.</p> <p>Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well?</p> <p>Collaborate with the classroom teacher: Identify the extent of a lack of awareness...is it evidenced in the classroom as self-control of anger directed at self or others, self-control in treatment of other students, e.g., bullying or mean-spiritedness. Collaboratively develop an intervention plan.</p> <p>If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?</p>

I KNOW HOW TO SAY “NO!” I SAY “NO”! I KNOW THE CONSEQUENCES

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.

Purpose: The Lessons provide rehearsal in the art of saying “no”; offer encouragement for students to trust their own judgment and avoid negative peer pressure and an opportunity to explore the consequences of saying “NO”, especially the consequences students may perceive as negative. Students hypothesize how they will cope with consequences that may change their relationships with friends.

Through open discussion of the personal costs of consequences, students are empowered to use their innate sense of “right and wrong” to make safe, healthy and wise decisions. While harassment is directly addressed in other resources, underlying themes of this series of lessons are: reinforcement of the power to say “I do not want to do that” in situations where harassment may be the purpose of the peer pressure and reporting harassment when it is happening to self and/or others. *PSC: You are urged to use your professional judgment and knowledge of students to decide when to expand an activity to emphasize saying “NO” to harassment.*

Lesson 1: I Can Say “No”—Students learn to evaluate situations in which pressure is exerted by another person and rehearse a phrase for saying “NO”.

Materials: Several pictures (magazine/internet pictures, actual photographs) of 2 year-olds saying “NO” in words or actions, [*How to Say “No”*](#) Student Thinking Paper, writing paper and pencils

Lesson 2: I Say “NO!” To My Friends! This is an opportunity for students to review a situation in which they said “yes” and got into trouble. They examine their feelings as well as consequences and have an opportunity to re-play the situation and create a new decision and consequence.

Materials: drawing paper, crayons/markers, pencils

Lesson 3: I Said “No” To a Friend! Now What Do I Do? Saying “NO” has consequences. This Lesson provides the opportunity to discuss potential consequences of saying “NO” to friends. During Lesson 4, continue the discussion.

Materials: [*Potential Consequences of Saying “No”*](#) Student Thinking Paper (Part I), pencils, group of 4 or 5 older-student-leaders to participate in this and the following class Lessons; nametags for older students.

Lesson 4: The Consequences of the Consequences: How do I Cope? After saying “NO” the consequences may be difficult for students to handle. They many wish they had said “YES” instead of “NO”! Students explore ways to cope with the consequences—to make the consequence of the consequence a positive in their lives and to continue to make safe, healthy and wise decisions for positive consequences.

Materials: (group of older-student-leaders [see Lesson 3] return for this lesson) Part II of [*Potential Consequences of Saying “No”*](#) Student Thinking Paper (see Lesson 3), [*Pocket Guide for “How to Say ‘NO’”*](#) Student Resource pencils, certificate/other token of appreciation for older-student-leaders.

Advance Preparation for Lessons 3 & 4: arrange for 4 or 5 older-student-leaders to participate in Lessons 3 & 4. If possible, invite students who you know said “NO” in difficult situations and in doing so risked losing friends. Meet with selected students prior to Lesson 3 to explain their roles: facilitators/encouragers; caution them NOT to do the thinking for younger students; remind them to convey “You can do it!” to younger students.

Time: Four (4) 45-minute Lessons **Group Size:** whole class **Grade Level:** 3-5

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

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

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













American School Counselor Association (ASCA) Domain/Standard:

Personal/Social Domain (PS)

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

PS Standard C: Students will understand safety and survival skills.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

2 nd Grade	PS.2	Unit: <u>Individual And Group Differences</u>	 
3 rd Grade	PS.2	Unit: <u>Respecting Individual And Group Differences</u>	 
4 th Grade	PS.2	Unit: <u>What Does It Take To Get Along W/Others?</u>	 
5 th Grade	PS.2	Unit: <u>Respecting Differences In Others</u>	 
3 rd Grade	PS.3.A/B	Unit: <u>What Are Safe And Healthy Choices, And How Do I Keep Myself Safe?</u>	 
4 th Grade	PS.3.A/B	Unit: <u>Keeping Myself Safe By Making Safe And Healthy Choices</u>	 

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	CA6: Participating in...discussions of ideas & issues
Mathematics	
Social Studies	
Science	
X Health/Physical Education	HPE2: Principles/practices of...mental health
Fine Arts	

Enduring Life Skill(s)

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

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

<p>Lesson 1: Students complete (in writing) the sentence: “When I have to make a hard decision, I...” Responses include, at minimum, one of the following elements: an indication of personal responsibility; asking self the three (3) questions or repeating “I do not want to do that!”</p> <p>Lesson 2: Students will “re-do” situation in which a decision had negative consequences by drawing themselves making a safe, healthy and wise decision in the same situation and writing or drawing the consequence of the safe, healthy and wise decision.</p> <p>Lesson 3: To assess students’ ability to predict consequences, they identify potential consequences of several situations.</p> <p>Lesson 4: Each student identifies his or her idea of the worst consequence of saying “NO.” Students develop a course of action to courageously cope with the consequence.</p>

Lesson Preparation/Motivation

Essential Questions: Why was it easier to say “NO!” when you were 2 years old than it is now that you are older? Why do some people ask their friends to do things that are unsafe, unhealthy and unwise and that might be hurtful to people or property? Is there ANY way to stop them from doing unsafe/unhealthy/unwise things?

Engagement (Hook): See individual lessons

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 1: I CAN SAY "NO"</p> <p>Materials: pictures of 2 year-olds saying “NO” in words or actions, How to Say “No” Student Thinking Paper, writing paper and pencils</p> <p><i>PSC Note: Throughout these lessons listen specifically for student comments that indicate misconceptions about saying “NO”. Use observations to gain more information about how students’ thinking developed and, as appropriate, to correct misconceptions.</i></p> <p>HOOK: Distribute pictures of 2 year-olds saying “NO” with words or actions...lead into Step 1...</p> <ol style="list-style-type: none"> 1. Introduce Lesson: Ask students to think of a 2-year-old whom they know. What is his or her favorite word? (NO!) Why is “NO” important to the development of all 2 year-olds? <ul style="list-style-type: none"> • 2-year-olds learn to say no to prove to big folks that they (2-year-olds) know what they want and can make their own decisions. • Saying “NO” is harder when you get older than it was when you were 2. • Remember why 2-year-olds say “NO!” (To exert independence) 2. When to say “NO:” Discuss how they (students) must sometimes say "no" to avoid doing something that is unsafe, unhealthy, unwise or against the law (of the home, the school or the community). Stress taking personal responsibility for behavior even when it is difficult. 3. Ask for two aspiring actors/actresses to participate in a role-play activity: <i>A friend wants to borrow your new skateboard and you don't want to share it just yet.</i> <p>Thank volunteers for their courage! Decide who will play each role: owner of skateboard or potential borrower of skateboard. Encourage the persuading borrower not to take “NO” for an answer and to beg!</p> <p>Use your professional judgment to stop the role play when both have had a chance to experience the</p> 	<p>LESSON 1: I CAN SAY “NO”</p> <p>Students: During each lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>HOOK: Study the pictures your school counselor distributes. What do you observe? What do you suppose happened just before the picture was snapped?</p> <ol style="list-style-type: none"> 1. Students look at pictures and respond to question in unison “NO!” Provide hypotheses for the reasons all 2 year-olds say “NO” so frequently. 2. Listen to school counselor’s comments with intentionality—the intention to learn as much as you can about when and why it’s important for you to say “no” as quickly and easily as a two (2) year old. Contribute content-relevant comments. 3. 2 students volunteer to role play and use dramatic ability to the fullest in respective roles. <p>Observers listen and watch as role-play(s) play-out; consider consequences of each player’s actions.</p> <p>When school counselor stops play action, actors/actresses describe thoughts and feelings as they</p>

Professional School Counselor Procedures:	Student Involvement:
<p>tension of the situation but before the tension creates embarrassment or anger:</p> <ul style="list-style-type: none"> • “De-brief” the players—ask each to describe what it was like to play their respective parts. • After the de-briefing, reverse roles and re-play situation. • Stop play and de-brief as in the first role play. De-brief with observers, giving everyone an opportunity to comment and/or ask questions about the role play. • Applaud the actors/actresses for volunteering and participating in role-play. They return to their roles as students. <p>Engage class in a whole class conversation comparing and contrasting reactions.</p> <p>4. Say “NO” and mean it! Ask the brave volunteers, “Would it be helpful to know when to say ‘NO’ and to have a broken-record power phrase to say to let others know you mean it?”</p> <p>5. Magical Questions: Distribute and discuss the <i>How to Say “No!”</i> Student Thinking Paper. Practice saying “I do not want to do that!” in unison several times.</p> <p>6. Re-read the when-to-say-no magical questions and the meaning of each:</p> <ul style="list-style-type: none"> • Would this make someone angry or disappointed? • Would this hurt someone’s sense of worth or his or her body? • Would this damage something? <p>7. Role-play (with new players) as many of the following situations as time and attention allow. Procedure:</p> <ul style="list-style-type: none"> • Provide an opportunity for role reversal so both can know what it is like in each role. • Encourage all students to think about the situation by asking themselves the questions on the handout: • For each situation ask, “Would be easy or hard to make a safe, healthy and wise decision in this situation?” Practice saying “I do not want to do that” before asking for volunteers. Situations: <ul style="list-style-type: none"> ◇ A friend offers you some pills that look like candy. ◇ A stranger tells you there has been an emergency with your parents and asks you to get into his or her car. ◇ A friend wants you to agree not to play with another student at school. ◇ A friend is calling someone bad names and 	<p>were playing their roles.</p> <p>Players reverse roles and again use their most convincing dramatic ability.</p> <p>After re-play, actors/actresses describe their thoughts and feelings in the reversed role.</p> <p>After de-briefings, actors/actresses return to their roles as students.</p> <p>Participate in class conversation: what did you observe as similarities and differences in the reactions of each player?</p> <p>4. Players agree that it WOULD be helpful to know when to say “NO” and to know how to convince others they mean “NO”!</p> <p>5. Follow along and comment as your school counselor guide you through the thinking paper. Repeat “I do not want to do that” several times with classmates.</p> <p>6. Volunteer to contribute to whole class conversation about the meaning of the three magical questions.</p> <p>7. New volunteers enact each situation and describe their thoughts and feelings after playing each role.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>wants you to say something bad also.</p> <p>◇ An older-student-leader asks you to drink a can of beer with him or her.</p> <p>ASSESSMENT: Content: SHOW-ME...SHOUT-OUT (all together; inside shouts): Name the first of the three magical questions for determining when to say “NO!” Name the second... And the third....</p> <p>ASSESSMENT: Personalization of Content: (On a piece of notebook paper—8½ x 11) Students complete the sentence: “When I have to make a hard decision, I...” Responses include, at minimum, one of the following elements: an indication of personal responsibility; asking self the three (3) questions or repeating the phrase “I do not want to do that!”</p> <p>Collect papers.</p> <p>CLOSURE: Point out that saying “I do not want to do that!” is not an appropriate response to parents or other adults who ask them to do something—even if students do think it would be harmful to stop playing their video games.</p> <p>Ask students to ask themselves the 3 magical questions about the decisions they make between now and your next meeting. Tell them they will report back to the class.</p> <p><i>Before next lesson, review students’ responses to sentence stem for (age appropriate) level of awareness of saying “NO” in a difficult situation. Review responses for: 1) age-appropriate command of conventions of standard written English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return papers to students during next lesson.</i></p> <p>LESSON 2: I SAY “NO!” TO MY FRIENDS</p> <p>Materials: drawing paper, crayons/markers, pencils</p> <p><i>Take students’ “When I Have a Hard Decision” papers completed during the last lesson to class. Distribute during Step 2)</i></p> <p><i>During this lesson observe systematically as students respond to role-play situations. Make note of those students whose ability to articulate/demonstrate saying “NO” might make them become role-models in for others in small groups as well as those who appear</i></p>	<p>ASSESSMENT: Content: Participate in SHOW-ME...SHOUT-OUT (all together; inside shouts): name the three magical questions.</p> <p>ASSESSMENT: Personalization of Content: Respond to the prompt “When I have to make a hard decision, I...” Remember to use the conventions of standard written English...AND to put name, class and date on paper.</p> <p>Give your paper to school counselor.</p> <p>CLOSURE: Students agree to use the 3 magical questions and to remember decision-making situation during the next week.</p> <p>LESSON 2: I SAY “NO!” TO MY FRIENDS</p> <p>Reminder: Speak loudly and clearly enough for all to hear your thoughts.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>to have difficulty understanding how and when it is important to say “NO.” Continue to systematically listen for indications of misconceptions about saying “NO” e.g., it’s easy to say “NO”, I’m never tempted to say “YES” to an unwise choice.</i></p> <p><i>Hook:</i> Open the Lesson by saying “I do not want to do that” several times until students join in.</p> <ol style="list-style-type: none"> Transition to lesson: ask “Who taught you to say that?” When they say, “YOU!” ask what else they learned from you during the previous Lesson. List responses on board; listen for their versions of the following points and add any they miss to the list: <ul style="list-style-type: none"> 2 year-olds say no to let others know they are “big enough” to make their own decisions. Saying “NO” is a way to let other people know you can make your own decisions—no matter how old you are. You can say assertively “I do not want to do that!” You can use 3 magical questions to help you decide what to do: <ul style="list-style-type: none"> ◇ Would this make someone angry or disappointed? ◇ Would this hurt someone’s sense of worth or his or her body? ◇ Would this damage something? Distribute papers completed during last lesson. Comment in general about responses and transition to this lesson by linking their responses to the unfinished sentence of the last lesson (“When I have to make a hard decision, I...”) to the assigned task of keeping track of their decisions. <p>Ask students to reflect on their decisions since the last meeting. Invite 2 or 3 to tell about their successful and not so successful experiences using the three magical questions (and do what they said they would do in the sentences they wrote during last lesson).</p> Acknowledge the difficulty of saying “NO”—especially to our friends. Ask: “What makes it so difficult to say “NO” to friends/peers?” Students discuss experiences: Ask students to think of a time their friends tried to get them to do something that they didn’t want to do; they will discuss their thoughts and feelings not the details of the incident. <ul style="list-style-type: none"> “How did you feel and what did you think about the way your friends were treating you? How did you feel and what did you think about yourself?” Pose the following questions: 	<p><i>Hook:</i> Join in with “I do not want to do that.”</p> <ol style="list-style-type: none"> Respond to your school counselor’s question. Volunteer to contribute ideas you remember from the previous meeting. Ask clarifying questions as necessary. Listen thoughtfully for: your school counselor’s comments about strategies others use to make hard decisions. <p>Volunteer to tell about your decision-making experiences since the last meeting. Include successful as well as not so successful experiences.</p> Provide ideas about why it is difficult to say “NO” to friends/peers. Participate in the conversation by contributing own ideas as well as encouraging classmates to share their ideas, too. During the conversation, talk conversationally with each other and your school counselor.

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> ◇ Which is easier: to say “NO” to one friend or to say “NO” to a group of friends? ◇ Which is easier: to convince a friend to do something when you are alone or when you are with a group of friends? ◇ Do you have to do what your friends want you to do? ◇ Do your friends have to do what you want them to do? <p>ASSESSMENT: Content: Instruct students to get out and re-read their <i>How to Say “No!”</i> resource. Ask volunteers to either comment on one idea or tell how they will use the guidelines.</p> <p>Remind students to keep <i>How to Say “No!”</i> paper somewhere so they can re-read it when they need courage to say “I DON’T WANT TO DO THAT!” in difficult decision-making situations.</p> <p>ASSESSMENT: Personalization of Content: Instruct students to remember a time they were with a friend or a group of friends and were pressured into deciding to do something wrong and got into trouble.</p> <ul style="list-style-type: none"> • Ask students to remember what they were thinking and feeling when they were being punished. Invite several to share their experiences with classmates. • As you distribute drawing paper, tell students to continue thinking about the same situation and decision to do something wrong. • Instruct students to fold the paper in half (short side to short side). • In the space on the left, they are to write or draw them making a safe, healthy and wise decision in the same situation; in the space on the right, write or draw the consequence of the safe, healthy and wise decision. On the back of the paper, write a brief description of the “old decision,” the consequences, their thoughts and feelings about the situation and the thoughts and feeling they would have if they had made a healthier, safer, wiser decision. <p>CLOSURE: Invite 2 or 3 students to proudly describe their new decisions and consequences. (<i>Collect students’ drawings to review before next lesson</i>)</p> <ul style="list-style-type: none"> • Stress to students that they can avoid peer pressure by trusting and listening to their own good judgment to make safe, healthy and wise decisions. • Tell students to be researchers of themselves and observe their decisions until the next meeting and 	<p>ASSESSMENT: Content: Review your <i>How to Say “No!”</i> Student Resource. Volunteer; respond to one of the prompts your school counselor provides.</p> <p>Decide where to keep your <i>How to Say “No!”</i> resource.</p> <p>ASSESSMENT: Personalization of Content: Remember and think about a situation in which you made an unsafe, unhealthy or unwise decision because someone else urged you to do so.</p> <p>Following classroom conversation, re-do the situation by drawing yourself making new decisions and the positive consequences of your new decisions.</p> <p>CLOSURE: Volunteer to proudly describe new decisions and consequences—with congratulations from classmates. If you don’t volunteer, listen to others’ pride and congratulate them for smart thinking!</p> <p>Give your drawing/writing to your school counselor.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>be prepared to talk about times they used the three magical questions:</p> <ul style="list-style-type: none"> ◇ Would this make someone angry or disappointed? ◇ Would this hurt someone’s sense of worth or his or her body? ◇ Would this damage something? • Ask students to remember what it was like—easy or difficult—to say “NO” when they knew they were asked to do something “wrong” <p><i>Prior to next lesson review student drawings/writings: assess students’ ability to re-think a decision and to change their action in order to create a positive consequence and to illustrate their thoughts/feelings.</i></p> <p><i>PSC Note: Prior to Lesson 3, arrange for 4 or 5 older-student-leaders to participate in this and the following class lessons. If possible, invite students who you know said “NO” in difficult situations and in doing so risked losing friends.</i></p> <p>LESSON 3: I SAID “NO” TO A FRIEND—NOW WHAT DO I DO?</p> <p><i>Take completed writings/drawings from previous lesson to class with you; distribute in Step 2.</i></p> <p>Materials: <i>Potential Consequences of Saying “No”</i> Student Thinking Paper (Part I), pencils, a group of 4 or 5 older-student-leaders (see <i>PSC Note</i> above); make nametags for older students.</p> <p><i>Continue systematic observations, making note of students who continue to have difficulty discussing the importance of saying “NO” or those students who verbalize a clear knowledge of “saying ‘NO’” but actions contradict their words. Listen for misconceptions that may influence their thinking about saying “NO”.</i></p> <p>Note: <i>This lesson and the next help students learn to concretely confront the issue of saying “no” to their friends AND to cope with the “consequences of the consequences”, e.g., saying “NO” to a friend might mean that friend doesn’t want to be friends anymore and may say mean things about the one who said “NO” (consequence). What can/will the person who said “NO” do then? (consequence of consequence)</i></p> <p>Hook: Enter class with older-student-leaders chanting: “I do not want to do that” until students in class join in.</p> <p>Introduce older-student-leaders as a group (individual introductions occur in Step 2).</p>	<p>Commit to observing and keeping track of their own decisions, their use of the 3 magical questions and the ease or difficulty of saying “NO”.</p> <p>LESSON 3: I SAID “NO” TO A FRIEND—NOW WHAT DO I DO?</p> <p>Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Hook: Join in with “I do not want to do that” and respond to your school counselor’s question.</p> <p>Welcome group of older-student-leaders to your classroom.</p> <ol style="list-style-type: none"> 1. Contribute ideas you remember from the previous

Professional School Counselor Procedures:	Student Involvement:
<p>1. Transition from <i>Hook</i> to lesson--ask "Who taught you to say that?" When they say, "YOU!" ask what else they learned from you during the previous lesson. List responses on board; listen for their versions of the following points and add any they miss to the list. Invite individual student volunteers to explain the ideas:</p> <ul style="list-style-type: none"> • 2 year-olds say no to let others know they are "big enough" to make their own decisions. • Saying "NO" is a way to let other people know you can make your own decisions—no matter how old you are. • You can say assertively "I do not want to do that!" • You can use 3 magical questions to help you decide what to do: <ul style="list-style-type: none"> ○ Would this make someone angry or disappointed? ○ Would this hurt someone's sense of worth or his or her body? ○ Would this damage something? • Your good judgment and internal compass can guide you to make safe, healthy and wise decisions—listen! • DO THE RIGHT THING—YOU KNOW WHAT THAT IS! <p>2. Distribute students' drawings/writings from last lesson. Comment (in general—no names or specifics) on their ability to change.</p> <p>Introduce the older-student-leaders. Ask one of the older-student-leaders to tell a brief story about a student (ideally, himself or herself) who said "no" to friends and lost those friends. Ask another older-student-leader to tell a story about a student who said "no" and the friends respected their friend's decision to say "NO!" (If it is not feasible for older-student-leaders to tell stories, you tell the stories)</p> <p>3. Brainstorm the consequences of saying "No!" Write all responses on the board—encourage many and varied responses.</p> <p>4. Ask students to look over the list and draw a summary conclusion about consequences. Guide students to recognize that many different things might happen as a result of saying "NO!" and you want to help them prepare for consequences.</p> <p>ASSESSMENT: Content: Divide class into groups of no more than 5. Assign an older-student-leader to</p>	<p>meeting. Listen with intentionality—the intention to learn/recall as much as possible; ask clarifying questions as necessary.</p> <p>2. Look over the work you did during the last lesson. Think about the courage you used to change your decision...and the consequences.</p> <p>Greet each older-student-leader as he or she is introduced. Listen with eyes and ears as older-student-leaders tell the stories. How do stories apply to your life and decisions you have made?</p> <p>3. Follow rules of brainstorming: generate as many consequences as possible of saying "NO"; no judgment of ideas; think as fast as you can.</p> <p>4. Review list and draw a summary conclusion about consequences, e.g., "Saying 'NO' may be difficult." "Saying 'NO' might mean we lose a friend or make someone mad at us."</p> <p>ASSESSMENT: Content: In small groups:</p>

Professional School Counselor Procedures:	Student Involvement:
<p>each group. Younger students make nametags for themselves so everyone can use each other's name as they talk.</p> <ul style="list-style-type: none"> • Distribute, explain and discuss Part I of the Student Thinking Paper, <i>Potential Consequences of Saying No</i>. • Read/explain the list of consequences; invite clarifying questions. • <i>Older-student-leaders</i> read the situations; each younger student writes the letter of the most likely consequence FOR HIM OR HER next to each situation as it is read (they may use the same consequence more than once). • Older-student-leaders assist and encourage students in their groups (emphasize to older-student-leaders that they are NOT to tell students how to respond, nor are they to write answers for students). • Invite volunteers to explain their answers. <p>Collect thinking papers; save for the next meeting.</p> <p>ASSESSMENT: Personalization of Content: Instruct older-student-leaders to conduct a quick “whip-around” in groups:</p> <ul style="list-style-type: none"> • Each student repeats and completes the sentence “I learned I...” (Allow option for individuals to pass; however, they must take responsibility and say “I pass”). • Invite 2 or 3 students to repeat their “I learned I...” for the whole class. <p>CLOSURE: Tell students to continue acting as researchers of their own decisions, consequences and observe/take notes of their decisions and the consequences when they say “NO!”</p> <p>Remind students to review their <i>How to Say No</i> student resource when they need extra courage to say “NO” in a vulnerable situation.</p> <p>Suggest they make a special note if they said “I don’t want to do that!” when a friend asked them to do something they did not want to do.</p> <p><i>Before next lesson, review Part I of Potential Consequences of Saying “No” thinking papers. Assess student’s ability to predict a consequence for each situation.</i></p> <p><i>Tell older-student-leaders to identify situations in</i></p>	<p>Listen and follow explanation of Part I of handout; ask clarifying questions.</p> <p>As your <i>older-student-leader</i> reads each situation, identify the most likely consequence from your perspective.</p> <p>Do your own thinking!</p> <p>Volunteer to explain a situation, the consequences chosen and why the consequence was chosen for that situation.</p> <p>Give thinking paper to school counselor.</p> <p>ASSESSMENT: Personalization of Content: In groups:</p> <p>Complete the sentence “I learned I...” or say “I Pass” if you choose not to complete the sentence.</p> <p>Volunteers repeat their “I learned I...” for the class to hear.</p> <p>CLOSURE: Commit to being diligent researchers of your own decision-making.</p> <p>Keep <i>How to Say No</i> resource somewhere it will be easy to review when you need extra courage.</p> <p>Agree to make a special note of using “I don’t want to do that.”</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>which they made a hard decision, the consequence of the decision and the consequence of the consequence. Prepare to share the experience with their small group during the next lesson.</i></p> <p>LESSON 4: THE CONSEQUENCES OF THE CONSEQUENCES: HOW DO I COPE?</p> <p>Take partially completed Potential Consequences of Saying “No” thinking papers to class (see Lesson 3)—distribute during ASSESSMENT of content;</p> <p>Materials: (older-student-leaders [see Lesson 3] return for this lesson) pencils, Pocket Guide for “How to Say NO” (optional), certificate/other token of appreciation for older-student-leaders.</p> <p>Hook: Enter class with older-student-leaders; together chant: “I do not want to do that!” entrance; students join in. Re-introduce older-student-leaders.</p> <ol style="list-style-type: none"> 1. Invite 2 or 3 students to report on their experiences with decision-making in hard situations—especially those in which they said “I don’t want to do that!” 2. Review the prior lessons: add a new twist by asking volunteers to either act-out key points OR identify the key point someone else demonstrates. Remind students of key points they do not mention. Listen for: <ul style="list-style-type: none"> • 2 year-olds say no to let others know they are “big enough” to make their own decisions. • Saying “NO” is a way to let other people know you can make your own decisions—no matter how old you are. • You can say assertively “I do not want to do that!” • You can use 3 magical questions to help you decide the safe, healthy, wise choice to make:: <ol style="list-style-type: none"> 1. Would this make someone angry or disappointed? 2. Would this hurt someone’s sense of worth or his or her body? 3. Would this damage something? • Your good judgment and internal compass can guide you to make safe, healthy and wise decisions—listen! • Even if you make the safe, healthy and wise choice, saying “NO” may have temporary undesirable consequences and you might even wish you had said “yes.” • With your brains, you can make an undesirable consequence into a desirable consequence (e.g., making new friends who do not ask you to do things that are wrong or hurtful). 	<p>LESSON 4: THE CONSEQUENCES OF THE CONSEQUENCES: HOW DO I COPE?</p> <p>Hook: Students join in with “I do not want to do that.”</p> <ol style="list-style-type: none"> 1. Volunteer to report about your self-observations. 2. Volunteer to demonstrate (act out) ideas you remember from previous meeting OR identify the key point someone else demonstrates. <p>Ask clarifying questions as necessary.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>3. Ask students to consider all of the ideas presented—which ideas will be the most difficult to use in REALLY difficult (for individuals) decision-making situations.</p> <p>ASSESSMENT: Content: Place students into groups they were in during the previous lesson. Distribute the partially completed <i>Potential Consequences of Saying No</i> Student Thinking Papers from Lesson 3. Make general comments about your overall thoughts about responses</p> <ul style="list-style-type: none"> • Review Part I of the thinking paper; explain Part II. • The older-student-leaders help each group member identify his or her “worst-of-the-worst” consequence. • When the younger students have identified their “worst-of-the-worst”: <ul style="list-style-type: none"> ◇ <i>Older-student-leaders</i> talk about their own experiences making hard decisions; identify their own “worst-of-the-worst” consequences and tell about times they had to be brave and courageously say “NO” even though the “worst-of-the-worst” happened. Older-student-leaders tell about the consequences of their “worst-of-the-worst” consequence—i.e., what they did to cope with the consequence of saying “no” (emphasize that it might mean making new friends). ◇ Through the experiences of the older-student-leaders, the younger students will realize that REAL people really do say “NO” when it is hard! ◇ In the small groups, students talk about what they can/will do if the worst consequence happens; ◇ Complete Part II of the handout with the guidance of the older-student-leaders (emphasize to older-student-leaders that they are NOT to tell any student how to respond, nor are they to write answers for students). <p>Monitor groups to answer questions/clarify expectations.</p> <p>CLOSURE: Say “I do not want to do that” several times until students join in.</p> <ul style="list-style-type: none"> • “Who taught you to say that?” When they say, “YOU!” ask them to tell you what else they will 	<p>3. Review the list, think of own areas of vulnerability (when are you the most likely to be tempted to make an unwise choice) and identify the ideas that will be the most difficult for you, as an individual, to implement.</p> <p>ASSESSMENT: Content: In small groups</p> <p>Review Part I of your thinking paper, listen and ask clarifying questions about <i>Potential Consequences of Saying No</i> Part II;</p> <p>Identify which consequence you consider the “worst-of-the-worst.” Talk together about the reasons for it being the “worst-of-the-worst”.</p> <p>Listen with eyes and ears as <i>older-student-leader</i> tells about his or her “worst-of-the-worst” consequences and how the <i>consequence of the consequence</i> was made positive.</p> <p>Talk with other group members about how you would handle the worst-of-the-worst consequence.</p> <p>Independently complete Part II of <i>Potential Consequences of Saying No</i>.</p> <p>CLOSURE: Join in with “I do not want to do that” and respond to your school counselor’s question.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>remember from now on about saying “NO”.</p> <ul style="list-style-type: none"> • Remind students that saying “NO” is really a way to tell others they can make their own decisions about what is right and good for them (think about the two year-old if they don’t believe it). • With brains in gear, students will be able to say “NO” because their brains know the right thing to do AND they respect themselves as well as others. • Remind students that you are always available to talk through tough choices or coping with consequences. Remind students of self-referral process and confidentiality. • (Optional) Distribute <i>Pocket Guide for “How to Say ‘NO!’”</i>. Suggest to students that they keep the smaller version of their “<i>How to Say ‘NO’</i>” resource in their backpacks or wallets. • Close by giving a certificate or other token of appreciation to older-student-leaders. 	<p>Volunteer to contribute saying “NO” ideas you will remember and use from now on.</p> <p>Thank older-student-leaders for their help.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of each lesson and copies of the materials used: *How to Say 'NO!'; Potential Consequences of Saying No and Pocket Guide for How to Say 'NO!'*

Summarize your systematic observations: identify students who are potential role models by virtue of the maturity of their responses as well as those who appeared to have difficulty understanding how and when it is important to say “NO” or who had consistent and persistent misconceptions about saying “NO”. Identify students who had difficulty discussing the importance of saying “NO” and those students who verbalized a clear knowledge of “saying ‘NO’” but actions contradicted their words.

Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of an inability to understand the importance of and saying “NO”. Is it evidenced in the classroom as (for example) lack of self-confidence, fear of rejection, need for peer approval?

Collaborate with classroom teacher and plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about saying “NO”, Responsive Services involvement (e.g., individual/group counseling or parental involvement). Encourage teacher to observe students during times when a peer or peers might try to pressure someone into doing something that is not right (e.g., playground, classroom free-choice time, before/after school).

The MCGP Responsive Services component provides examples of small group counseling interventions. The Units which address anger management, self-awareness and self-control will help individuals strengthen respect for self and others and the courage to say “NO” and “I don’t want to do that”. The sessions may be modified to include saying “NO” and the negative effects of teasing and taunting.

<http://missouricareereducation.org/curr/cmd/guidanceplacementG/responsive/index.html>

HOW TO SAY "NO"

There are times when you need to say "NO."
When you know it is the right thing to do,
Saying "NO" can make you feel good.
Saying "NO" is something we must learn.

Stand or sit up straight,
Look directly at the other person
Talk in a normal voice.

Be firm.

Do not say things to hurt the other person's feelings.
Simply say,

"I do not want to do that."

To know **WHEN** saying "NO" is the right thing to do,

Ask yourself three magical questions:

- Would this make someone angry or disappointed?
- Would this hurt someone's body or sense of worth?
- Would this damage something?

If you answer "maybe" or "yes" to any of the questions,
You know it is the wrong thing to do!

For example

If your friend wanted to copy your homework, ask yourself:

- Would someone be angry or disappointed? Yes: Your teacher.
- Would this hurt someone's sense of worth or his or her body?
Yes: YOURS—You are being dishonest.
- Would this damage something? Yes: YOUR REPUTATION as an honest person.

POTENTIAL CONSEQUENCES OF SAYING "NO"

PART I: As the *older-student-leader* of your group reads the situations, choose the most likely consequence(s). Be realistic when you choose the consequence(s). There might be more than one consequence that fits each situation for you.

- A. Lose all of your friends
- B. One friend says you aren't friends anymore.
- C. Some friends don't like you anymore
- D. Friends get mad at you for a short time and then are friends again
- E. Some friends decide your opinion is right and agree with you
- F. Everyone likes you better and respects you more
- G. You know you did the right thing and don't care about what others think.
- H. Other _____

- _____ 1. You are taking a spelling test. You realize your friend is copying from your paper. You cover up your answers so no one can see them.
- _____ 2. Almost every day, you see several students (one of them your good friend) knock the books out of another student's hands, push her into the lockers and call her a wicked witch (she's Wiccan). Finally, you decide to tell your school counselor.
- _____ 3. Your friends want to meet at the convenience store after school. You know they get rowdy and may steal things. You don't have permission to go and you say "no".
- _____ 4. Your best friend wants you to sneak away from the playground at recess. You know it's wrong and you say "no."
- _____ 5. A classmate stole another classmate's lunch money and you were a witness. Your classmate tells you to keep quiet about it. You know this is wrong so you say "no" and tell the teacher.
- _____ 6. A friend asks you to take a pill she took from her grandmother's medicine cabinet. You are afraid you will get sick so you say "no" and tell her grandmother what happened.

PART II: Choose the consequence that you think is the worst of all. Consider the "consequences of the consequence"; that is, what will you do next? It hurts to lose friends—or does it?

Of the 7 or 8 consequences listed above, the worst consequence for me would be _____.

If that happened, I would: _____

Saying "NO" to friends or to something that would be exciting (and unhealthy, unsafe or unwise)

is **easy**----**difficult** for me because _____

Lesson 4: Student Resource: Pocket Guide for How to Say "NO"

HOW TO SAY "NO"**You know when saying "NO" is the right thing to do!**

Saying "NO" can make you feel good.
Saying "NO" is something we must learn.

Stand or sit up straight,
Look directly at the other person
Talk in a normal voice.
Be firm.

Do not say things to hurt the other person's feelings.

Simply say,

"I do not want to do that."To know **WHEN** saying "NO" is the right thing to do,Ask yourself **three magical questions:**

1. *Would this make someone angry or disappointed?*
2. *Would this hurt someone's body/sense of worth?*
3. *Would this damage something?*

If you answer "maybe" or "yes" to any of the questions,

You know it is the wrong thing to do! For example:

If your friend wanted to copy your homework, ask:

- Would someone be angry or disappointed?
Yes: Your teacher.
- Would this hurt someone's body/sense of worth?
Yes: YOURS—You are being dishonest.
- Would this damage something? Yes: YOUR REPUTATION as an honest person.

HOW TO SAY "NO"**You know when saying "NO" is the right thing to do!**

Saying "NO" can make you feel good.
Saying "NO" is something we must learn.

Stand or sit up straight,
Look directly at the other person
Talk in a normal voice.
Be firm.

Do not say things to hurt the other person's feelings.

Simply say,

"I do not want to do that."To know **WHEN** saying "NO" is the right thing to do,Ask yourself **three magical questions:**

4. *Would this make someone angry or disappointed?*
5. *Would this hurt someone's body/sense of worth?*
6. *Would this damage something?*

If you answer "maybe" or "yes" to any of the questions,

You know it is the wrong thing to do! For example:

If your friend wanted to copy your homework, ask:

- Would someone be angry or disappointed?
Yes: Your teacher.
- Would this hurt someone's body/sense of worth?
Yes: YOURS—You are being dishonest.
- Would this damage something? Yes: YOUR REPUTATION as an honest person.

HOW TO SAY "NO"**You know when saying "NO" is the right thing to do!**

Saying "NO" can make you feel good.
Saying "NO" is something we must learn.

Stand or sit up straight,
Look directly at the other person
Talk in a normal voice.
Be firm.

Do not say things to hurt the other person's feelings.

Simply say,

"I do not want to do that."To know **WHEN** saying "NO" is the right thing to do,Ask yourself **three magical questions:**

1. *Would this make someone angry or disappointed?*
2. *Would this hurt someone's body/sense of worth?*
3. *Would this damage something?*

If you answer "maybe" or "yes" to any of the questions,

You know it is the wrong thing to do! For example:

If your friend wanted to copy your homework, ask:

- Would someone be angry or disappointed?
Yes: Your teacher.
- Would this hurt someone's body/sense of worth?
Yes: YOURS—You are being dishonest.
- Would this damage something? Yes: YOUR REPUTATION as an honest person.

HOW TO SAY "NO"**You know when saying "NO" is the right thing to do!**

Saying "NO" can make you feel good.
Saying "NO" is something we must learn.

Stand or sit up straight,
Look directly at the other person
Talk in a normal voice.
Be firm.

Do not say things to hurt the other person's feelings.

Simply say,

"I do not want to do that."To know **WHEN** saying "NO" is the right thing to do,Ask yourself **three magic questions:**

1. *Would this make someone angry or disappointed?*
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3. *Would this damage something?*

If you answer "maybe" or "yes" to any of the questions,

You know it is the wrong thing to do! For example:

If your friend wanted to copy your homework, ask:

- Would someone be angry or disappointed?
Yes: Your teacher.
- Would this hurt someone's body/sense of worth?
Yes: YOURS—You are being dishonest.
- Would this damage something? Yes: YOUR REPUTATION as an honest person.

CREATIVE CHOICES

Purpose: This lesson introduces (or with older students, reinforces) the concept that every person has the ability to make safe and healthy choices. Students are engaged in a decision-making situation in which no one tells them exactly what the outcome will be; thus, they must make decisions without guidance other than a few basic “rules” of operation. The lesson may be used as an informal assessment of how individuals approach decision-making in an ambiguous situation.

This (Creative Choices) activity may be integrated into an art lesson

This lesson provides an anchor/point-of-reference for lessons about such topics as peer-pressure and bullying. Referring to this activity reinforces students’ integrity and belief in their ability to make safe and healthy choices. During the Creative Choices activity, students must risk making a decision with very little direction; through discussion the seeds of self-reliance are planted.

Time: 30 minutes **Group Size:** whole class **Grade Level:** K-3 (adaptable for any age)
Materials: A ball of modeling clay for each student; poster listing the rules for the day (see Procedures)









Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)
Big Idea: PS 3 Applying Personal Safety Skills and Coping Strategies
Concept: PS.3.A. Safe and healthy choices

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain
Standard B: Students will make decisions set goals, and take necessary action to achieve goals.
Standard C: Students will understand safety and survival skills.

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	PS3.A/3.B Unit:	<u>What Are Safe and Healthy Life Choices?</u>	 
1st grade	PS3.A/3.B Unit:	<u>Following Personal Safety Rules</u>	 
2nd grade	PS3.A/3.B Unit:	<u>What Are Safe and Healthy Choices, and How Do I Keep Myself Safe?</u>	 
3rd grade	PS3.A/3.B Unit:	<u>What Are Safe and Healthy Choices, and How Do I Keep Myself Safe?</u>	 

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

	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	CA6: participating in...formal...discussions....
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	HPE2: principles/practices of...mental health
	Fine Arts	<i>This activity may be integrated into an art lesson</i>

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance (of ambiguity)
	Respect		Goal Setting	X	Working independently

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

Students create “something” using only a ball of clay. PSC observation of students’ approach to the task and independent decision-making will form the assessment (see Assessment in procedure). In addition, this experience may be used as an anchor experience for future units/lessons related to making safe and healthy choices—about peer pressure, harassment/bullying, helping others find help. Referring to their experience with their ball of clay will reinforce the inner power every individual has to make difficult choices.

Lesson Preparation/Motivation

Essential Questions: Who decides what we do?

Engagement (Hook): See Procedures

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Hook:</i> The “Hook” for this activity is to say very little before and during the lesson. The developmental level of the students will determine your level of involvement with students throughout the activity. In addition, their developmental level will determine the manner in which ground rules are communicated to students: written (on poster or on board) or written + verbal (read written rules to students).</p> <p>The goal is to give as little direction as possible</p> <ol style="list-style-type: none"> Establish the ground rules for the day: <ul style="list-style-type: none"> Create anything you wish Work independently Work with clay at/on your desk Remain quiet throughout the activity Distribute a ball of clay to each student. Tell students they are to work independently (no help from peers or you) and make anything they wish. If they ask questions about what to make, refer to/repeat rules of the day. Depending on group attention span, allow 10-15 minutes for creation of objects. Walk around as students are getting started. If a student asks for help or “Is it ok if I...” be a broken record—“You <i>may</i> make anything you wish—you <i>can</i> make the decision!” (“<i>may</i>” = permission, “<i>can</i>” = ability; thus, reinforcing freedom AND capability). If students are able to work independently without being monitored, make something yourself—keeping your observation eye on students. 	<p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <ol style="list-style-type: none"> As ground rules are presented, volunteer to tell what each will “look like” in action. Students create objects on their own—quietly and keeping clay on desks. Students continue to work—independently, quietly--with clay on desk.

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Content: Observations of Students As students are creating objects, observe/make note of how individuals approach the task, e.g., hesitantly starts; jumps right in; starts—stops—balls-up clay—starts over—completes object; starts—stops—puts head down (or other sign of passive dis-engagement)—attempts to avoid task; visible frustration. Use your professional wisdom to decide when/how to intervene to keep avoidance and/or frustration from being a detriment to learning from the activity. Encourage <i>freedom</i> to choose AND <i>ability</i> to choose to empower students who may think they CAN'T complete task.</p> <p>ASSESSMENT: Personalization of Content: When creations are completed, tell students to talk with someone close to them about their creations and how they decided what to make. (<i>PSC: Decide what will be done with their creations—students' choice? displayed? Returned to a ball ready for something else to be created? Taken home?</i>)</p> <p>After students tell a partner about their creations, show yours and share what it was like for you to decide what to make and then to create it. Then say—I wonder what this activity was like for you. Everyone: SHOW-ME...WITH HANDS— 1-5--Was it easy or hard? 1 = EASY...5 = HARD.</p> <p>Who will tell us more about what it was like to work with very little direction? Someone who thought it HARD. Someone who thought it EASY. Someone who thought it in-between HARD and EASY.</p> <p>Use students' responses to frame conversation and make following points:</p> <ul style="list-style-type: none"> • It is difficult to make decisions when no one is around to tell us what to do. • We usually know what is "right"...in this situation, everyone knew what was "right" because you had the rules of the day to guide you—Make anything, work quietly and independently, keep clay on desk • Even when no one tells us what to do, if we do what we know is right, we won't go wrong. • DO THE RIGHT THING! <p>CLOSURE: SHOW-ME...SHOUT-OUT (all together; inside shouts): Who decides what you will do?</p>	<p>ASSESSMENT: Content: Continue to work...</p> <p>ASSESSMENT: Personalization of Content: Tell a partner about your creation; follow instructions about what to do with the creation after lesson.</p> <p>Participate in "SHOW-ME" ...WITH HANDS: 1-5 1 = Easy to 5 = Hard: Was this activity easy or hard or somewhere in between for you?</p> <p>Volunteers tell the others in the class what it was like to create their objects with very little direction.</p> <p>When speaking, volunteers look at classmates and speak loudly enough for the person sitting the farthest away to hear and use conventions of standard oral language.</p> <p>Students contribute topic-relevant ideas/ask questions as appropriate.</p> <p>CLOSURE: Participate in SHOW-ME...SHOUT-OUT (all together; inside shouts).</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
Tell students to continue to think about this activity and use it to remind themselves that they know what is right, have the freedom to make decisions and CAN make a decisions on their own even when no one is around to help them decide what to do—it's called integrity—doing what is right—they used it when they created their objects.	Agree to remember this activity when you have a difficult decision to make and there is no one around to help you make the decision—you have integrity; you know what is right and you can choose the safe and healthy choice.

PSC/Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with an overview of this lesson.

Summarize systematic observations of the students' approach to this task to identify students' developmentally typical/atypical behaviors (indecision/dependence might be typical of kindergartners but atypical for third graders).

Consult with Classroom Teacher: Discuss the results of your systematic observations. Does he or she observe the same or similar behaviors in the classroom? Is inhibited artistic self-concept the challenge (the individual demonstrates age-appropriate decision-making skill in other situations) OR is decision-making/working independently a challenge in all areas of the individual's school involvement.

Collaborate with classroom teacher to determine level of intervention required for students who demonstrated atypical ability to work independently and/or to make decisions about what to create. Early identification and collaborative interventions to strengthen decision-making ability increases the likelihood of the individual making safe and healthy choices throughout his or her life.

Encourage classroom teacher to follow-through with "Your brain and heart know what is right! Do the right thing!" as a guide for students as they make decisions.

MISTAKES

Purpose: This lesson gives students the opportunity to evaluate decisions and make changes when necessary. Learning from mistakes is emphasized. Evaluating decisions and making changes are essential components of making safe and healthy choices throughout one's life. This lesson gives students a head start.

Time: 30 minutes **Group Size:** small group or class **Grade Level:** K-3

Materials: Dictionary (definitions of "enemy" and "ally")

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

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

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

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

Standard C: Students will understand safety and survival skills.

Link to Sample Missouri Comprehensive Guidance Program (MCGP) Units/Lessons

Mistakes and learning from mistakes are not specifically addressed in the MCGP sample classroom guidance units/lessons. The current activity might be useful in lessons about goal setting/decision-making, drug awareness activities. Perhaps, you will want to develop the concept into a new Unit—the content is valuable. Click the /following links for sample classroom guidance units/lessons and sample small group counseling units/sessions:

<http://www.missouricareereducation.org/index.php?view=project&project=guidelsn>
<http://www.missouricareereducation.org/index.php?view=project&project=smallgroup>

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	CA6: participating in...discussions of issues and ideas
	Mathematics	
X	Social Studies	SS6: 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		Problem Solving
X	Courage		Compassion		Tolerance
X	Respect (for self)		Goal Setting		

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

Each student orally identifies one thing he or she learned about making mistakes.

Lesson Preparation/Motivation

Essential Questions: Who makes mistakes? What good are mistakes? When are mistakes wrong? When are mistakes right?

Engagement (Hook): See Procedures

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students. Note students who are unable and/or are hesitant to talk about mistakes they have made. Be aware of students who appear unable to translate mistakes into a learning ally.</i></p> <p><i>Hook:</i> Enter class with a BIG eraser (or a huge hand-drawn eraser. Don't worry about quality of drawing--making a mistake is ok).</p> <p>Ask students why you have to have such a large eraser. Ask: Who makes mistakes? Tell about one or two mistakes you have made.</p> <ol style="list-style-type: none"> 1. Share mistakes: After you tell about one of your mistakes, (<i>Hook</i>), ask for two (2) or three (3)volunteers to be brave and tell about mistakes they have made and what they told themselves when they made the mistake. 2. Tell students to think about the question "What good are mistakes?" throughout the lesson. <p>Write "enemy" and "ally" on board. Ask students to define the words; if necessary, refer to the dictionary definition. Write a definition for each word on the board. (FYI: enemy: something that harms; ally: to form a connection or relation between; <i>Student Thesaurus</i> definition: to give assistance or moral support--http://www.wordcentral.com/)</p> <ol style="list-style-type: none"> 3. What do the words "enemy" and "ally" have to do with making mistakes? Point out that a mistake can be our ally or our enemy. Ask volunteers to explain what that means and to give an example. 4. Mistakes as learning enemies—explain: <ul style="list-style-type: none"> • Mistakes CAN make us feel miserable or embarrassed or mad at ourselves—that's when they are our enemies. • We might even be afraid to try something new because we are afraid we will make the same kind of mistake again (e.g., I fell off the monkey bars 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Why does your school counselor need a BIG eraser?</p> <p>Volunteer to answer his or her questions.</p> <ol style="list-style-type: none"> 1. Volunteer to tell about mistakes you have made and what you told yourself about making the mistake. 2. Think about your school counselor's question "What good are mistakes?" <p>Volunteer to define: enemy or ally.</p> <ol style="list-style-type: none"> 3. Volunteer to explain that a mistake can be our friend and helper OR something that works against us; give an example. 4. Volunteer to tell about a mistake that became your enemy and keeps you from trying again.

<p>in front of everyone—hurt AND embarrassed! Won't do that again!).</p> <ul style="list-style-type: none"> That mistake turned into an enemy and now keeps me from taking risks in ANY sport. <p>Ask for volunteers to tell about a mistake enemy that makes them afraid to try again.</p> <p>Ask who has made a mistake that is hard to forget. Another kind of mistake enemy—we keep remembering the mistake and forget the good in the situation. We ignore the part of the mistake that is our learning ally—what we can learn from the mistake—the good of the mistake.</p> <p>5. Mistakes as learning allies: Ask who has learned something from a mistake OR can think about something they COULD have learned from a mistake. Who will volunteer to tell us about a mistake and what you learned (or could have learned) when a mistake became your learning ally?</p> <p>6. Ask: When are mistakes good? Stress that mistakes help us learn to do something better. When are mistakes wrong? Stress that not learning from mistakes makes them wrong—we let the mistake become the enemy that keeps us from learning.</p> <p>7. SHOW-ME...SHOUT-OUT (all together; inside shouts): Who makes mistakes?</p> <p>We wouldn't be human if we didn't make mistakes. Who will tell about a mistake an adult made and whether the mistake became a learning enemy or a learning ally? No one is perfect!</p> <p>8. Ask: Does making a mistake mean a person is stupid? Who will tell us about a time someone called you "stupid" or another name (or you called yourself stupid) because you made a mistake? Explain:</p> <ul style="list-style-type: none"> Maybe the mistake was a foolish or silly mistake HOWEVER—you are not the mistake! You are being smart when you realize you made a mistake and say... OOOOOPS!! AND then ask... What can I learn so I don't make the same kind of mistake again?" <p>9. "OKness" of Making Mistakes ≠ Don't Work Smart! If everyone makes mistakes and you believe it is ok to make mistakes—does that mean you don't have to worry about thinking and working smart on your work??"</p>	<p>Volunteer to tell about a mistake you cannot forget...and still cringe when you think about the mistake.</p> <p>5. Volunteer to tell about things you have learned from a mistake OR how you could have learned from one of the mistakes you mentioned earlier in the lesson.</p> <p>6. Volunteer to tell when mistakes are good (when we learn from them).</p> <p>7. Participate in SHOW-ME...SHOUT-OUT (all together; inside shouts): respond to question in unison—"Everyone".</p> <p>Volunteer to tell about a mistake an adult made.</p> <p>8. Tells about a situation in which you made a mistake and either thought "I'm stupid" or someone said "You are stupid!"</p> <p>9. Consider: "OKness" of making mistakes vs. lazy working. Is there a difference?</p>
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<p>SHOW-ME...HIGH 5s if you have permission to hurry through your work and forget about correct answers because it is ok to make mistakes and everyone makes mistakes?</p> <p>10. Stress the following points:</p> <ul style="list-style-type: none"> • Smart people work hard; when they make a mistake, they turn the mistake into their learning ally and let it teach them how to do something in a new and/or better way. • Making mistakes doesn't make you a bad person—a mistake makes you a smarter person—IF you turn the mistake into your learning ally. • It is important to forgive yourself for mistakes. • It takes courage admit you made a mistake. • People respect someone who admits to his or her mistake and uses it as a learning ally and not make the same mistake twice. <p>ASSESSMENT: Content: Using the whip-around process, ask students to share one thing they learned about mistakes.</p> <p>Remind students about “Pass with Responsibility” option: Passing is “OK”—must take responsibility for saying something like “I pass today”—goal is to hear every student’s voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone’s idea is important!</p> <p>ASSESSMENT: Personalization of Content: In their notebooks (or somewhere they look often), instruct students to write a sentence or draw a picture that finishes the sentence: “From now on, I use my mistakes to ____.”</p> <p>CLOSURE: Invite volunteers to answer the following questions:</p> <ul style="list-style-type: none"> • Who makes mistakes? • What good are mistakes? • When are mistakes wrong? When are mistakes right? <p>Ask students to keep track of and think about what happens when they make a mistake...do they turn the mistakes into learning allies or let the mistakes be their learning enemies? Encourage them to re-read their “From now on...” sentence as a reminder of how they use mistakes as allies.</p>	<p>NO ONE gives a high 5! This is NOT an excuse to be careless in your work!</p> <p>10. Students demonstrate engagement in PSC’s message by looking at PSC, listening to PSC (ignoring students who are distracting); interjecting comments as appropriate and/or when asked a question.</p> <p>ASSESSMENT: Content: One at a time and quickly, each tell one thing you learned about mistakes during this lesson. All students contribute something—redundancy is OK.</p> <p>Pass with Responsibility: if you do not want to talk today, you MUST say with confidence (something like) “I pass today”</p> <p>ASSESSMENT: Personalization of Content: Finish the sentence “From now on, I use my mistakes to ____.” Keep sentence as reminder of the benefits to you of making a mistake—and correcting it.</p> <p>CLOSURE: Volunteer to answer one of the questions your school counselor asks.</p> <p>Agree to keep track of what happens when you make a mistake, to re-read the “From now on...” sentence you wrote and to work toward making all mistakes allies that help you learn.</p>
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Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with an overview of this lesson.

Summarize your systematic observation, noting students who are unable to identify mistakes and/or are unable to state how they would turn a mistake into a learning ally.

Consult with classroom teacher: Talk with him or her about your systematic observations. Discuss the behavior of students who appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations. Does he or she observe the same types of behaviors in the classroom? If so...

Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about making mistakes learning allies, Responsive Services involvement (e.g., individual/group counseling or parental involvement).

WHERE TO TURN/WHO CAN HELP??

Purpose: In this 2-lesson activity, students identify resource people from whom they can seek help for self and/or for friends. Students are encouraged to be self-advocates, i.e., learn not only where to get help, but also, the basics of asking for help, including, calling 9-1-1 for help in an emergency. This is an opportunity to review your self-referral process with students—where to get self-referral forms (e.g., your office and/or classroom) and where to submit their requests (e.g., a special locked mailbox or envelope in your office).

Note: Decide how to approach your mandated reporter responsibilities (a child may mention being abused by another person in the course of exploring students' options for getting help). Even though you most likely have addressed confidentiality with the whole class in the past, it is suggested that you review/discuss the confidentiality guidelines prior to starting these lessons.

In addition, keep in mind that a fine line surrounds this activity as it relates to family issues (e.g., universal family problems versus family-specific problems [sibling conflict v. alcohol abuse by a parent or sibling]). Keep a mental note of the problems identified; be alert to family-specific problems (e.g., drug abuse, abuse of a parent)...be prepared to intercede if family privacy might be at risk (e.g., make mental note of family problems mentioned but do not list them with others). Assure students that you are available to talk with them about any issues; remind them of your self-referral procedure.

Time: Two (2) 30-45 minute Lessons

Group Size: Whole Class

Grade Level: 2-3

Lesson 1: Where To Turn/Who Can Help? Students learn the importance of ASKING for help (for self and/or others); identify problems/situations in which students might need help and create a resource list of names and contact information for people who can help.

Materials: A big “HELP!!!” sign; [Where to Turn](#) Student Thinking Paper; Your school’s self-referral form (optional), a list of common problems students in your school might have (see ASSESSMENT Step in Procedures);

Lesson 2: Calling 9-1-1 Students learn the difference between a “problem” and an “EMERGENCY”; when and how to call 9-1-1; practice making 9-1-1 calls and are provided a 9-1-1 checklist to keep by their home phones.

Materials: A big red piece of paper with “EMERGENCY” written on it. Teletrainer (phones used to teach students how to use the telephone—may be available through phone company if district does not have one) OR discarded phones; [PSC Resources: Teaching Students To Call 9-1-1](#) and [Emergency Situations](#); [Student Resources: Using 9-1-1 To Get Help ...](#) and [Calling 9-1-1: A Checklist](#).

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

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

Concepts: PS.3.A. Safe & Healthy Choices

PS.3.B. Personal Safety of Self & Others









PS.3.C. Coping skills

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

Standard C: Students understand safety and survival skills.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	PS 3.C	Unit: Life Changing Events  
Kdg	PS 3.A/Ps.3.B	Unit: What Are Safe And Healthy Life Choices?  
2 nd Grade	PS 3.A/PS.3.B	Unit: What Are Safe And Healthy Choices, And How Do I Keep Myself Safe?  
3 rd Grade	PS 3.C	Unit: How Does One Cope With Life-Changing Events?  

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

	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)

	Communication Arts	
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	HPE2: principles/practices of physical/mental health HPE5: ... reduce risk factors/avoid high risk behaviors
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting	X	Staying calm in emergency

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

LESSON 1: Students complete the “Where to Turn? Who Can Help” Student Thinking Paper. During “Who Can Help?” game, students will indicate to whom they would turn for help in response to specific situations.
LESSON 2: During a simulation of calling 9-1-1 in emergency situations, student callers use their *Calling 9-1-1: A Checklist* as a guide and provide the dispatcher with clearly stated, thorough and accurate information.

Lesson Preparation/Motivation

Essential Questions: What kinds of problems do people have? Where and how do people get help for problems?
Who can help you if you have a problem? Is it OK to ask for help?
Engagement (Hook): See individual lessons

Procedures

<i>Professional School Counselor Procedures</i>	<i>Student Involvement</i>
<p>LESSON ONE: WHERE TO TURN/WHO CAN HELP?</p> <p>Materials: A big “HELP!!!” sign; Where to Turn Student Thinking Paper; Your school’s self-referral form (optional), a list of common problems students in your school might have (see Assessment)</p> <p><i>Throughout this lesson, systematically observe students as they participate in discussions, complete thinking papers and work with partners. Make note of students who have difficulty completing the thinking papers. Consider whether difficulty is a challenge of “will”</i></p>	<p>LESSON ONE: WHERE TO TURN/WHO CAN HELP?</p> <p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p>

Professional School Counselor Procedures	Student Involvement
<p>(e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) OR if the challenge is indicative of a lack of self-confidence.</p> <p><i>Hook:</i> Enter the classroom waving your big “HELP!!!” sign. “Does anybody know where I can get HELP????!!!” Wait for response; if no response, ask again...when you get a response, say, “I don’t want that kind of help!”</p> <ol style="list-style-type: none"> 1. Use students’ response/non-response to your plea for “HELP” to lead into lesson...emphasize: <ul style="list-style-type: none"> • The importance of letting someone know you have a problem—people don’t carry a big “HELP” sign letting us know when there is a problem. • The importance of identifying the problem AS WELL AS knowing where to get help. 2. Ask students whom they would ask for help if they break an arm, don’t understand a math assignment, or if something is stolen from them. 3. Ask students to define “problem”: <i>FYI: “(A) situation, matter or person that presents perplexity or difficulty.” (kids.yahoo.com/reference/dictionary)</i> <p>Explain that everyone has problems—some are BIG problems, some are little problems; some are in-school problems, some are out-of-school problems.</p> <ol style="list-style-type: none"> 4. Ask students to help you make a list of problems students their age might have. Emphasize that these might be problems in school or out of school. List the problems on the board; ask for a volunteer to write the problems on small pieces of paper as you write problem on board (fold/cut a piece of notebook paper into 8 sections). Collect “problems” from volunteer; place in “hat” for drawing in Assessment: Content. 5. When a friend has a problem: explain that they, (themselves) may not have a problem but they probably know someone who has problem and does not know where to turn for help. Ask students what they would do if a friend (or family member) had a problem. Write their responses on the board. 6. Distribute the <i>Where to Turn</i> Student Thinking Paper. Talk with students about the kinds of problems the people listed at the top can help solve. Brainstorm other sources of help. Complete the Student Thinking Paper together—writing names of people within school community and how to contact them. 	<p><i>Hook:</i> Volunteer: tell school counselor where he or she can get help.</p> <ol style="list-style-type: none"> 1. Listen and think about school counselor’s comments about seeking help. What do you think when he or she says “I don’t want that kind of help”? 2. Respond to each situation with at least one possible source for help. 3. Volunteer to define the word “problem”. 4. You or a classmate volunteer to write the problems as school counselor writes them on board. All (or as many as time allows) contribute a problem. 5. Volunteer to tell what you would do to get help for a friend (or family member). 6. Contribute to conversation about the help people listed at the top of the page can give you and your friends. Complete Student Thinking Paper together.

Professional School Counselor Procedures	Student Involvement
<p>ASSESSMENT: Content: Use <i>Where to Turn</i> thinking paper for game “Who Can Help?” Group students in pairs; explain the procedures/rules:</p> <ul style="list-style-type: none"> • Draw a problem from the “hat” (see Step 4); • Read the problem; • First pair to identify the person who can help shouts (inside shouts) “Help is on the way!” • Pairs identify to whom they would turn for help. • Validate response—invite other pairs to contribute their responses. • Validate thinking of all students. <p>Throughout game, monitor students’ responses to make sure all students are able to identify helpers.</p> <p>Stop game at end of pre-specified time period or when all problems have been “referred” to appropriate source of help.</p> <p>Who’s the winner? Everyone when everyone knows where to get help and/or how to ask for help.</p> <p>Discuss responses; invite questions and/or comments from students.</p> <p>ASSESSMENT: Personalization of Content: Using Soft-Toss process (use a rolled-up sock or other soft, tossable object). Begin by saying something like “For me, asking for help is... (<i>sometimes difficult because I am afraid people will think I am helpless</i>). Grace, I invite you to complete the sentence “For me, asking someone for help is...” toss object to Grace; Grace completes sentence and invites another student to complete the sentence; continue Soft-Toss until everyone contributes (or time runs out).</p> <p>Remind students about “Pass with Responsibility” option: Passing is “OK”—must take responsibility for saying something like “I pass today”—goal is to hear every student’s voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone’s idea is important!</p> <p>CLOSURE: (Optional: Give each student a “Self-Referral” form and review procedures for self-referral and how to make an appointment to talk with you.)</p> <p>Remind students that every person in the school wants to help them; there are options when they need help or advice or just want to talk about something.</p>	<p>ASSESSMENT: Content: Participate in “Who Can Help?” game with partner. Think about the responses of other pairs; how do their responses fit with what you might do?</p> <p>Listen and contribute to discussion with intentionality—the intention to learn more about asking for help from the right person.</p> <p>ASSESSMENT: Personalization of Content: Participate in Soft-Toss; listen and think about other students’ responses. Do you ever have those same thoughts?</p> <p>Remember: “Pass with Responsibility” option: Passing is “OK”—you must take responsibility for saying something like “I pass today</p> <p>CLOSURE: (Optional: if school counselor hands out a “Self-Referral” form, listen to explanation about how you can make an appointment to talk with him or her. Put self-referral form where you can find it when you need it.</p> <p>Think about the first person with whom you will talk when a problem/dilemma/challenge comes into your life.</p>

Professional School Counselor Procedures	Student Involvement
<p>Tell students that in the next lesson, they will learn to tell the difference between getting help for problem and getting help in a REAL EMERGENCY.</p> <p>Encourage students to take their Student Thinking Papers home and talk with their at-home-adult(s) about people who are ready to help at school.</p> <p>LESSON TWO: CALLING 9-1-1</p> <p>Materials: Prior to this lesson, cut apart the situations on the Emergency Situations PSC Resource. A big red piece of paper with EMERGENCY written on it. Teletrainer OR discarded phones; PSC Resources: Teaching Students To Call 9-1-1; Student Resources: Using 9-1-1 To Get Help & Calling 9-1-1: Checklist.</p> <p><i>Throughout this lesson, systematically observe students' confidence in seeking help. Assess their potential for setting aside panic and, either getting help from an adult OR calling 9-1-1.</i></p> <p>Hook: Enter the classroom waving your big red “EMERGENCY” sign. “There’s a fire in my kitchen! I need help NOW! What shall I do????!!!”</p> <ol style="list-style-type: none"> 1. Introduce “9-1-1” (depending upon the age of your students, they may or may not know what 9-1-1 is and how it is used in emergencies). Let the students be your guide in re: how much pre-information to provide about 9-1-1. Emphasize the difference between the problems discussed in Lesson 1 and EMERGENCIES that require a 9-1-1 call. (Explain consequences of making a false 9-1-1 call.) 2. Review procedure for calling 9-1-1(see Professional School Counselor’s [PSC] Resource: <i>Teaching Students to Call 9-1-1</i> and Student Resources <i>Using 9-1-1 To Get Help In An Emergency</i> and <i>Calling 9-1-1: A Checklist</i>). Ask volunteers to demonstrate making a call with you serving as dispatcher. Provide feedback. 3. Role-Play: Calling 9-1-1. The maturity level of your students will determine whether role-plays can take place “all-at-once” or one pair at-a-time in front of class. Adjust procedure to fit time and students. <p>Group students in pairs; distribute two (2) emergency situations to each pair (see Lesson 2 PSC Resource <i>Emergency Situations</i>). Instruct students to decide who will be first caller and dispatcher. Encourage dispatcher to ask questions and give instructions to caller. Verify that students are able to read their situations and tell them to use their checklists to make</p>	<p>Put completed thinking papers in “take-home” folders/backpacks. Talk with your at-home-adult(s) about the thinking paper.</p> <p>LESSON TWO: CALLING 9-1-1</p> <p>Students: A Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: If you know about “9-1-1”, shout (inside shouts) “CALL 9-1-1”</p> <ol style="list-style-type: none"> 1. Students volunteer to explain what they know about 9-1-1 and how to call 9-1-1 in an emergency when no one else is around. 2. Answer and ask questions about calling 9-1-1 Volunteer to demonstrate making a 9-1-1 call for help. 3. Using tele-trainers or discarded telephones, students work in pairs & practice calling 9-1-1 to request help in the emergency they are given (use checklist to make sure caller gives accurate information to dispatcher) Take turns being caller and dispatcher.

Professional School Counselor Procedures	Student Involvement
<p>sure they provide accurate information during their role play calls to 9-1-1..</p> <p>ASSESSMENT: Content: Observe students’ ease and accuracy of information when talking with the dispatcher. Use the checklist as a rubric for assessing students’ ability to effectively place a 9-1-1 call.</p> <p>Review Lessons 1 and 2. Ask volunteers to identify what they remember about the difference between problem situations and emergency situations and how to respond to each kind of situation.</p> <p>ASSESSMENT: Personalization of Content: Ask students how they feel when they ask for help.</p> <ul style="list-style-type: none"> • Is it hard or easy to ask adults (other than parents or guardians) for help when you need it? • What makes asking for help hard? Easy? • Who has been too scared to ask for help? What did you do? <p>Stress: all people need help at some point and that it is OK to ask for help.</p> <p>CLOSURE: Invite students to tell what else they would like to know about getting help in problem and emergency situations. Make a list of “Want-to-Learns; use information to plan future lessons</p>	<p>ASSESSMENT: Content: When you are the caller during the simulation of emergency situations and calling 9-1-1, use your <i>Calling 9-1-1: A Checklist</i> as a guide; provide the dispatcher with clearly stated, thorough and accurate information.</p> <p>Volunteer to provide examples of your learning.</p> <p>ASSESSMENT: Personalization of Content: Participate in conversation about asking for help. Volunteer responses to the school counselor’s questions. Encourage peers who are hesitant to volunteer, to risk telling one of their thoughts.</p> <p>CLOSURE: Tell what you would like to know/need to know about getting help in problem AND emergency situations.</p>

Follow-Up Activities

Provide the classroom teacher with a copy of the materials used in this lesson. Give him or her a copy of a completed *Where to Turn? Who Can Help* thinking paper; ask him or her to post this thinking paper for students to reference when needed. In addition, provide classroom teacher with self-referral forms for students. Ask the teacher to place the forms in an easily accessible place for students and to remind students to put the self-referral forms in your special mailbox.

Summarize your systematic observations and the list of students’ “Want-to-Learns”

Observations: Identify students who appeared to have difficulty completing the thinking papers about seeking help. Identify those who had difficulty with any aspect of the lesson, for example, students who were hesitant to express ideas during whole class conversations and/or with partners, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions and/or partner collaboration, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

Students’ Want-to-Learns: Based on students’ statements of what else they would like to know/need to know (Closure), plan appropriate follow-up, e.g., additional classroom guidance lessons on specific topics or classroom teacher-conducted lessons.

Consult with classroom teacher about your systematic observations: Identify students who had difficulty with any aspect of the lesson. Discuss whether a student’s difficulty is a challenge of “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) OR if the challenge is indicative of a lack of self-confidence/fear of asking for help. Does the classroom teacher observe the same types of behaviors?

Collaborate with classroom teacher if/when intervention is indicated for individual students. Interventions might include (and are not limited to) additional classroom guidance activities about seeking help or Responsive Services involvement (e.g., individual/group counseling or parental involvement).

Name: _____ Date: _____

WHERE TO TURN? WHO CAN HELP?

Examples of people who can help you:

Parent or another family member

Friend

Teacher

Professional School Counselor

Nurse

Religious Leader (e.g., religion teacher)

Community Youth Services

Other???

DO NOT KNOW OR CAN'T DECIDE WHERE TO TURN?? SEE YOUR PROFESSIONAL SCHOOL COUNSELOR—HE OR SHE WILL HELP FIND THE BEST HELPER FOR YOU!

Directions: List the names of people you can/will go to for help and how to contact them

PERSON WHO CAN HELP MY FRIENDS & ME	CONTACT INFORMATION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

TEACHING STUDENTS TO CALL 9-1-1

(This page may be modified for use as a Parent Handout)

Teach students when to call 9-1-1. Use basic concepts such as when an adult can't wake up, any fire that happens without an adult around, or an intruder in the home. Students may know the number, but they may get confused about **when** to call—when one is 5, everything seems like an emergency. Older students may intuitively understand when there is an emergency, even though they can't explain it. Encourage students to trust their "gut" feelings, and if in doubt, tell them to call.

PROBLEMS VS. EMERGENCIES

Teach students the difference between a problem and an emergency. **A problem** is something that they need help with, but the situation does not require emergency services. **An emergency** is a situation that requires immediate assistance from the police or fire department, or requires immediate medical assistance through paramedics or EMTs.

Problems

When students experience a problem, they should decide whether to call an adult family member immediately, call a neighbor, or whether the problem can wait until an adult gets home. For example, parents would probably want a child to call them if the child:

- Feels scared
- Has trouble getting into the house
- Gets home and finds that the electricity is off

Emergencies

If the situation is an emergency, call 9-1-1 immediately. The following situations would require an immediate call to 9-1-1:

- A fire
- Evidence of a break-in
- A medical emergency, such as someone being unresponsive or bleeding profusely

PLACING A 9-1-1 CALL

1. Teach students to call from a house phone -- not a cell phone. When the 9-1-1 call is made from a house phone and in case the individual "freezes", he or she doesn't HAVE to say anything else to get help. Of course, the more detailed the information, the better/faster the response.
2. If the individual must use a cell phone, teach him or her to tell the dispatcher the town, state the address of the locations from which they are calling.
3. Teach students not to hang up until told to do so. In most cases, 9-1-1 dispatchers will keep children on the line until responders arrive. This is helpful to children because they want to know someone is on the line if they need help and/or reassurance.
4. Children have a tendency to mumble when they're nervous. Stress the importance of being heard **and** understood; recording equipment and computers make it difficult to hear at some 9-1-1 centers.
5. Make sure students can say their first and last names to the dispatcher. He or she will use the child's name repeatedly.
6. Emphasize to students that they **MUST** carefully listen to the dispatchers questions and ask the dispatcher to repeat the question if necessary.
7. Teach students to feel comfortable saying "I don't know". Stress the importance of **not** making anything up. Children may see the dispatcher's questions as a sort of quiz, and think they let someone down if they don't know an answer. It's much better for them to say "I don't know" or "I'm not sure" if they do not know an answer.
8. At home **AND** at school, provide frequent opportunities to practice calling 9-1-1. Using a teletrainer or unplugged phone, student dials 9-1-1; an adult acts as dispatcher. The dispatcher asks questions about the pretend incident. Students will use their checklists (Student Handout *Calling 9-1-1*).

EMERGENCY SITUATIONS

Make enough copies of this page for each pair to have 2 emergency situations; Cut apart prior to class

(NOTE: The maturity level of students will determine the appropriateness of these scenarios. You may want to create less emotional scenarios for younger students)

Home Alone!

Suddenly the smoke alarm goes off and you smell smoke but don't know the source.

You see 2 automobiles crash in front of your house. No one is moving in either car.

When you get home from school, you go to your grandmother's room to tell her you are home; when you say "I'm home!" she doesn't answer you.

You are in your house and you notice a strange car driving through your neighborhood several times. Pretty soon the car stops and the driver tries to get your friend to get into the car. You see your friend run away.

Home Alone!

It's raining cats and dogs outside and the wind is blowing. All of a sudden you hear: CRRRAAAASSSSHHHH!!! Rain starts pouring into your house.

You get home from school and the garage door is open. You think you see someone moving inside your house. No cars are in the garage and your parents are supposed to be at work.

You are taking care of your little sister while your mother goes to the store. Your sister is climbing on a chair, falls and hits her head. There is blood all over and you can see a gash on her head.

When you get home from school you decide to cook some bacon—it catches on fire!

You get home from school and get ready to watch television. Your tv set is gone and you know it was there that morning and there is no reason it should not be there now—then you notice the sliding glass door is open.

Home Alone!

You are climbing the big maple tree in your front yard. OOPS...you lose your balance and fall to the ground. Your leg hurts; you cannot stand up. Luckily, your cell phone is in your pocket.

USING 9-1-1 TO GET HELP IN AN EMERGENCY

Take this page home—talk about the information with your at-home-adult(s)

IS IT A PROBLEM OR AN EMERGENCY?

- A problem is something with which you need help but it does not require IMMEDIATE assistance.
- An emergency is a situation that REQUIRES A 9-1-1 CALL for IMMEDIATE assistance from the police or fire department, or medical assistance through paramedics or Emergency Medical Technicians.

Problems

When you experience a problem, decide whether to call a parent immediately, call a neighbor, or whether the problem can wait until an adult gets home. For example, (unless your parent instructs you otherwise) call a parent if you:

- Feel scared
- Have trouble getting into the house
- Get home and the electricity is off

Emergencies

The following issues require an immediate call to 9-1-1:

- A fire
- Evidence of a break-in
- A medical emergency, such as someone being unresponsive or bleeding a lot.

HOW TO CALL 9-1-1

1. **Call from a house phone** (land line) –rather than a cell phone. Calling from a house phone/land line lets the dispatcher know where you are in case you don't remember what to say. If you **MUST** use a cell phone, tell the dispatcher the town, state and location from which you are calling.
2. **Provide as much information about the incident and your location as possible** to the dispatcher so he or she can contact the appropriate helpers.
3. **Speak clearly**—if you mumble, it will take longer for the dispatcher to know what kind of help you need.
4. **Say your first AND last names, your address and type of emergency clearly for the dispatcher**
5. **Listen** to the dispatcher's questions carefully; **ask** the dispatcher to repeat if you did not hear or understand the question.
6. If you do not know the answer to a question, **say "I don't know"**. NEVER make something up just to answer a question!!!
7. **Stay on the line** unless the dispatcher says it is ok to hang up. He or she will probably want you to stay on the line until help arrives.
8. **Practice with an adult at home**--on an unplugged phone and use a pretend situation. Dial 9-1-1 and the adult will be the dispatcher and will ask you questions about the pretend incident.

CALLING 9-1-1: A CHECKLIST

(Fill in the basic information; keep a copy of checklist beside all the phones at home)

_____ 1. **Call 9-1-1** from a house phone (land line) if available.

_____ 2. **Clearly state:**

- ☐ Your city and state if you have to use a cell phone:

City _____ State _____

- ☐ Your First Name _____ Last Name _____

- ☐ House Number _____ Street Name _____

- ☐ *or location of emergency if you are not at home*

- ☐ Type of Emergency, e.g., fire, medical emergency

_____ 3. **Listen**

- ☐ Answer question if you know the answer.
- ☐ Ask dispatcher to repeat question if you do not understand.
- ☐ Say "I don't know" if you do not know the answer to a question.

_____ 4. **Stay on the line** until help arrives or dispatcher tells you to hang up.

_____ 5. **Stay calm and be proud that you are helping the** dispatcher get the very best help for the emergency!

Other important information to know (make the list with your family at home):

PEER PRESSURE: WHAT TO DO ABOUT IT!

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.

PSC Note: You may want to explore the lessons in I Know How To Say “No!” I Say “No”! I Know The Consequences (PS.3.A. 3-5) for additional peer pressure activities. The final lesson in that series provides students an opportunity to explore the (sometimes painful) reality of the consequences of saying “NO” to friends. The lesson, Self-Esteem: Warm Fuzzies or Cold Pricklies (PS.1.A.) strengthens students’ resistance to negative messages from peers, a key component in dealing with negative influence of others—saying “NO” requires inner-strength to do the right thing.

Purpose: This series of three (or four) lessons strengthens students’ resistance to negative peer influence. Students learn: to recognize characteristics of “inner me” anchors; about the influence friends have on each other’s lives and choices; to distinguish between positive and negative influence and to define negative peer pressure as inappropriate use of power and/or threat. Students learn steps they can take to deal with on-going negative peer pressure situations. In addition, the difficulty of resisting negative peer pressure is recognized and addressed.

Lesson 1: The Me I Work to Be—Every Day In Every Way! Lesson 1 develops the foundation for being able to resist negative peer influence. The focus is students’ recognition of their “inner me” and the characteristics that represent who they “really are”. The words students choose to describe their “inner me” can become the anchor characteristics to which students return when they face difficult decisions. They are encouraged to ask themselves “Will this decision help me be the person I am working to be every day in every way?”

Materials: The Me I Work to Be—Every Day In Every Way! Student Thinking Paper:

Lesson 2: Who Influences You AND Whom do You Influence? This lesson helps students learn about the influence friends have on each other’s lives and the choices they make. They are introduced to the ideas that influence is may be positive or negative; everyone wants to have influence with our friends and families so that our ideas and opinions are heard and valued and negative influence occurs when one person uses power or threat to influence an individual or a group of individuals to do something they all know is wrong.

Materials: Who Influences You? Student Thinking Paper

Lesson 3: Influence that becomes Negative = Negative Peer Influence (may be divided into 2 lessons) This lesson helps students learn to identify negative peer pressure; identify immediate actions to resist negative peer pressure at the time it happen; steps they can take to deal with on-going negative peer pressure situations. The difficulty of resisting negative peer pressure when someone we like or admire is trying to influence us to do something we (both) know is wrong is addressed openly. Students develop a personal policy for dealing with negative peer pressure.

Materials: Peer Pressure Scenarios PSC Resource; Pocket Guide: My Personal Policy: Negative Peer Influence Student Resource

Time: Three (or four) 60-minute lessons

Group Size: Small group or class

Grade Level: 4-6

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Ideas/Concepts

Strand: Personal And Social Development (PS)

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

Concepts: PS.1.A. Self concept

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

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

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

American School Counselor Association (ASCA): Domain/Standard:

Personal/Social Development Domain

Standard C: Students will understand safety and survival skills.

Link to Sample MCGP Units/Lessons (Note: the unit listed is merely an example of how these activities fit with the MCGP Guidance eLearning Units/Lessons)

5th Grade PS.3.C Unit: Keeping Myself Safe by Making Safe and Healthy Choices  

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 (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	(Percentages and bar graphs)
	Social Studies	(Power and Influence)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Note: Throughout each lesson, PSC systematically observes students' involvement in activities, e.g., overall level of engagement, approach/avoidance of tasks, interactions with peers, cognitive ability and willingness to complete tasks.

See individual lessons for specific assessment procedures.

Lesson Preparation/Motivation

Essential Questions: What is this thing called "peer pressure"? Is it always associated with negative behavior? What is influence? Who influences Me? Whom do I influence?

Engagement (Hook): See each lesson

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><i>Throughout these lessons, systematically observe as students participate in lesson discussions, complete thinking papers and work in groups. Note students who have difficulty identifying their inner treasures and/or demonstrating that they are worthy of making a difference in their lives. Note those who have difficulty with any aspect of lesson—especially those who are not able to work cooperatively in groups. Note those who are hesitant to express ideas during whole class conversations and/or with a partner, appear to lack confidence in their own thoughts, consistently attempt to take over class discussions, partner collaboration, and/or small group task completion. Note, too, those who repeatedly engage in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.</i></p> <p>LESSON 1: THE ME I WORK TO BE EVERY DAY IN EVERY WAY!</p> <p>Materials: <i>The Me I Work to Be</i>—Every Day In Every Way! Student Thinking Paper</p> <p>Before class, complete an enlarged version of the Lesson 1 Part II silhouette (or have a colleague trace around your body for a life-sized silhouette); use many colors to write the characteristics of the “me” you are working to be every day in every way.</p> <p>Hook: Without saying anything, hold your silhouette in front of your face (if safe) and walk around classroom giving every student a chance to look at the words.</p> <p>Invite students to hypothesize about what the words and the silhouette represent. Ask what purpose an “anchor serves.</p> <p>Explain that the words on the silhouette are your “anchor” words; words that help you make decisions every day. Explain what it means for you to use these internal anchors to keep you focused on “the me I want to be”. Invite students to read the words one by one. Display your silhouette so students can see it during the lesson.</p> <p><i>(PSC Note: Be aware of the many religious beliefs about “inner guidance” in your classroom. Each religion has elements of such characteristics as kindness, honesty and wisdom. This lesson develops a common vocabulary among students—one that may be</i></p>	<p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>LESSON 1: THE ME I WORK TO BE EVERY DAY IN EVERY WAY!</p> <p>Hook: Study the words written on school counselor’s silhouette.</p> <p>Hypothesize about what they represent; volunteer to tell what the purpose of an anchor is.</p> <p>Listen for the characteristics school counselor values and how they help him or her every day. Note that they are each internal and no one can see them by looking for them on the outside of the school counselor.</p> <p>Volunteer to read the words on school counselor’s silhouette.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>referenced from time to time as a self-assessment of how specific decisions/behaviors represent their “inner me” characteristic.)</i></p> <ol style="list-style-type: none"> 1. Introduce the lesson by telling students that they, too, have “inner-me” treasures to help them be who they are working to be every day. This lesson helps them recognize the inner-me words that are important to each of them. Elaborate as appropriate by including comments about the value of inner-me words: <ul style="list-style-type: none"> • When they have a hard decision to make • When they are asked to do things they do not want to do • When they do not know what to do or say in situations someone wants them to do something they know is wrong or they do not want to do. <p>Invite comments from students.</p> 2. Distribute the first page of the student thinking paper <i>The Me I Work to Be Every Day in Every Way!</i> Explain Part I—incomplete sentences. <ul style="list-style-type: none"> • Go over the prompts, inviting clarifying questions. • Encourage students to be honest as they complete the sentences. • Allow time for everyone to complete the sentences; observe students as they work—watch for emerging readers who need help reading and those who may not understand a prompt. • Provide assistance as appropriate. Make note of those who are self-conscious about honesty in regard to the prompts; they may write inappropriate completions. Intervene as you think appropriate without making a “big deal” AND follow-up with student later. 3. Invite a conversation about what students felt and thought while they completed the sentences. <ul style="list-style-type: none"> • Were there any that were really difficult to complete? • What did they learn about themselves? • What was it like for them to write what they like about themselves and/or want other people to notice about them? <p><i>Listen for students’ misconceptions that may influence thinking about the value of “inner-me treasures”.</i></p> <p>Include comments regarding the benefits of thinking about and understanding self and being able to articulate what they want other people to notice.</p> <p>Part II of thinking paper: (Charlene Costanzo’s The</p> 	<ol style="list-style-type: none"> 1. Listen to description of “inner-me” words and why they are important. Think about words that could be your own inner-me words. <p>Make comments about own experiences or ask clarifying questions about inner-me words and their usefulness in life.</p> 2. Scan your student thinking paper, <i>The Me I Work to Be Every Day in Every Way!</i> Follow with school counselor as he or she explains the prompts. Ask clarifying questions about parts you do not fully understand. <p>Respond honestly to each prompt. Ask for assistance when you need it.</p> 3. Contribute to the conversation about your thoughts and feelings as you completed the sentences; respond to school counselor’s prompts. <p>Listen to others’ thoughts and ideas; think about the benefits of understanding self and being able to articulate (tell) what you want people to notice about you.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Twelve Gifts of Birth, is a beautiful way to introduce/reinforce the “inner-me” treasures within each of us; if you have a copy, consider reading it before discussing the words in Part II of the thinking paper. The 24 inner-me treasures include the 12 gifts about which Costanzo writes.)</p> <p>4. Part II: Tell students to read the words at the bottom of the page. Discuss their relationship to their own inner-me treasures. Emphasize:</p> <ul style="list-style-type: none"> • The inner-me treasures live within us—people can tell what our inner-me treasures are by our actions. For example, if I tell a bully to stop picking on my friend, other people will know that 2 of my inner-me treasures are <i>courage</i> and <i>loyalty</i>. • Each of us possesses various forms of the inner-me treasures/characteristics the words represent. • Sometimes we keep our treasures hidden from ourselves (and from others) • When we “own” the inner-me treasures and demonstrate our ownership with actions, hard decisions are easier because we have “anchors” by which to evaluate our choices. <p>5. Distribute the silhouette (thinking paper) <i>The Inner Me</i>. Call students’ attention to your silhouette (<i>Hook</i>) and your inner-me treasures. Ask students: What are your inner-me treasures?</p> <p>ASSESSMENT: Content: Go over Part II instructions. Students choose the words (at least 5) that represent who they want to be and cut/paste or copy them onto their silhouettes (tell students to add their inner-me characteristics that are not on the list). As students work, observe their involvement and listen to their conversations.</p> <p>ASSESSMENT: Personalization of Content: Working in pairs, students process the activity by describing their silhouettes and sharing the personal meaning of 3 of the words with their partners. Invite 2 or 3 students to tell the rest of the class about one of their inner-me treasures and what it means.</p> <p>CLOSURE: SHOW-ME...with words...all at once: <i>I learned I...</i> One at-a-time: if time permits, invite everyone to contribute one (1) <i>I Learned I...</i> starting with student on your right and going around group without stopping (remind students of “pass” option—passing is OK; however, student must take responsibility by saying something like “I choose to</p>	<p>4. Part II: Read the words at the bottom of the page. As the school counselor is explaining the words, listen for the ways the inner-me treasures can help you and your friends every day.</p> <p>Add comments and/or ask clarifying questions—your comments and questions help everyone understand the meaning and power of inner-me treasures.</p> <p>5. Look at the school counselor’s silhouette; think about the inner-me words he or she included. Contribute at least one of your inner-me treasures during the conversation.</p> <p>ASSESSMENT: Content: Complete a silhouette with at least 5 inner-me treasures represented: Follow along as school counselor reads/explains the directions for Part II of the thinking paper. Select the inner-me words that are your internal treasures—words that describe the me you work to be every day. Paste/copy those words on your silhouette.</p> <p>ASSESSMENT: Personalization of Content: Talk about silhouettes and the personal meaning of 3 of your treasures with a partner. Volunteer to tell the rest of the class about one inner-me treasures and what it means to you—in actions every day.</p> <p>CLOSURE: All at once state an <i>I learned I...</i> One-at-time, contribute one (1) <i>I Learned I...</i> to the group “go-around.”</p>

Professional School Counselor Procedures:	Student Involvement:
<p>pass this time”.</p> <p>Tell students to keep their <i>The Me I Work to Be Every Day in Every Way</i> silhouettes where they will see them every day as reminders to show their inner-me treasures to the world through their actions.</p> <p>Collect the first page of their thinking papers.</p> <p>(Extension of activity: Ask students to create a 4 column chart [demonstrate on board]: Column 1: Inner-Me Treasures; Column 2: What it means; Column 3: What it looks like to others; Column 4: What I need to remember.</p> <p>Process activity, tell students to assign a title to the chart and keep it with the rest of their “The Me I Work to Be—Every Day in Every Way!” materials.)</p> <p>Before next lesson, review reflections (responses to sentence stems) for students’ (age appropriate) level of self-awareness and their ability to express their thoughts about the person they want the world to see. Make note of any students whose responses indicate a lack of self awareness, self-confidence or an avoidance of writing about self. Be aware of students’ age-appropriate command of conventions of standard English and the ability to articulate thoughts and feelings in 1st person language.</p>	<p>Commit to keeping silhouettes someplace they can be seen every day.</p> <p>Give page 1 of your thinking paper to school counselor.</p> <p>(Extension of Activity: Create a 4 column chart; label it as instructed by school counselor. List your inner-me words; add appropriate information in each of the other columns.</p> <p>Contribute to discussion about activity; keep chart with other <i>The Me I Work to Be Every Day in Every Way!</i> materials)</p>
<p>LESSON 2: WHO INFLUENCES YOU AND WHOM DO YOU INFLUENCE? (Take student thinking papers from Lesson 1 to class; distribute during Step 1).</p> <p>Materials: <u>Who Influences You AND Whom Do You Influence?</u> Thinking Paper</p> <p>(PSC Note: Help students differentiate between parents asking them to do something they don’t want to do, such as cleaning their rooms and someone [friends] asking them to do something they don’t want to do because it is wrong.)</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT...one at-a-time...with words...What do you recall from our last lesson? What stands out as the “best” idea you learned? How did you use your inner-me treasures? Remind students to “own” their inner-me treasures—they call upon them during this lesson. <p>Return student thinking papers from Lesson 1. Give students a minute or so to read over their Part I About Me responses. Make general comments; invite students to comment and or ask questions.</p>	<p>LESSON 2: WHO INFLUENCES YOU AND WHOM DO YOU INFLUENCE?</p> <p>Students: A Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <ol style="list-style-type: none"> 1. Participate in SHOW-ME—SHOUT-OUT...contribute one idea you recall from the last lesson or the “best” idea you learned or how inner-me treasures were used. <p>Read over your Part I About Me responses. Contribute to open discussion about responses.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Hook for this lesson:</i> Give students a group command, such as, “Everyone stand up and put your hand on your neighbor’s head. OK...now sit down.” Write the word INFLUENCE on board.</p> <ol style="list-style-type: none"> Ask students why they did what you told them to do. If students do not mention the concepts of “trust” or “you are the boss” mention and add them to the list. Sum-up the list by explaining that their reasons indicate you can INFLUENCE their actions because you are “the adult”. Point out that educators’ influence in their lives is positive (most of the time)—and it is in their best interests to listen and follow their lead☺. Invite students to provide their own definitions of “influence”. (<i>According to Merriam-Webster’s online English learners dictionary influence is: 1) the power to change or affect someone or something: the power to cause changes without directly forcing them to happen. 2) A person or thing that affects someone or something in an important way.</i> [http://www.learnersdictionary.com/search/influence/1/]) <p>Explain that this lesson will help them learn about the influence friends have on each other’s lives and the choices they make.</p> <ol style="list-style-type: none"> Ask students to relate examples of activities their friends have influenced them to do. List their examples on board. <ul style="list-style-type: none"> Give students time to look over list and add any additional ideas. Ask students to look for categories of influence, e.g., after-school activities, sports, school work. Talk about the influence of influence. Emphasize: <ul style="list-style-type: none"> Influence may be positive or negative. Influence of our friends can encourage us to try a new activity we learn to love. We all want to have influence with our friends and families so that our ideas and opinions are heard and valued. Negative influence is when one person uses power or threat to influence an individual or a group of individuals to do something they all know is wrong. Review examples of influence (Step 5); ask students to help you decide whether to put a plus (positive influence) or a minus (negative influence) next to each 	<p><i>Hook for this lesson:</i> Follow the commands of school counselor.</p> <ol style="list-style-type: none"> Respond to school counselor’s question about “Why....” Think about the meaning of “influence.” Volunteers contribute their definitions of “influence.” (If a classmate has not volunteered, invite him or her to contribute a definition.) Contribute (and encourage others to contribute) examples of activities in which friends influenced activities. Help school counselor group the list of activities into categories. As school counselor is talking about “influence”, think about what his or her words mean in your life. Help school counselor decide whether an activity merits plus or minus. Contribute to the discussion—especially noting examples that were difficult to

Professional School Counselor Procedures:	Student Involvement:
<p>example. Discuss and summarize as appropriate.</p> <p>7. Distribute the <i>Who Influences You AND Whom do You Influence?</i> Student Thinking Paper to students.</p> <p>Review the meaning/purpose of a bar graph and the data it will allow them to compare in this activity. Explain the directions.</p> <ul style="list-style-type: none"> • Horizontal (x) axis represents activities which may be influenced by friends OR in which the students may influence their friends. • Vertical (y) axis represents the ESTIMATED percentage of influence on the selection of activities in columns. • Sub-columns for each activity represent influence of friends (Friends Influence Me-FIM) and the influence students have on their friends (I Influence Friends--IIF). <p>Invite clarifying questions. Encourage students to use their inner-me treasures of honesty and integrity as they complete their bar graphs. Remind students of the meaning of the IIF (I Influence Friends) & FIM (Friends Influence Me) sub-column labels.</p> <p>8. Instruct students who finish before the others to read and think about the discussion question below the bar graph.</p> <p>When the majority of students have completed their bar graphs, ask students to get into pairs; lead the class (as they work in pairs) through each question. Invite volunteers to share their ideas. Point out:</p> <ul style="list-style-type: none"> • We are all influenced in some ways by others and influence others in some ways. • The trick is to recognize the difference between positive and negative influence. <p>ASSESSMENT: Content: Students self-assess the presence of all elements for a bar graph (title describes information presented, horizontal and vertical axes are labeled, scale for measurement used, key explains data if necessary, e.g., unshaded area represents: ____).</p> <p>On the back of their thinking papers, tell students to write their definitions of “influence” and who/what influences their lives.</p> <p>ASSESSMENT: Personalization of Content Write a note to self: Today I learned I am influenced _____. I do/don’t want to have more influence over the time of my life because _____. From now on, I _____.</p>	<p>evaluate.</p> <p>7. Look over the thinking paper.</p> <p>Recall the definition of a bar graph and what it is used to represent.</p> <p>As school counselor explains directions for the thinking paper, point to the part of the bar graph being described.</p> <p>Ask clarifying questions if the directions are not clear to you. Complete bar graph using inner-me treasures of honesty and integrity.</p> <p>8. When finished with bar graph, look over questions below bar graph until others finish. When school counselor gives direction, get into pairs. Follow the lead of the school counselor—discuss questions with partner after he or she reads the question.</p> <p>Contribute ideas to the discussion about “influence.”</p> <p>ASSESSMENT: Content: Self-assess the presence of all elements for a bar graph.</p> <p>On the back of thinking paper, write your definitions of “influence” and who/what influences your life.</p> <p>ASSESSMENT: Personalization of Content: Follow directions of school counselor and write a note to self.</p>

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<p>CLOSURE: Invite several students to share one “I learned I _____” with classmates. Remind students that their inner-me treasures can help them follow-through with the “From now on, I _____” statements in their notes to themselves.</p> <p>Collect <i>Who Influences You...</i> student thinking papers.</p> <p><i>Before the next lesson, review responses and make note of any patterns and/or concerns; use when future lessons or individual interventions are planned.</i></p> <p>LESSON 3: INFLUENCE BECOMES NEGATIVE = NEGATIVE PEER INFLUENCE (may want to divide Lesson 3 into 2 lessons)</p> <p>Materials: Peer Pressure Scenarios PSC Resource; My Personal Policy: Negative Peer Influence Student Pocket Guide</p> <p>Prior to lesson, cut the <i>Peer Pressure Scenarios</i> (PSC Resource) into strips; cut the Pocket Guides pages apart. Take completed <i>Who Influences You...</i> student thinking papers to class; distribute during Step 1.</p> <ol style="list-style-type: none"> 1. SHOW-ME ... with words...Volunteers...What do you recall from the previous lesson(s)? More volunteers...Distribute completed Lesson 1 <i>Who Influenced You...</i> thinking papers. Give student time to remind themselves of their responses. Ask: Since our last lesson, who influenced you? What challenges did you face as others tried to influence you? How have you used your inner-me treasures since the last lesson? Acknowledge responses; connect comments. <p><i>Hook:</i> Suddenly launch into a dialogue between your outer-self and your inner-self about a true childhood memory of a friend talking you into doing something you knew was wrong. Include in the dialogue several reasons for allowing the friend to influence you (e.g., I didn’t want to lose him as a friend or she threatened to tell my parents that I started a fight at school [a lie], I didn’t know what else do).</p> <ol style="list-style-type: none"> 2. Ask students to describe their thoughts and feelings as you were dialoguing with yourself. Transition into the lesson by acknowledging that everyone has been influenced by someone to do something they knew was wrong. Sometimes it is difficult to resist the influence of our friends. Tell them: <ul style="list-style-type: none"> • During this lesson, our focus will be negative influence or negative peer pressure. • Like influence, peer pressure can be positive as 	<p>CLOSURE: Volunteer to share one “I learned I _____” with classmates.</p> <p>Remember: Your inner-me treasures can help you follow-through with the “From now on, I _____” statement you wrote in your note to self.</p> <p>Give your student thinking paper to school counselor.</p> <p>LESSON 3: INFLUENCE BECOMES NEGATIVE = NEGATIVE PEER INFLUENCE</p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <ol style="list-style-type: none"> 1. Participate in SHOW-ME...with words: volunteer recollections from previous lesson(s). <p>Review your <i>Who Influences You</i> thinking paper. Recall the variety of situations in which you influence others and others influence you.</p> <p>Volunteers to tell about challenges and how inner-me treasures were used.</p> <p><i>Hook:</i> Listen to the dialogue between the school counselor’s inner- and outer-selves. As he or she is talking, listen for anything that is similar to your experiences.</p> <ol style="list-style-type: none"> 2. Contribute thoughts and feelings school counselor’s dialogue brought to mind. Consider what you would like to know about resisting negative influence/pressure from friends.

Professional School Counselor Procedures:	Student Involvement:
<p>well as negative.</p> <ul style="list-style-type: none"> • Positive is easier to handle than negative...so... • We are going to talk more about how to handle negative pressure from others <p>3. Ask students to think of a time when they were pressured by someone (especially a friend) to do something they really didn't want to do. How did they know they were experiencing negative peer pressure? Invite public sharing of the situations. Make a list on the board.</p> <p>4. With input from students, generate a list, of actions students can use to resist negative peer pressure at the time it happens. Be sure the list includes the following ideas:</p> <ul style="list-style-type: none"> • Just say NO • Act shocked • Suggest something better to do. • Walk away <p>Recognize the difficulty of being in a situation in which someone we like or admire is trying to influence us to do something we (both) know is wrong.</p> <p>5. Divide class into 4 pairs and 4 quads (adjust for number of students in class) to enact role-plays. Remind students to look at the silhouettes of their inner-me treasures—they will need to use them in their groups.</p> <p>Explain that they will role-play the scenarios in two ways: giving in to peer pressure and using inner-me treasures to do the right thing: resist peer pressure.</p> <p>Distribute the individual <i>Peer Pressure Scenarios</i> (PSC Resource): distribute one of scenarios 1-4 to each pair and one of scenarios 5-8 to each quad. Give members about 5 minutes to:</p> <ul style="list-style-type: none"> • look over and discuss the situation • Plan 1 minute “giving-in” role-play • Discuss “do the right thing” role-play • review the solutions listed on the board • Review inner-me treasures • Plan 1-minute “do the right thing” response to the assigned situation. • Decide who will be influencer in each situation (keep same influencer for both role-plays so that he or she has a chance to be seen in both roles) <p>Enact role-plays;</p>	<p>3. Think about a time you did something you knew was wrong. What was your inner-outer-self dialogue? Contribute to list of situations school counselor writes on board.</p> <p>4. Contribute to list of actions/ideas to resist negative peer pressure.</p> <p>5. Look at inner-me treasures on silhouette of self. Remember why they are important and how they can help you be the person you are working to be and choose to “do the right thing.”</p> <p>Work with members of group to plan 1-minute role-play responses to the assigned situation.</p> <p>Enact role-plays; reverse roles if school counselor</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>6. Invite students to think about and then contribute to a class discussion about their thoughts, feelings and observations during the role-plays. What inner-me strengths helped turn the negative influence around.</p> <p>7. Again, recognize the challenge of resisting influence of someone who is liked and admired (or who threatens retaliation); in addition, recognize the reality that they might succumb to negative influence—and that does NOT mean they are doomed to repeat the behavior. Invite students to anonymously write question they have about resisting negative peer pressure. Collect questions and use to stimulate further discussion in this or another lesson.</p> <p>PSC Note: <i>If you choose to divide this activity into 2 lessons, this is a good place to make the break.</i></p> <p>8. Explain that, in addition to the immediate actions listed in Step 6, there are five steps they can use to deal with on-going negative peer pressure situation:</p> <ul style="list-style-type: none"> Recall the “Me I’m Working to Be” silhouette of inner-me characteristics to remind themselves of the kind of person they are working to be; Realize there is potential trouble in the situation (the feeling you get in your heart or your stomach or whatever part of your body is your early warning system that “things “aren’t right”); Identify the potential trouble in the situation; Consider the choices and the consequences. Which choices represent the inner-me you want others to recognize? Take action either by using an immediate response that stops the pressure OR talk the situation over with an adult, if you are unable to stop the pressure on your own. <p>Invite a conversation about each of the steps; encourage honesty and courage in contributions.</p> <p>ASSESSMENT: Content: Working in groups of 4, ask students to make a group list of a minimum of 3 major concepts they remember from the previous lessons (if all lessons in the series [3] were implemented) or from this lesson. Assist their memories as needed. Ask each group to choose a recorder to write the group’s list on the board. Invite questions/comments about any/all of concepts presented. Discuss patterns/additional ideas.</p> <p>ASSESSMENT: Personalization of Content: Explain the meaning of “policy”. Emphasize that students can develop policies for their behavior. Distribute a <i>My</i></p>	<p>asks you to do so.</p> <p>6. What was observed during role-play? Contribute observations to the class discussion. Reflect on inner-me strengths individuals used.</p> <p>7. Anonymously write question you have about resisting negative peer pressure. School counselor will answer each one during this or future lessons.</p> <p>8. Listen/take notes as the school counselor is explaining action steps that help resist negative peer pressure. Ask questions or make comments about any actions you do not understand or have used in the past.</p> <p>ASSESSMENT: Content: Working in groups of 4, make a group list of a minimum of 3 major concepts from the lessons about peer influence/pressure. Choose a recorder to write the group’s list on the board. Contribute questions/comments about any/all of concepts presented.</p> <p>ASSESSMENT: Personalization of Content: Use the open-ended sentences on the <i>My Personal Policy</i>:</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Personal Policy: Negative Peer Influence Pocket Guide to each student. Explain the open-ended sentences, inviting clarifying questions. Each student completes a Pocket Guide that he or she will keep in back-pack, desk or some other handy place.</i></p> <p><i>As students are creating Pocket Guides, systematically observe their level of involvement in the completion of the sentences. Note those who may be self-conscious about completing the sentences. As is appropriate for individual students, intervene now or wait until another time to address concerns.</i></p> <p>CLOSURE: SHOW-ME...with words...all together...what do you say when someone tries to put pressure on you to do something you know is wrong or you do not want to do? SHOW-ME...with words...one-at-a-time...What will you do...?</p> <p>Remember the ME I AM WORKING TO BE—and do-it—EVERY DAY IN EVERY WAY!</p>	<p><i>Negative Peer Influence Pocket Guide to develop a policy for self. As school counselor explains open-ended sentences, ask clarifying questions. Complete a Pocket Guide to keep in back-pack, desk or some other handy place</i></p> <p>CLOSURE: SHOW-ME...with words...all together...shout-out (inside shouts) what you will say when someone tries to put pressure on you. Volunteer to contribute ideas to SHOW-ME...with words...one-at-a-time.</p> <p>Remember the ME I AM WORKING TO BE—and do-it—EVERY DAY IN EVERY WAY!</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide classroom teacher with a brief overview of each lesson and a copy of the printed materials used in each lesson.</p> <p>Summarize your systematic observations: Identify students who have difficulty identifying inner treasures and/or demonstrating they are worthy of making a difference in their lives. Identify students who have difficulty with any aspect of lesson—especially those who are not able to work cooperatively in groups, those who are hesitant to express ideas during whole class conversations and/or with a partner, appear to lack confidence in their own thoughts, consistently attempt to take over class discussions, partner collaboration, and/or small group task completion. Identify those who repeatedly engage in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.</p> <p>Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well?</p> <p>Collaborate with the classroom teacher to further identify the extent of a lack of self-awareness and/or the self-confidence to resist negative peer influence. Collaborate to plan appropriate interventions, e.g., Responsive Services in the form of individual or small group counseling, additional classroom guidance activities about peer influence and students’ self-efficacy in resisting negative influence/pressure.</p> <p>Talk with classroom teacher about classroom following-through with concept of “doing the right thing”, such as, reminding students of their silhouettes: <i>The Me I Work to Be Every Day in Every Way!</i>, to use their inner-me treasures as benchmarks to evaluate decisions and to ask themselves how they used their inner-me treasures to let others know the REAL person they are.</p>

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**Loyalty***REVERENCE****Beauty****HONESTY**

Faith*

Courage*

*Compassion**

Creativity

Wisdom**Hope****PERSEVERANCE***Capability*

Joy*

Integrity

Trustworthiness*Love**

Problem-Solving Ability

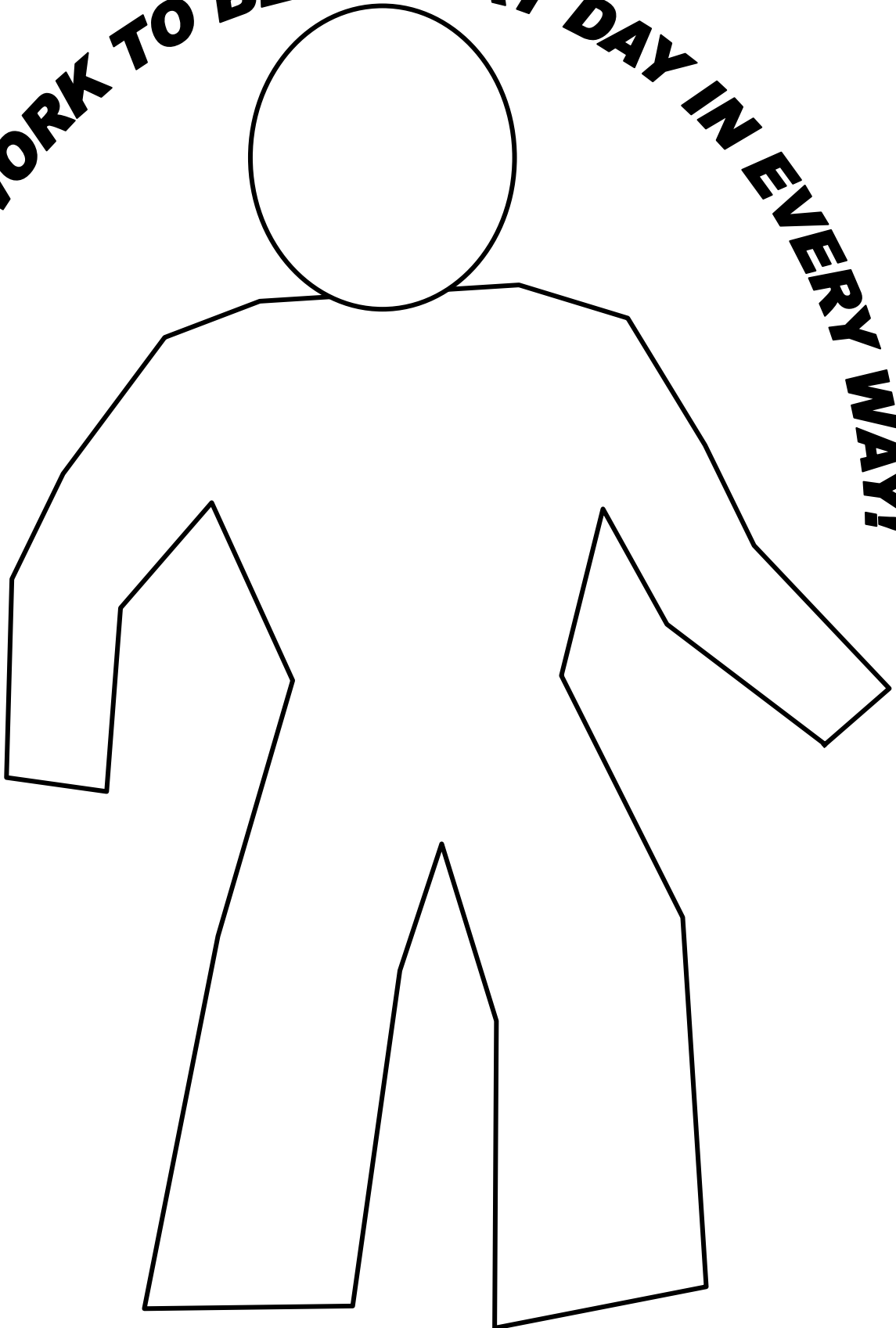
Respect: For Me

Talent**Caring*

Respect: For Others

Imagination***Curiosity**

THE ME I WORK TO BE--EVERY DAY IN EVERY WAY!



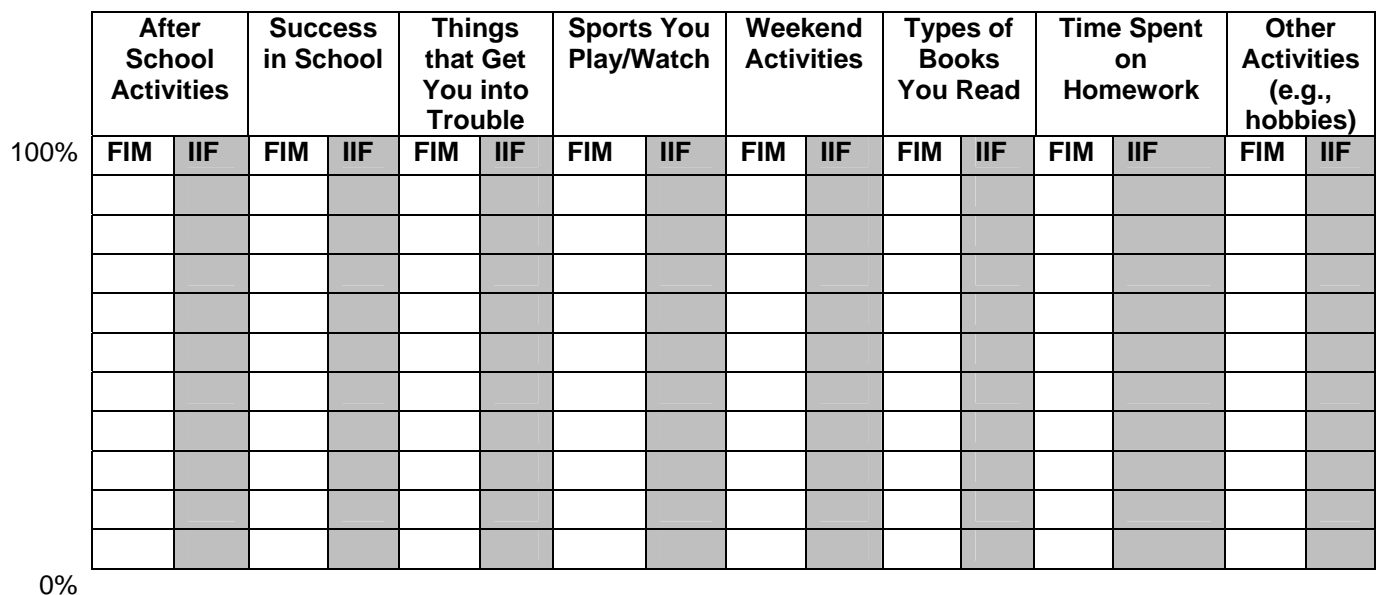
WHO INFLUENCES YOU AND WHOM DO YOU INFLUENCE?

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/PRESSURE SCENARIOS

PSC: Scenarios 1-4 = role-plays for pairs; Scenarios 5-8 = 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.

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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AND THAT'S THE TRUTH!

FEARS: YOU CAN MASTER THEM!

Purpose: This lesson helps students explore their fears and the steps to mastering fears. Students learn about warning-fears, the positive purpose they serve (protection) AND that they can master the fear instead of letting the fear master them. Students complete a self-assessment of their fears; discuss what they discovered about their fears, learn a process for mastering fears and develop a plan to master one of their fears.

Time: 60 Minutes **Group Size:** Whole Class **Grade Level:** 4-6

Materials: [Scary Activities](#) (may be used as a PSC resource or a thinking paper for students); [Fear Inventory](#) and [My Fear Mastery Plan](#) Student Thinking Papers; [Mastering Fears pocket guide](#) Student Resource

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

Big Ideas: PS.1 Understanding Self As An Individual And As A Member Of Diverse Local And Global Communities; PS 3 Applying Personal Safety Skills and Coping Strategies

Concepts: PS.1.A. Self concept; PS.3.C. Coping skills

American School Counselor Association (ASCA): Domain/Standard:

Personal/Social Development Domain

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

Link to Sample MCGP Units/Lessons

There is not a Unit/Lesson which directly addresses individual fears; this activity may be used as an intervention (classroom or small group) when students exhibit fearful behavior and/or talk about fears in informal conversations. Fearful behavior, thoughts, feelings or conversations are by-products of crises; especially those that are extreme and, perhaps, dangerous (e.g., the kidnapping or violent death of a schoolmate, natural disasters [tornados, floods], school invasions). Activity may be used in conjunction with any unit/lesson addressing feelings and/or self-knowledge.

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
	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	
	Social Studies	
	Science	
X	Health/Physical Education	2. principles/practices of physical/mental health (e.g., personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

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

ASSESSMENT: Content: students respond to the following questions:

- Who has fears?
- Is it ever ok to be afraid?
- Can one “get rid” of a fear? How?

ASSESSMENT: Personalization of Content: [My Fear Mastery Plan](#) includes Personalization of Content responses. Queries 5, 6, 7, 9, 10 & 11 ask students to identify their thinking/feeling about mastering a specific fear.

Lesson Preparation/Motivation

Essential Questions: Who has fears? Is it ever ok to be afraid? Can one “get rid” of a fear? How?

Engagement (Hook): See Lesson Procedures.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>Prior to class, copy/cut <i>Mastering Fears</i> pocket guide.</p> <p><i>PSC Note: Be aware of students who may not realize fear is a common feeling. Others may be reluctant to talk about fears. Modify activity so that contributions to discussions (and Mastery Plans) focus on fear(s) they feel comfortable discussing with others.</i></p> <p><i>Diagnostically observe students as they discuss fears; note students who claim to have no fears or who consistently (openly or subtly) demonstrate disrespect for those who courageously talk about their fears. Listen for students’ misconceptions about fears or acknowledging fears; note especially misconceptions that influence how students think/talk about fears.</i></p> <p><i>Hook:</i> Come into class shrieking (inside shriek) about a spider, a mouse or other animate object that evokes strong fear for you. When students are “hooked”, ask them what they felt/thought when they heard your reaction. Be quick to explain that you were role-playing—there was no ____! Tell the students about something you fear...and ask them to think about some of their fears.</p> <p>1. Following the <i>Hook</i>, introduce the lesson: Fears and how to master them.</p>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Contribute comments about how you felt/what you thought when your school counselor came shrieking into class. Think about some of your fears—you will talk about them later in the lesson.</p> <p>1. After listening and contributing to the <i>Hook</i> conversation about fears, listen to and think about the school counselor’s introduction to the lesson and how it might help you learn more about your own fears.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>2. Draw a continuum of fear on the board. Label the extremes: A Little Afraid↔ Very Afraid. Ask students to stand along an imaginary line according to the degree of their feelings as you read sample scary situations (use Scary Activities PSC Resource/Student Thinking Paper or make up other situations). After students place themselves on the continuum, invite volunteers to tell why/how they chose their place to stand on continuum.</p> <p>3. Everyone (even their school counselor) is fearful of something—sometimes we might be a little fearful (e.g., a dog runs up to us wagging his tail) and sometimes we might be REALLY fearful (a loud crash wakes us up). The same fear might be a small fear for one and a big fear for another (e.g., snakes).</p> <p>As we consider fears, it is important to respect our differences and support each other as we learn to master fears. Invite several students to tell about situations in which they feel fearful.</p> <p>It is also important to know that feeling fearful can protect us from potential danger, such as feeling fearful when we see or smell smoke in our houses, being afraid of a barking dog showing her teeth, feeling fearful when we have to cross a busy street.</p> <p>In situations such as these, our fear warns us to be cautious, to use our brains and to take appropriate action. Invite 3 or 4 students to tell one memory (each) about a warning-fear that stands out for them.</p> <p>4. Distribute the thinking paper Scary Activities (or write the list on the board for discussion). Read the list; as you read ask students to circle (or make note) of the activities that are fearful for them. When you have read the entire list, tell students to put a big * next to the activity they fear the most. With the class, indicate which fears are physical fears (P) and which are emotional fears (E). Discuss as appropriate.</p> <p>5. Discuss the following with students:</p> <ul style="list-style-type: none"> • What does being afraid mean? • How can you tell when you are afraid? • Is it ever useful to be fearful? (Fear as warning) <p>6. Continue by asking students to speculate about why some people won't admit they are afraid. Invite several students to tell about a situation in which they were afraid to admit they were afraid. What led to the fear of admitting fear? Invite 3 or 4 students to tell about a specific situation in their lives.</p>	<p>2. As school counselor reads scary situations; move to the place on continuum that matches personal level of fear. Volunteer to tell classmates why/how chose place on continuum.</p> <p>3. Recall the fears you thought about during the Hook and a past fearful situation; volunteer to tell about situations. If you choose not to volunteer consider your own fears and whether it is a big fear or a small fear.</p> <p>Think about others whom you know ...what are their fears? Have you made fun of someone for being afraid of something? Has someone made fun of you for being afraid of something? Remember: Respect others as you want to be respected!</p> <p>Recall the fears you thought about during the <i>Hook</i> and times when feeling fearful was a good thing and actually served as a protector.</p> <p>Volunteer to tell classmates about a warning-fear situation, how you felt and how your feeling of fear protected you.</p> <p>4. Listen as school counselor reads the list of scary things; follow your school counselor's instructions—ask clarifying questions as appropriate.</p> <p>5. Think about and answer (in your head) the questions posed by your school counselor. Contribute to discussion and/or ask clarifying questions if unsure about how to answer queries.</p> <p>6. Think about situations when a fear was not admitted because of a fear of what others would say if fear was admitted and what prior experiences (or experiences of others) led to being afraid to admit a fear. Volunteer to courageously tell classmates about those times.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>7. SHOW-ME...with words...one-at-a-time: How do people react to fearful situations; list on board.</p> <p>8. Remind students of earlier conversations about the OKness of being afraid; everyone is afraid at times AND sometimes fear is a warning that protects us. The rest of the lesson teaches a process to make it easier to know what to do when they are fearful.</p> <p>9. Write the following on the board: FEAR</p> <ul style="list-style-type: none"> • Recognize it • Past experience • Prediction • Share it • Mastery <p>10. Explain to students that the list represents steps one can take when feeling afraid: 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-ME your courage: Make a Fear Mastery Plan.</p> <p>11. Distribute the Fear Inventory Student Thinking Paper; explain directions for Part I; invite clarifying questions and ask students to complete Part I (List 7 fears) independently. Discuss results.</p> <p>12. Part II: <i>Fear Inventory</i>: Mastering a Fear: Instruct students to circle one fear they would like to master. Guide students through Part II. When they have completed Part II individually, distribute the student thinking paper My Fear Mastery Plan. In groups of 2, students develop Mastery Plans--how they will master the fear. Guide students through each part and encourage them to help each other identify strategies they can use to overcome fears; provide assistance as needed.</p> <p>ASSESSMENT: Content: In pairs (partners with whom</p>	<p>7. Contribute to list of reactions to fearful situations.</p> <p>8. Recall conversation about fear being “OK” and that warning-fear protects us from potential danger.</p> <p>9. Think about the meaning of each phrase as the school counselor writes it on board.</p> <p>10. Compare your thinking about each step as your school counselor provides descriptions for each step.</p> <p>11. As school counselor explains directions for Part I, think about what you are supposed to do; ask clarifying question if not sure about any part of directions. Complete Part I and contribute to discussion about results.</p> <p>12. Part II: Complete Part II as instructed. Describe the targeted-for-change fear to partner. With support from partner, complete My Fear Mastery Plan. Ask for help from school counselor if get stuck on any part.</p> <p>ASSESSMENT: Content: With Part II partners students</p>

Professional School Counselor Procedures:	Student Involvement:
<p>they worked in Part II), students respond to the following questions:</p> <ul style="list-style-type: none"> • Who has fears? • Is it ever ok to be afraid? • Can one “get rid” of a fear? How? <p>Invite 3 or 4 students to share publicly their responses to the questions. Invite discussion/agreement/disagreement.</p> <p>ASSESSMENT: Personalization of Content: Students’ Fear Mastery Plans (queries 5, 6, 7, 9, 10 & 11) ask students to identify their thinking/feeling about mastering a specific fear.</p> <p>CLOSURE: Ask students to reinforce each others’ learning by volunteering to identify the steps to fear mastery: Recognize it; Past experience; Prediction; Share it; Mastery.</p> <ul style="list-style-type: none"> • Ask one student to name the step and another to describe the step; thus, 10 students are involved. • Remind students of the Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”). • Distribute pocket guide <i>Mastering Fears</i>. Encourage keeping the pocket guide in a place so it will be readily available when they need a boost in their courage to become the master of their fears! 	<p>talk about/answer the following questions:</p> <ul style="list-style-type: none"> • Does everyone have fears? • Is it ever ok to be afraid? • Can one “get rid” of a fear? How? <p>Volunteer to share publicly responses to the questions; everyone contributes to discussion.</p> <p>ASSESSMENT: Personalization of Content: Courageously identify thinking/feeling about mastering a specific fear.</p> <p>CLOSURE: Volunteer to identify one of the steps to fear mastery and invite another student to describe the step. Remember “Pass-With-Responsibility” option.</p> <p>Decide where to keep the pocket guide: <i>Mastering Fears</i>.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of activity and copies of student thinking papers/resources: [Fear Inventory](#) and [My Fear Mastery Plan](#) Student Thinking Papers; [Mastering Fears pocket guide](#).

Summarize diagnostic observations: Identify students who claimed to have no fears or who consistently (openly or subtly) demonstrated disrespect for those who courageously talked about their fears. Clarify persistent misconceptions about fears or acknowledging fears; especially misconceptions that may influence how students think/talk about fears. Identify students who were hesitant to express ideas during whole class and/or partner conversations, who appeared to lack confidence in their own thoughts, consistently attempted to take over class and/or partner discussions, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

Consult with classroom teacher: Discuss your diagnostic observations. Talk with classroom teacher about responses/reactions that indicate a student is dealing with a fear for his or her safety—at home or at school OR students who are challenged by leaving a fear behind. Does classroom teacher validate your observations as being classroom concerns as well? If so, collaborate to further identify students’ motivation and/or the source of behavior. Consider “will” v. “skill” issues as well as students’ collective attitude toward expressing fears (i.e., the hidden culture of the classroom/school/community/family).

Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about recognizing and mastering fears, Responsive Services involvement (e.g., individual/group counseling or parental involvement). Ask classroom teacher to help you by being aware of students’ discussions/comments about fears and reminding students of steps to mastery of a fear (refer to *Pocket Guide for Mastering Fears*).

Fears: You Can Master Them *PSC Resource and/or Student Thinking Paper*

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!!***

MASTERING FEARS

- Step 1: Recognize it** = Define the fear in specific terms (I am afraid of _____).
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- 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!!***

LEISURE, INTERESTS AND HOBBIES

They Balance Our Lives!

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Paper may be used to supplement other lessons teaching related Missouri Comprehensive Guidance Program (MCGP) Concepts.

Purpose: Leading a balanced life begins early! These two lessons emphasize the importance of leisure to an individual’s well-being. Students complete a self-assessment of leisure activities as a way of introducing them to a variety of activities and stimulate conversation about other possibilities.

Students may not have knowledge of hobbies and activities that are available to them. These lessons will increase awareness of activities they already enjoy and offer some suggestions for activities they might want to learn to do.

Time: Two (2) 50-minute lessons

Group Size: Whole Class

Grade Level: 4-6

Lesson 1: Let’s Just Play All Day: *This lesson guides students in the exploration of activities they enjoy. They complete a self-assessment of activities in which they currently engage and identify activities in which they might be interested.*

Materials: [Fun Is...](#) Student Thinking Paper:

Lesson 2: Should You Just Have Fun All Day? *Lesson 2 guides students in differentiating among “leisure”, “interests” and “hobbies”. Students identify activities as “passive” or “active” and the benefits of each.*

Materials: Completed *Fun Is...* Student Thinking Papers from Lesson 1; Old magazines, poster board, glue, scissors, and markers; Pencil & paper for each student; Beach ball with open ended sentences written on each section: For example: *One thing I remember from our last lesson is ...; During the last lesson I learned I ...; Since the last lesson, I have tried ...; I know it is important to ...; I hope I*

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal and Social Development (PS)

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

Concept: PS.1.B. Balancing life roles





American School Counselor Association (ASCA): Domain/Standard:

Personal/Social Development Domain

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

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

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	PS.1.B	Unit: How Do I Fit In? (Lesson 2)	 
5 th Grade	PS.1.B	Unit: I Understand Me (Lesson 3)	 

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
	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 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	1. structures of, functions of, and relationships among human body systems 2. principles/practices of physical/mental health (e.g., personal health habits, nutrition, stress management)
X Fine Arts	1. process and techniques for the production, exhibition/performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

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

See individual lessons

Lesson Preparation/Motivation

Essential Questions: What do the following quotes mean and how do they relate to your life?

“All work and no play makes Jack a dull boy” (*James Howell, 1659*)

“All play and no work makes Jack a mere toy” (*Maria Edgeworth, 1825 addition*)

(*PSC Note: In 1659 and 1825 masculine reference was the norm. You may want to use an inclusive version:*

“Jack & Jill”.)

Engagement (Hook): See individual lessons.

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 1: LET’S JUST PLAY ALL DAY</p> <p>Materials: Fun Is... Student Thinking Paper</p> <p><i>During these lessons, systematically observe students as they work; use observation information to identify students who have difficulty completing thinking paper. Consider source of difficulty, for example is it: Will? Skill? Unfamiliarity with activities? Difficulty making decisions on own. During discussions, make note of those who are hesitant to talk about their preferences.</i></p> <p>Hook: Enter class walking as if you are on a balance beam: arms out and one foot in front of the other following a straight line (tile or carpet seams or imaginary) AND looking down, wobble and pretend to fall off the “beam”.</p>	<p>LESSON 1: LET’S JUST PLAY ALL DAY</p> <p>Reminder for Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Observe your school counselor—Why did he or she fall off the imaginary balance beam? Volunteer to make a guess.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Ask students what happened (you lost your balance). • What caused you to loose your balance? (If there are gymnasts or if students have used the balance beam in Physical Education class, they will point out that you were looking down instead of straight ahead.) • Introduce the next two lessons by telling students: During the next two lessons BALANCE is the focus—balancing your lives so you get to do things you enjoy AND be more successful in school. <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT OUTs: Following the <i>Hook</i> ask students to: <ul style="list-style-type: none"> • SHOW-ME...SHOUT-OUT...all-at-once (inside shouts)...something you like to do for fun. • SHOW-ME...SHOUT-OUT (inside shouts)...one at-a-time ...something else you like to do for fun. Write responses on the board: <ul style="list-style-type: none"> • Students analyze the results--what do they notice about the list. • Point out variations in the list; and ask students to identify activities they would NOT want to do. • Emphasize importance of participating in a variety of activities, yet at the same time, realizing that not everyone is interested in the doing the same kinds of activities. 2. Distribute <i>Fun Is ... Student Thinking Paper</i>. Depending on developmental level of students' ability to complete surveys, you may want to complete the thinking paper as a group. Explain the directions (especially how to read the symbol key and where to put symbols in the chart of leisure activities); <ul style="list-style-type: none"> • Encourage students to read over the list and ask questions about any activity with which they are not familiar; • Remind students that they may place more than one symbol for an activity (see example included with directions for thinking paper). • Students complete the thinking paper individually. Observe students as they complete the thinking papers; make note of and assist those who have difficulty. As you walk around be sure everyone finishes the thinking page (if time runs out...arrange for them to finish later). 3. When finished, ask each student to review responses and highlight/draw a circle around the 3 activities in the ☆ column. Talk about his or her responses with a partner. Compare similarities and differences, for 	<ol style="list-style-type: none"> 1. Participate in SHOW-ME...SHOUT-OUTS (inside shouts); help analyze results for such patterns as: activities that are similar, activities that several students mentioned, activities you DO NOT want to do. 2. Follow along with school counselor as he or she explains directions; ask questions to clarify understanding of the task; ask questions about any activities that are unfamiliar; complete the thinking paper. 3. Work with a partner and talk about responses. What do you notice? What does your partner notice? Make a plan for keeping each other accountable for doing the

Professional School Counselor Procedures:	Student Involvement:
<p>example the number of indoor vs. outdoor activities and the number of activities they prefer doing alone vs. with someone. Make a plan with each other to “check-in” re: doing the three ★ activities.</p> <p>4. Lead a general discussion with the entire class, inviting several students (as time allows) to share their preferences. Discuss where they can find more information about activities that interest them.</p> <p>ASSESSMENT: Content: Systematic observations throughout lesson.</p> <p>ASSESSMENT: Personalization of Content: “Read” the rhymes (<i>Essential Question</i>): “All work and no play makes Jack a dull boy” (<i>James Howell, 1659</i>) “All play and no work makes Jack a mere toy” (<i>Maria Edgeworth, 1825 addition</i>) Edited version: “All work and no play make Jack and Jill dull children.” “All play and no work make Jack and Jill mere toys”</p> <p>What do the words mean to students and how do the rhymes relate to balancing their lives? Find out with</p> <p>...a quick whip-around (if time allows): students respond to question: Would you rather be called a dull child (no fun) OR a mere toy (no brains) OR neither? Support response with a one-sentence statement.</p> <p>Remind students about “Pass with Responsibility” option: Passing is “OK”—must take responsibility by saying something like “I pass today”—your goal is to hear every student’s voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone’s idea is important!</p> <p>CLOSURE: Ask students to keep track (in their journals [or other keeping-track-of place]) of the time they spend doing the activities they put a ★ next to on their lists. Tell students that during the next lesson hobbies will be the focus. Tell them to look up the words “leisure” “interest” and “hobby” in their dictionaries and write the definitions in their journals or planners or ... between now and then. Collect completed thinking papers for use during the next lesson. PSC:</p> <p>BE SURE TO HAVE FUN BEFORE THIS DAY IS DONE!</p>	<p>three ★ activities.</p> <p>4. Contribute to discussion by telling the class about preferences and/or asking peers to tell more about their preferences. Take notes on sources for more information.</p> <p>ASSESSMENT: Content: (Assessment is the PSC’s observations of students’ work habits—results to be discussed with classroom teacher)</p> <p>ASSESSMENT: Personalization of Content: What do the words mean to you and how do the rhymes relate to balancing your lives?</p> <p>Participate in the whip-around: respond to your school counselor’s question and support your response with a one-sentence statement.</p> <p>Remember: “Pass with Responsibility” option: Passing is “OK”—however, you must take responsibility by saying something like “I pass today”.</p> <p>CLOSURE: Share ideas of what the rhyme means to your lives with classmates. Commit to keeping track of the time spent doing the activities with a ★ and to looking up the definitions of “leisure”, “interest” and “hobby”.</p> <p>Give your school counselor your thinking paper.</p> <p>BE SURE TO HAVE FUN BEFORE THIS DAY IS DONE!</p>

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 2: SHOULD YOU JUST HAVE FUN ALL DAY?</p> <p><i>Take completed Fun Is... thinking papers (Lesson 1) to class; distribute during Step 5.</i></p> <p>Materials: Before this lesson: prepare the beach ball: Open ended sentences written on each section: (see materials list for sample sentences); Old magazines, poster board, glue, scissors, and markers; Pencil & paper for each student.</p> <p><i>As before, systematically observe students as they complete each of the tasks. Make mental note of those who have difficulty: making oral contributions or creating lists or creating ideas for posters or creatively representing ideas (e.g., poster) or making decisions about any/many aspects of activity.</i></p> <p>Hook: As you enter class toss beach ball to a student:</p> <ul style="list-style-type: none"> • Invite him or her to finish the sentence the thumb of his or her right hand is on, student answers question; • He or she tosses ball to another student inviting new student to respond by saying (for example) “I invite Mary Ann to finish the sentence closest to the little finger on her left hand;” • Remind students of “Pass with Responsibility”-- students have option of passing; however, they must say “I pass for now and I invite ____ to finish the sentence closest to her ____.” • If time allows continue until you are the last one to receive the beach ball, respond to the invitation student sends with ball. <ol style="list-style-type: none"> 1. Transition from <i>Hook</i> to lesson by telling students to toss the beach ball to each other and rather than answering a question, make a face that will make others laugh out-loud—continue until everyone (including you) is having a big belly-laugh. Re-claim the ball and as laughter quiets, ask students to tell each other what laughing really hard felt like. 2. Explain: <ul style="list-style-type: none"> • Laughing and having fun is good for us; • Laughing actually helps all of us work smarter. • The beach ball represents the fun that is important in our lives. <p>SHOW-ME...THUMBS UP...if you reached your goal of doing three activities. Inquire about their success reaching the goal of doing at least 3 activities they enjoy. SHOW-ME: Thumbs-up if you did at</p>	<p>LESSON 2: SHOULD YOU JUST HAVE FUN ALL DAY?</p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Hook: Catch ball, finish sentence and invite another student to complete the sentence closest to ____.</p> <p>Remember: you have the option of passing; however, you must say “I pass for now and I invite ____ to finish the sentence closest to ____.”</p> <ol style="list-style-type: none"> 1. Participate in the beach ball toss: laugh out loud! Contribute your thoughts to the conversation about what it felt like to laugh out loud. 2. Listen to your school counselor’s ideas about laughter; think about how often you laugh with your family and friends. <p>Participate in SHOW-ME...THUMBS UP; if you did the 3 activities you committed to during the last lesson: Thumbs-up! Contribute comments about the activities.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>least 3 of the activities you enjoy. Tell me more... (e.g., time they spent doing the activities?)</p> <p>3. Continue by connecting leisure activities, interest(s) and hobbies. Make 3 columns on the board—Column A = <i>Definition(s) of Leisure</i>; Column B = <i>Definitions(s) of Interests</i>, Column C = <i>Definitions of Hobby</i>. Ask students to tell the class what they found as the definitions of leisure, interest and hobby; list definitions on board. Discuss lists.</p> <p>(PSC--FYI: Merriam-Webster's On-Line <i>Learner's Dictionary</i> [http://www.learnersdictionary.com/] defines interest, hobby, leisure and leisure activities as: Leisure: <i>time when you are not working: time when you can do whatever you want to do</i> Leisure activities: <i>enjoyable activities that you do when you are not working</i> Interest: <i>1. a quality that attracts your attention and makes you want to learn more about something or to be involved in something. 2. something (such as a hobby) that a person enjoys learning about or doing</i> Hobby: <i>an activity that a person does for pleasure when not working, e.g., collecting baseball cards, photography. Collecting rocks or leaves</i>)</p> <p>4. Say: "Hold up your hand if you have a hobby". Invite several volunteers to tell the rest of the class what their hobbies are.</p> <p>5. Distribute students' completed <i>Fun is ... Student Thinking Paper</i> (Lesson 1) Review:</p> <ul style="list-style-type: none"> • In the previous lesson they used a list of activities to identify some of the things they enjoy doing. • Some of the activities may be considered "interests", some may be considered "hobbies" and others may be considered "leisure activities". <p>Discuss several of the activities and ask students to tell whether they are a leisure activity, an interest or a hobby.</p> <p>6. Help students distinguish between interests, hobbies and leisure activities. Individuals have many interests—not all interests are or have become hobbies. Emphasize that individuals have interests that may or may not be a hobby; some people may not have an "official hobby" (e.g., collecting something) and every person has leisure time. It is important to balance our lives with leisure time--doing something enjoyable—to refresh minds and bodies.</p> <p>7. On a piece of notebook paper, ask students to make a list of at least 5 activities they might consider as</p>	<p>3. Tell classmates the definitions found for leisure or interest or hobby.</p> <p>Contribute to discussion.</p> <p>4. Do you have a hobby? Hold up your hand if you do. Volunteer to tell about the hobby.</p> <p>5. Review your completed <i>Fun Is... Thinking Paper</i>. Respond to school counselor's prompts--identify activities on <i>Fun Is...</i> thinking paper as a leisure activity or an interest or a hobby or fit into 2 or more categories.</p> <p>6. Listen and ask questions about the differences among the activities identified as interests or leisure activities or hobbies.</p> <p>7. Make a list of 5 activities that could become hobbies.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>present/future hobbies (suggest they use <i>Fun Is ...</i> paper for ideas). <i>As you walk around the room, assess students' involvement in the task and their ability/emerging ability to create a list of 5 potential hobbies.</i></p> <p>Invite students to tell their classmates one potential hobby they identified.</p> <p>8. Write the words <i>ACTIVE</i> and <i>passive</i> on the board. Ask students to demonstrate (all-at-once) the meaning of each word. Instruct students to write "A" for ACTIVE or "p" for passive next to each of the present/future hobbies on the lists they created. Explain that it is important for the health of our bodies to balance active AND passive activities.</p> <p>9. Make a poster: Ask students to choose one ACTIVE activity and one passive activity from their <i>Fun is ...</i> thinking paper and/or their lists of present future hobbies. Explain that they are to depict the passive activity and the active activity with drawings, poems, or magazine pictures. Posters are to include representation (words/pictures) of the benefits of each kind of activity. Distribute poster-making supplies. Display the posters in the classroom. In groups of four, students tell about their posters.</p> <p>10. Read the rhyme "All work...." "All play...." again (<i>Essential Question</i>). What does it mean in their lives? Remind students about your fall from the imaginary balance beam (<i>Hook</i> for Lesson 1). How can my fall help you as you learn to balance your life between work and play? (I was looking at my feet instead of straight ahead to where I wanted to go.) Invite a conversation about the concept of balancing life roles.</p> <p>ASSESSMENT: Content: observes students' participation level in lessons: All students make at least one contribution during at least one discussion period; all students create lists of 5 activities that might become present/future hobbies for them, all students participate in demonstration of "ACTIVE" & "passive" activities, all students create a poster depicting ACTIVE and passive activities.</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...THUMBS UP OR THUMBS DOWN: Who is going to investigate a new hobby or leisure activity to try during the next week? SHOW-ME...with words: (all at once, inside voices) one thing you learned about yourself: "I learned I..."</p>	<p>Contribute to conversation about hobbies in which you are interested.</p> <p>8. Act out ACTIVE and passive with classmates. Review the list of 5 activities identified in # 7. Place an "A" next to ACTIVE activities and a "p" next to passive activities.</p> <p>9. Make a poster representing one ACTIVE activity and one passive activity from the list created in # 7. Use drawings, pictures from magazines, poetry, narrative and/or Include the benefits of each activity to your healthy body on the poster</p> <p>With three (3) other students (group of 4 total), discuss posters; include reasons for selecting the activities illustrated.</p> <p>10. "All work and no play makes Jack a dull boy! All play and no work makes Jack a mere toy". Volunteers tell the meaning of the rhyme to them. Others, identify the relationship of the rhyme to school work and leisure activities, interests, hobbies? Why did school counselor lose balance?</p> <p>ASSESSMENT: Content: Participate enthusiastically in all activities; contribute ideas and/or ask questions about the ideas discussed (actual assessment is the PSC's observations of students' work habits—results discussed with classroom teacher)</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME: follow prompts of school counselor; individuals volunteer responses to "SHOW-ME" one-at-a-time.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>SHOW-ME...4 people--one-at-a-time...with words: “I learned I...”</p> <p>CLOSURE: PSC:</p> <p>BE SURE TO HAVE FUN BEFORE THIS DAY IS DONE!!</p>	<p>CLOSURE: STUDENTS:</p> <p>BE SURE TO HAVE FUN BEFORE THIS DAY IS DONE!!</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of lessons and a copy of *Fun Is...* thinking paper. Ask classroom teacher to designate a place students may display their posters. Encourage classroom teacher to help students develop interests/hobbies and/or try out activities they have not tried in past.

Summarize systematic observations: identify students who were hesitant to talk about their preferences, had difficulty participating in any (or all) of the following types of activities: making oral contributions or creating lists or creating ideas for posters or creatively representing ideas (e.g., poster) or making decisions about any/many aspects of activity or who had difficulty completing thinking paper. Consider source of difficulty, for example is it: Will? Skill? Unfamiliarity with activities? Difficulty making decisions on own.

Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well?

Collaborate with classroom teacher to determine interventions (if necessary) that will facilitate students’ skill development/confidence-building in the areas identified during assessment observations. Follow-through with Responsive Services strategies (e.g., small group work, individual skill development sessions, parent involvement), or additional classroom guidance lessons to help students learn more about applying the concept of “balancing life roles” and learning about the benefits of leisure.

Leisure, Interests and Hobbies: Lessons 1 & 2: Student Thinking Paper

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 RESOLUTION

PSC Note: Even though this is a series of 5 lessons, with slight modification, each lesson may be used on its own. The lessons are bundled together because each lesson addresses conflict and its resolution—together they are more effective; however, your students' needs (and your time resources) may dictate that you use one or two of the lessons alone. The Student Thinking Papers may be used as resources with other conflict resolution lessons.

Purpose: This series of 5 lessons explores conflict and its resolution. An emphasis is placed on students' current/past methods for resolving conflicts while helping them learn to evaluate the effectiveness and/or ineffectiveness of their methods. An underlying premise of the lessons is that win-win conflict resolution skills **can** be learned. Students, first, will recognize the range of conflicts they experience, then evaluate effectiveness/ineffectiveness of current methods, identify the need to learn new skills for dealing with conflicts and, finally to learn the skills of compromise and win-win conflict resolution.

Time: Five (5) 50-60 minute lessons

Group Size: Whole Class

Grade Level: 4-6

Lesson 1: Conflict is Everywhere! The focus of this lesson is learning to recognize the range of conflicts students do or might experience. Students complete a pre-assessment of their current methods of responding/reacting to hypothetical conflict situations.

Materials: [Conflict and Me: Pre-Assessment](#) Student Thinking Paper; Poster listing essential questions: *What do other people do to solve conflicts with their friends or family? What causes some people to hit others when they disagree? Does there always have to be a "winner" and a "loser" in a conflict* (post during lessons)

Lesson 2: How Do YOU Respond/React In Conflict Situations? Students complete a self-assessment of the frequency with which they use specific methods to resolve conflicts. They identify changes to make in their current methods.

Materials: [How I Handle Conflict](#) Student Thinking Paper; Poster: Essential Questions

Lesson 3: Conflict! What Are My Options? Students learn to categorize the methods resolving conflict (e.g., aggressive methods ↔ win-win methods) and evaluate the effectiveness/ineffectiveness of each method. They learn to evaluate situations by identifying the real problem, who is involved in the situation and identify options for resolving the conflicts.

Materials: [Types Of Conflicts And Resolutions](#) Student Thinking Paper; Poster listing essential questions; List of student-generated conflict situations from Lesson 1, Large pieces of chart paper and markers for groups

Lesson 4: Conflict vs. Compromise—Win-Win The focus of this lesson is "compromise" and the benefits of win-win conflict resolution.

Materials: Sign: **NO WINNERS and LOSERS**; Poster listing essential questions; student dictionaries

Lesson 5: Conflict—Let's Resolve It--Respectfully! Students learn the skills of compromise and win-win conflict resolution. They complete a post-assessment of responses/reactions to the hypothetical pre-assessment conflict situations; thus providing an assessment of change from before to after conflict resolution lessons.

Materials: Sign: **EVERYONE A WINNER!**; Poster listing essential questions; [Conflict and Me: Post-Assessment](#), completed [Conflict and Me: Pre-Assessment](#) from Lesson 1; [Pocket Guide to Win-Win Conflict Resolution](#); Student Resource.

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand : Personal And Social Development (PS)

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

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







American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

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

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	PS.2	Unit:	What Does It Take to Get Along w/Others?	 
5 th Grade	PS.2	Unit:	Respecting Differences in Others	 
6 th Grade	PS.2	Unit:	What Do Skills Have to Do with It?	 

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
	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	CA6: Participating in...discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

See Individual Lessons

Lesson Preparation/Motivation

<p><i>Essential Question:</i> What do other people do to solve conflicts with their friends or family? What causes some people to hit others when they disagree? Does there always have to be a “winner” and a “loser” in a conflict.</p> <p><i>Hook:</i> See Individual lessons</p>
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Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><i>Systematically observe students as they complete thinking papers and work with partners. Observe students’ methods of dealing with conflict in partner/small group situations and/or have difficulty completing the thinking papers. Make note of students who do not respectfully interact with others.</i></p>	<p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p>
LESSON 1: CONFLICT IS EVERYWHERE!	LESSON 1: CONFLICT IS EVERYWHERE!

Professional School Counselor Procedures:	Student Involvement:
<p>Materials: Conflict and Me: Pre-Assessment Student Thinking Paper; Poster: essential questions;</p> <p><i>Hook:</i> Pre-arrange with classroom teacher to enter into a brief argument with you about something petty and non-personal, such as limeade v. lemonade as beverage in the workroom.</p> <p>1. Transition: Introduce the series of lessons: call students' attention to poster of essential questions. Read each one and tell students that by the end of these lessons they will be able to answer all the questions.</p> <p>Write the word CONFLICT on the board and ask students to define the term (explain that argument with classroom teacher was made-up).</p> <p>2. Identify Conflict Situations: <i>Note: Students generate a list of conflict situations; the list will be used Lesson 3. Invite a volunteer to record the lists OR write student-generated situations on large pieces of chart paper. Save the list for Lesson 3.</i></p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...all the situations you can think of that cause conflict...Likity-split responses. List the situations on the board under the word CONFLICT. Student responses may range from wars between nations to children fighting over toys.</p> <p><i>PSC Caution: It may be necessary to explain that some issues are private family conflicts and should not be included in this list; HOWEVER, you will talk with individuals in private. Follow-through after class.</i></p> <p>3. Current method of conflict resolution: Ask: How do YOU resolve conflict in specific situations? Let's find out. Distribute the Conflict and Me: Pre-Assessment Student Thinking Paper. Give students a minute or so to look over the paper. Explain directions; invite clarifying questions. Lead students through each item in Part I and Part II. <i>Observe students' responses and approach (e.g., thoughtful, hesitant, hurried) to the task as they complete the Student Thinking Paper.</i></p> <p>4. Process Part I of Conflict & Me (Responses to Situations): Invite students to talk about the situations that raised the most serious feeling of conflict for them.</p>	<p><i>Hook:</i> Listen with curiosity as teacher and school counselor argue.</p> <p>1. Read essential questions along with school counselor.</p> <p>Volunteer to define "conflict". What situations might cause conflict?</p> <p>2. Volunteer to serve as recorder OR...</p> <p>Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...what situations might cause conflict? Likity-split responses.</p> <p>3. Look over the <i>Conflict and Me</i> Student Thinking Paper; listen to the directions; ask clarifying questions about directions or situations you do not understand.</p> <p>Complete the thinking paper with the class; use integrity when responding.</p> <p>4. Volunteer to tell about the most difficult situation(s).</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Systematically observe approaches to conflicts of opinion and listen for misconceptions in thinking about conflict in general.</i></p> <p>Objectively describe your (PSC) observations of effective/ineffective, respectful/disrespectful ways of working together (no names/respect for all positions) and provide clarification of misconceptions as appropriate and needed. Invite students to contribute their own observations and conclusions.</p> <p>Collect completed <i>Conflict and Me</i> thinking papers; tell students you will keep them until the last lesson.</p> <p>Explain that all people are different and have individual needs and desires, conflicts are inevitable when people live and work together. It is important for people to develop conflict resolution skills that respect self and others.</p> <p>9. Who wants to learn? SHOW-ME...HANDS-UP: Who wants to learn how to respectfully resolve conflicts with others? Tell students they CAN learn to achieve Win-Win outcomes in conflict situations.</p> <p>Explain that during the next 4 lessons, they will learn more about conflicts, explore how they usually handle conflict and how to peacefully and happily reach a Win-Win resolution.</p> <p>ASSESSMENT: Content: Completed <i>Conflict and Me</i> thinking papers (Steps 1-5), demonstrate students' awareness of conflict in their lives.</p> <p>ASSESSMENT: Personalization of Content: Instruct students to turn to a "shoulder-partner" and complete the sentence: Today, I learned/re-learned I ____.</p> <p>CLOSURE: Invite several pairs to tell the rest of their classmates how they completed the "I learned I ____" sentence.</p> <p>Encourage students to become self-observers between now and the next lesson—keep track of the kinds of conflict they encounter and how they choose to handle the conflict.</p> <p><i>After the lesson. review students' responses and your mental notes about approach each student took to completing the Conflict and Me survey; use results to</i></p>	<p>What do you do? Contribute to collaborative discussion.</p> <p>Give thinking paper to school counselor.</p> <p>Listen to school counselor as he or she talks about conflict. What do you think? Is there such a thing as respectfully resolving conflicts?</p> <p>9. Participate in SHOW-ME...HANDS-UP; listen with curiosity as school counselor tells the class that it is possible to achieve win-win solutions.</p> <p>ASSESSMENT: Content: Complete <i>Conflict and Me</i> with integrity.</p> <p>ASSESSMENT: Personalization of Content: Complete "I learned I" sentence with partner.</p> <p>CLOSURE: Volunteer to tell others how you finished the "I learned I ____" sentence.</p> <p>Agree to observe and keep track of conflicts and how you choose to handle them.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>adjust plans for future lessons as needed. Keep surveys until the last lesson when students will have a chance to compare/contrast how they have changed their thinking about conflict.)</i></p> <p>LESSON 2: HOW DO YOU RESPOND/REACT IN CONFLICT SITUATIONS?</p> <p>Materials: How I Handle Conflict Student Thinking Paper; Poster: Essential Questions</p> <p><i>Continue to systematically observe students' involvement with group and tasks. Listen for thoughts that indicate misconceptions about conflict. Use observations to gain more information about how students' thinking developed and, as appropriate, to correct misconceptions.</i></p> <p>Hook: Pre-arrange with 2 students to get into an argument when you enter the room; after 30 seconds or so, one says "We need someone to help us solve this!" The other says "Good Idea." Saying nothing more, both return to seats.</p> <ol style="list-style-type: none"> Transition/Review: Lesson 1: SHOW-ME...with words: Which 5 learners will tell us one thing they remember from the last lesson? Homework review: SHOW-ME...with words: what conflicts were encountered since last lesson? Resolutions used..... Introduce today's lesson. Remind students that during Lesson 1, they completed a thinking paper about how they respond to conflict. Today, they learn more about themselves and conflict. Distribute the-How I Handle Conflict Student Thinking Paper. Review the directions, invite clarifying questions and complete survey together. When <i>How I Handle Conflict</i> survey is completed, place students in groups to discuss reactions to survey and specific methods of handling conflict. Invite public sharing of ideas. 	<p>LESSON 2: HOW DO YOU RESPOND/REACT IN CONFLICT SITUATIONS?</p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard written and oral English when responding.</p> <p>Hook: Observe with curiosity about where this argument will "go."</p> <ol style="list-style-type: none"> Participate in SHOW-ME...with words—what do you remember? Participate in SHOW-ME...with words—what conflicts were encountered? How did you respond and/or resolve? Think about the methods usually used to respond to conflict. What do you want to learn today? Look over thinking paper; listen to directions, ask clarifying questions, as school counselor reads each way of handling conflict, put a mark in the column that represents the frequency each method is used. Move to assigned group; talk together about reactions to the survey: Contribute to group collaborative discussion about the survey and personal opinions/thoughts about specific items. Talk about personal opinions of survey as a whole. Was it easy? Hard? Which methods are easiest/hardest to use? <p>Develop a group summary of the ideas discussed; volunteer to summarize and publicly share 6ndividual</p>

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Content: Remind students that there is nothing wrong with conflict—in fact it can be a good thing—if all people involved in the conflict think “win-win”!!</p> <p>Continuing in their groups (Step 5), instruct students to discuss the argument they observed between (student a) and (student b) at the beginning of the lesson. Did they spot the clue to “win-win” resolution? What was it?</p> <p>ASSESSMENT: Personalization of Content: Explain the Reflection/Projection open-ended questions at the bottom of <i>How I Handle Conflict</i> thinking paper.</p> <ul style="list-style-type: none"> • Invite clarifying question; students complete the sentences on their own. • Instruct students to turn to a shoulder-partner in their groups and talk together about their responses to the open-ended questions. • <i>Observe and make note of those who seem to have difficulty. Invite pairs to share their ideas for change.</i> • Collect <i>How I Handle Conflict</i> thinking papers. <p>CLOSURE: For every conflict, there is a resolution. During the next lesson, the focus will be conflict resolution methods—methods already in use or methods to be used in future. In addition, students have an opportunity to practice conflict resolution in hypothetical situations.</p> <p>Tell students to continue self-observation of conflict in their lives. Encourage students to keep a journal of conflict situations, especially those that are difficult to solve.</p> <p><i>Before next lesson, review responses to survey about how conflict is handled. Note frequency of fight vs. flight responses. Review reflections (responses to sentence stems) for students’ (age appropriate) level of awareness of their ability to identify what they want to change and how to make change. In addition, review: 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p>LESSON 3: CONFLICT! WHAT ARE MY OPTIONS?</p>	<p>group’s conversation; listen to other groups’ thoughts.</p> <p>ASSESSMENT: Content: Listen as school counselor talks about conflict—think about his or her statement that conflict can be good. What IS win-win?</p> <p>Continue in group; contribute to group’s conversation about the argument between the two students. Identify the win-win clue.</p> <p>Take a risk—volunteer to identify the win-win clue.</p> <p>ASSESSMENT: Personalization of Content: Listen to instructions about Reflection/Projection section of thinking paper; ask clarifying questions and complete survey on own.</p> <p>Talk with shoulder-partner about responses.</p> <p>Share ideas with classmates.</p> <p>Give thinking paper to school counselor.</p> <p>CLOSURE: Listen and think about what want to learn during the next lesson.</p> <p>Continue to be an observer of self and conflict. Write about self and conflict—especially difficult situations—in journal.</p> <p>LESSON 3: CONFLICT! WHAT ARE MY OPTIONS?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>attention to “solution” as a part of the larger word “resolution”.</p> <p>Ask students to think about how (in the past) they have resolved conflicts listed in column 1.</p> <ul style="list-style-type: none"> After they have had time to think, invite students to tell the class their methods of resolution for each conflict situation; In column 2 (Resolution Method), write a resolution next to each conflict. <p>3. Column 3 Categorize: In column 3, indicate a category for each method: Discuss the “normalcy” of conflict in human relationships. Point out that “resolution” can mean there is a winner and a loser or two losers OR 2 winners. Write the following categories on the board:</p> <ul style="list-style-type: none"> Aggression (AG) Giving in (GI) “Running-away”/avoidance (e.g., sulk, stomp-away) (AV) Compromising (CO) Win-Win (WW) <p>Emphasize:</p> <ul style="list-style-type: none"> Resolutions to conflicts may be grouped in categories. The above categories are the categories used in this lesson. <p>Explain each resolution method. Consider inviting students to role-play each of the categories.</p> <p>In column 3, indicate which of the five (5) categories each resolution method fits.</p> <p>4. Column 4 Assess effectiveness of conflict resolution methods: Review columns 2 and 3(conflict resolution methods and categories). Ask students to help you decide whether the method is effective (+) or ineffective (-). Discuss ratings as needed.</p> <p><i>(Save the copy the student-recorder made; use it in Lesson 5 to remind students of coding categories.)</i></p> <p>5. Aggression is ineffective: Matter-of-factly discuss aggression as an <i>ineffective</i> method of conflict resolution. <i>Be cautious to avoid inadvertently creating feelings of anger, shame, guilt or inner conflict within those for whom aggression may be the only culturally acceptable way to resolve conflict. At the same time, don’t avoid discussing the damage aggression as a conflict resolution method can cause</i></p> <ul style="list-style-type: none"> Help students gain a depth of understanding of the 	<p>Prepare to add personal ideas to “Resolution” column.</p> <p>Look over the list of conflicts (column 1). How were similar conflicts resolved in the past? Contribute personal methods to column 2 “Resolution”.</p> <p>3. Listen thoughtfully to school counselor’s comments about conflict being normal. As he or she talks about the categories of methods for resolving conflicts, think about what each category means. How would you categorize the methods you most frequently use?</p> <p>Help school counselor identify the conflict resolution category for each method of resolution.</p> <p>4. Help school counselor decide if each method is effective or ineffective. Encourage classmates to help.</p> <p>5. Listen with intentionality—the intention of REALLY understanding why aggression is an ineffective method of resolving conflict.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>ways that being aggressive can be a harmful method.</p> <ul style="list-style-type: none"> Resolving conflict with aggression may lead to other problems such as family involvement, police or juvenile court involvement, and/or school administration involvement. <p>ASSESSMENT: Content: Resolving hypothetical conflict situations: Have students get into groups of 3 or 4; distribute the Types of Conflicts and Resolutions Student Thinking Paper. Read conflicts with students; assign one conflict to each group.</p> <p>Distribute a blank copy of the <i>Types of Conflicts and Resolutions</i>, a large piece of chart paper and marker to each group. Each group appoints a recorder who will write brainstorming contributions on blank thinking paper.</p> <p>Lead students in a 1-minute brainstorm of solutions to their assigned situations: remind students of brainstorming ground rules:</p> <ul style="list-style-type: none"> Likity-split and with no evaluation or judgment of contributions. generate as many methods as possible At the end of 1 minute, group members review their brainstormed list and add more ideas. <p>After resolutions have been generated, call students' attention to the questions related to the thinking paper and their group's assigned situation:</p> <ul style="list-style-type: none"> What is the real problem? Who are the parties involved in the conflict? What are two or more options for resolving the conflict? (Choose best from brainstormed list OR identify new ideas) <p>Instruct them to reach group consensus on answers to the questions. Review the categories of conflict resolution methods; group members identify the category and the related code for their group's solution(s). All members of the group sign the paper to indicate individual agreement with responses.</p> <p><i>As groups work together, observe consensus-reaching processes; make note of effective/ineffective consensus formation.</i></p> <p>Reporting out: Each group selects a reporter to report consensus answers and methods by which consensus was reached. Public sharing of consensus</p>	<p>When has aggression been experienced or used personally as a method of resolving a conflict with another person? What did it feel like?</p> <p>ASSESSMENT: Content: Work collaboratively in group to: select a recorder who will take notes; brainstorm a list of resolutions for assigned situation; work collaboratively to reach consensus on a group response to each of the three questions about the situation.</p> <p>Recorder writes the group's consensus on the blank thinking paper. Each member of group signs the paper to indicate agreement.</p> <p>Participate in brainstorming—remember the ground rules.</p> <p>Work collaboratively with other group members to reach consensus responses to each question.</p> <p>Categorize responses.</p> <p>Sign group consensus paper.</p> <p>Select a reporter (someone other than recorder) to report to the class the consensus responses of group, the category of the solutions chosen and how group</p>

Professional School Counselor Procedures:	Student Involvement:
<p>responses; process responses with the systematic observations you made while they were working (no names or other identifying data).</p> <p>ASSESSMENT: Personalization of Content: Reflection/Projection: on back of thinking paper, students write a personal (1st person) two (2) paragraph narrative. Paragraph 1 = Thoughts and feeling during the group consensus process; Paragraph 2 = Personal contribution to completion of group's task: group consensus re: questions.</p> <p>Invite voluntary public reading by students of one of their paragraphs.</p> <p>Instruct students in each group to staple their thinking papers together with the signed consensus report on top. Collect Thinking Papers</p> <p>CLOSURE: Remind students to continue self-observations of their conflict situations and how the resolve the conflicts. Tell them that during the next lesson they will learn about resolution of conflict so there are no winners and losers and everyone is a winner.</p> <p><i>Before next lesson, review the group consensus paper and the narrative reflections of each student. Note misconceptions in thinking about working collaboratively in groups. Review narratives for students' (age appropriate) ability to articulate their thoughts and feelings about their personal experiences working in their groups to identify their contributions to the collaborative accomplishment of their group's task. Note students' age-appropriate command of conventions of standard English and ability to articulate thoughts and feelings in 1st person language.</i></p> <p>LESSON 4: CONFLICT VS. COMPROMISE—WIN-WIN Take completed <i>Types Of Conflicts And Resolutions</i> thinking papers to class; distribute in Step 1. Materials: Sign: NO WINNERS and LOSERS; Poster listing essential questions; student dictionaries</p>	<p>reached consensus.</p> <p>ASSESSMENT: Personalization of Content: Follow school counselor's instructions about the content of the two-paragraph narrative. Be sure narrative: follows conventions of standard written English; uses precise language and descriptive words; is organized (e.g., ideas are organized in each paragraph); point of view is presented clearly and logically.</p> <p>Volunteer to read one paragraphs to the class. If do not volunteer, listen with curiosity to others' reflections about their experiences. Were their experiences similar to or different from yours?</p> <p>Follow school counselor's instructions, staple papers and give thinking paper to school counselor.</p> <p>CLOSURE: Commit to continuing observations of personal responses to conflict. Is there is a way to resolve conflicts so everyone is a winner? Think about answer and look forward to learning more during the next lesson.</p> <p>LESSON 4: CONFLICT VS. COMPROMISE—WIN-WIN A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas and follow the conventions of standard oral and written language in responses.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Hook:</i> Silently walk around room with No Winners and Losers sign; post in front of room.</p> <ol style="list-style-type: none"> 1. Distribute Completed <i>Types Of Conflicts And Resolutions</i> thinking papers; make general comments: <ul style="list-style-type: none"> • Acknowledge students’ thoughtful completion of narratives; • Summarize observations; • Correct, as appropriate, patterns of misconceptions that may lead to inaccurate thinking about conflict and/or conflict resolution or about collective responsibility to help collaborative groups complete task(s). • Invite comments/question from students. 2. Review Lesson 3: SHOW-ME...WITH WORDS: Which 5 learners will tell us one thing they remember from the last lesson? SHOW-ME...with words: what conflicts were encountered since last lesson? Resolutions used? 3. Transition to Lesson: Call students’ attention to sign—ask for hypotheses about meaning—play up idea of “no winners.” Isn’t winning the goal? <p>Discuss winners and losers in regard to conflict resolution:</p> <ul style="list-style-type: none"> • No one wants to lose and often the winner feels badly about winning. • Neither winning nor losing is the best way to resolve a conflict—if one person wins, the other loses and in reality no-one wins in long-run. • The ideal is to achieve “win-win” outcomes—everybody wins something and nobody loses everything. • Invite students to express their agreement or disagreement with your statements. Encourage honest responses re: desire to win. 4. Write Conflict, Resolution, Alternative and Option on the board. Place students in groups of four and instruct them to use their dictionaries to find definitions of the words on board and discuss the terms. <p><i>Systematically observe as students work in groups. (e.g., How is task approached by individuals and group as a working unit? Is result “consensus” or “coercion?”)</i></p> 	<p><i>Hook:</i> Read the sign school counselor is carrying. Recall personal thoughts about the question: “Is there a way to resolve conflicts so everyone is a winner?”</p> <ol style="list-style-type: none"> 1. Look over the thinking paper school counselor returns. Ask questions and/or make topic-relevant comments about his or her observations. 2. Participate in SHOW-ME...WITH WORDS—volunteer to tell class one new idea from last lesson OR tell about a conflict encountered and how it was resolved. 3. Volunteer a hypothesis about the meaning of the “NO WINNERS and LOSERS” sign. If there is a conflict, do you want to win—always? <p>Listen as school counselor talks about winning vs. losing in conflict situations. What are personal thoughts about the statements? Volunteer to contribute ideas about winning and losing.</p> 4. In assigned group, collaboratively work to find definitions for the words; discuss the meanings.

Professional School Counselor Procedures:	Student Involvement:
<p>Invite someone from each group to read the group's definition of one of the words. Ask for consensus agreement from rest of class. Instruct students to write consensus definitions in their notebooks and keep the definitions in mind during future activities.</p> <p>5. Relate a story about a minor conflict between friends that escalated because of their failure to use an effective method of resolution. Highlight/exaggerate needless and absurd results of the conflict. Which category fits the resolution?</p> <p>Ask groups to identify what the persons involved could have done differently to minimize the problem. Write their ideas on the board.</p> <p>6. Introduce the word "Compromise": 1. (noun) a settlement of a dispute by each party giving up some demands; 2. (verb) to adjust or settle differences by means of a compromise. (http://www.wordcentral.com/cgi-bin/student?book=Student&va=compromise)</p> <p>Illustrate the concept with a simple story in which an obvious compromise solution presents itself. For example, two teachers simultaneously discover a large packet of stickers in the teachers' workroom "Free Box". Each wants to claim the stickers for distribution to his or her students. Ask each group to identify a consensus compromise and report it to rest of the class.</p> <p>7. Continuing in group, instruct students to talk together about how they have used compromise to solve conflicts in their lives. Invite volunteers to tell the rest of the class one of the ideas generate in their groups.</p> <p>ASSESSMENT: Content: SHOW-ME... WHIP-AROUND*: "Compromise is ____."</p> <p>Remind students about "Pass with Responsibility" option: Passing is "OK"—student must take responsibility for saying something like "I pass today"—goal is to hear every student's voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone's idea is important!</p> <p>* <i>Whip-around=a quick trip around the circle/group/class with students each completing the sentence—encourage quick and short statements from EVERY</i></p>	<p>Decide who will read the group's definition of one of the words to the class. Volunteer. Participate in consensus-reaching; write definitions in notebook; remember the definitions.</p> <p>5. Listen to situation school counselor describes. What category fits the resolution method? Was the conflict worth the result?</p> <p>In group, identify a conflict resolution method that the parties involved in the conflict could have used to resolve conflict before it turned "mad." Contribute to the class list.</p> <p>6. Add the word "Compromise" and its definition to the other words about conflict resolution in notebook.</p> <p>Collaboratively identify a possible compromise to resolve the conflict with respect for each person. Tell the rest of the class the group's suggestion. Encourage others to contribute their good ideas.</p> <p>7. Talk with group members about times compromise was used to resolve a real-life conflict. Was the compromise effort successful/unsuccessful? Volunteer to tell about group's use of compromise</p> <p>ASSESSMENT: Content: Participate in "SHOW-ME... WHIP-AROUND: complete the sentence: "Compromise is ____."</p> <p>Remember the "Pass-With-Responsibility" option (ok to pass—must say [something like] "I choose to pass for now"). It is important for each voice to be heard!</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>student—repetition is OK..</i></p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...THUMBS UP OR DOWN: Is compromise easy? Up = Yes; Down = No. Invite volunteers to “Tell me more....”</p> <p>CLOSURE: The self-observation for this lesson is to make note of situations in which a compromise is made. Ask them to record their thoughts/feelings. For example: What was it like to compromise? Was it a real compromise—or did you give in to another’s uncompromising demands—or they to yours?</p> <p>LESSON 5: CONFLICT—LET’S RESOLVE IT—RESPECTFULLY! Materials: sign: EVERYONE A WINNER!; Poster listing essential questions; <i>Types of Conflicts and Win-Win Resolutions</i>; <i>Conflict and Me: Post-Assessment</i>, completed <i>Conflict and Me: Pre-Assessment</i> from Lesson 1; distribute in Step 3; <u>Pocket Guide to Win-Win Conflict Resolution</u>; Student Resource</p> <p><i>Prior to lesson: Arrange with two budding young actresses or actors to 1) role-play a conflict when you come into the room and 2) during Step 4 of the lesson, demonstrate win-win conflict resolution. (Strive for role-players who ordinarily are NOT able to use win-win methods.) Teach and rehearse procedures with them (see Step 4 of lesson).</i></p> <p>Hook: When you enter room, role-players begin conflict. When you say “TIME”, they sit down next to each other (so they are ready to demonstrate win-win resolution in Step 2). Ask: “Who will identify the category of conflict resolution that fits the method chosen by our role-players?”</p> <p>1. Review Lesson 4: SHOW-ME...WITH WORDS: Which 5 learners will tell us one thing they remember from the last lesson? Another 5 learners: SHOW-ME...WITH WORDS: tell us about compromises you made since last lesson. Another 5 learners: SHOW-ME...WITH WORDS: Since the last lesson: What was it like for you to make compromises (e.g., Was the other person willing to compromise? Were you hesitant to initiate compromise?)</p> <p>Acknowledge the difficulty of compromise,</p>	<p>ASSESSMENT: Personalization of Content: Participate in SHOW-ME...THUMBS UP OR DOWN. Is Volunteer to tell school counselor more about the reason thumb pointed up or down.</p> <p>CLOSURE: Commit to be a self-observer—record thoughts/feelings about compromises made.</p> <p>LESSON 5: CONFLICT—LET’S RESOLVE IT—RESPECTFULLY! A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard written and oral English in responses.</p> <p>Hook: WOW! Why are those two “conflicting” when the school counselor is right there? Volunteer to identify the category of the conflict resolution method.</p> <p>1. Participate in SHOW-ME...WITH WORDS: volunteer to contribute an answer to one of school counselor’s questions.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>especially when we are used to conflicting until one person wins and the other person loses.</p> <p>2. People have to learn how to compromise. Compromise is successful when parties involved agree to:</p> <ul style="list-style-type: none"> • Identify and focus on the problem, not the person. • Respect everyone involved—don’t blame, boss, criticize, or hurt the other person. • Both parties must listen to the other person’s views first. • Propose solutions that allow both parties to get what they want. <p>3. WIN-WIN conflict resolution. Hold up the NO WINNERS AND LOSERS sign used during <i>Hook</i> in Lesson 4. Ask students to read it out loud; then, add the words “EVERY ONE A WINNER” to the sign.</p> <p>Distribute the student resource: <i>Pocket Guide to Win-Win Conflict Resolution</i>. Tell students to follow along as you read and briefly explain each step. Ask students to “hold” their questions until the demonstration of each step (Lesson Step 4):</p> <ul style="list-style-type: none"> • All parties enter conflict resolution with desire to find a win-win resolution to conflict; • All parties listen to the other perspective(s); • They identify the REAL problem; • Each party proposes compromise solutions; • Reach Consensus; decide on a solution; • All parties implement the solution for a specified amount of time (e.g., 3 days); • After the specified period of time, all parties evaluate the effectiveness of the solution and make changes if necessary. • The cycle begins again. <p>4. Guidelines For Conflict-Resolution: Making it work <i>Role-players from the Hook situation, demonstrate application of the Win-Win process to resolve their conflict. Prior to lesson, coach them to ask for a mediator (you). The role of the mediator is to facilitate the process and support all parties. A mediator is especially important as students are learning the Win-Win process.)</i></p> <p>Review the <i>Hook</i> conflict situation. Invite role-players to come to the front of the room (remind them to speak loudly enough for all to hear).</p>	<p>2. Listen as school counselor talks about compromise; think about the new ideas he or she is presenting and how they can help resolve future conflicts.</p> <p>3. Read the “NO WINNERS AND LOSERS” sign with classmates. Listen with wonder as school counselor talks about “EVERY ONE A WINNER”: How can that be?</p> <p>Follow along as school counselor reads and explains each step.</p> <p>4. Role-Players from <i>Hook</i> demonstrate application of each step in the win-win conflict resolution process to resolve their conflict.</p> <p>Recall conflict situation enacted during the <i>Hook</i>.</p> <p>Step 1: Think about the role of a mediator and a</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Step 1: All parties enter conflict resolution with desire to find a win-win resolution to conflict <i>Role-players ask for a mediator. The mediator (you) asks the critical question: “(Student A), do you want to work to find a win-win solution even though you won’t get everything you want? (Yes!); “(Student B), do you want to...? (Yes!).</i></p> <p>Step 2: All parties listen to the other perspective(s) <i>(Use a large piece of chart paper both parties can see the other person’s perspective of current situation)</i></p> <ul style="list-style-type: none"> • Student A, describe the situation from your perspective: what happened before and during the conflict? • Student B, describe the situation from your perspective: what happened before and during the conflict? <p>Step 3: They identify the REAL problem. <i>(What is the problem from each student’s perspective? Use a big piece of chart paper to write each person’s interpretation of the problem.)</i></p> <ul style="list-style-type: none"> • Listen and encourage each other to talk—eye contact, nodding, encouraging; NO blaming or criticizing, rolling eyes or any other sign of disapproval or disagreement • Sometimes, what we think is the problem is not the real problem. “He took my scissors!” may be what the person <i>says</i> is the problem—when REAL problem is “I thought he was my friend and would not do something mean to me”. • Support students as they are learning to tell others what is bothering them without blaming, bossing, or criticizing. <i>(If no agreement—there may be something going on in the relationship that prevents a resolution at this time).</i> <p>Step 4. Each party proposes compromise solutions. <i>(Use chart paper to list proposed compromises)</i></p> <ul style="list-style-type: none"> • All parties brainstorm solutions together—no comments/judgments about any ideas. During brainstorming all ideas are valid. • Review brainstormed solutions—toss out ideas that any individual can NOT live with. • Evaluate remaining ideas—mark the ones that are “ok” with everyone. <p>Step 5: Reach Consensus; decide on a solution.</p> <ul style="list-style-type: none"> • Put solution in writing. • All parties sign or initial to indicate commitment. <p>Step 6: All parties implement the solution for a specified amount of time.</p>	<p>trusted person who could be mediator.</p> <p>How does mediator get agreement from each party?</p> <p>Step 2: How does writing each party’s perspective of the situation help the process?</p> <p>Step 3: Why is Step 3 important even though we have observed the conflict?</p> <p>Step 4: Why is “evaluation” of ideas a “NO-NO”?</p> <p>Why does one of my good ideas have to be “tossed-out” just because the other person doesn’t like it?</p> <p>Step 5: Why do we have to put solution in writing AND sign it? We both said “I agree”.</p> <p>Step 6: What if I decide I don’t like the solution?</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • All parties agree to the implementation timeline • The timeline is added to the written agreed-to solution. • All parties sign or initial timeline to indicate commitment. <p>Step 7: After the specified period of time, all parties evaluate the effectiveness of the solution and make changes if necessary.</p> <ul style="list-style-type: none"> • At end of trial period, parties evaluate the solution together: What is making it work (or not work)? • If win-win solution is working, celebrate success of working collaboratively to resolve the conflict. • If adjustments are needed... <p>Step 8: Begin the cycle again.</p> <p>ASSESSMENT: Content: Working in pairs, students create and role-play resolution of hypothetical conflict situations. Role-plays must include the steps in the win-win conflict resolution process (as appropriate). <i>(PSC Note: If time is an issue, assign each pair one of the steps to demonstrate. Students then present their role-plays in order of the step to be demonstrated.)</i></p> <p>ASSESSMENT: Personalization of Content: Students complete the <i>Conflict and Me: Post-Assessment</i> Student Thinking Paper. When completed, distribute the <i>Conflict and Me: Pre-Assessment</i>. Allow students time to review their before and after responses. (Optional: Use student thinking paper <i>Pre To Post Data Comparison Tables: Individual Data</i> for students to record and compare Part I and Part II pre-/post-results)</p> <p>Part I (Post-Assessment): Complete the procedures for coding responses (post-assessment) together. Guide students as they code their pre and post responses in Part I. <i>If using the optional thinking paper Pre To Post Data Comparison Tables: Individual Data, guide students as they record Pre to Post data results in the tables and complete their observations about the data..</i></p> <p>When coding process is complete, invite volunteers to comment on changes or any other aspect of the pre-/post-assessments.</p> <p>Part II: (Use table created in Lesson 1 for Part II pre-assessment data). Compare pre-/post-assessment</p>	<p>Step 7: Who evaluates the effectiveness of a solution? Can the mediator help?</p> <p>Step 8: What is purpose of starting the cycle again???</p> <p>ASSESSMENT: Content: Working with a partner, collaboratively identify a conflict situation to role-play. Follow school counselor’s instructions: Use the <i>Pocket Guide to Win-Win Conflict Resolution</i> and plan a demonstration of the 8 steps in win-win conflict resolution OR a demonstration of one of the steps in the process.</p> <p>ASSESSMENT: Personalization of Content: Complete the <i>CONFLICT AND ME: POST-ASSESSMENT</i> Student Thinking Paper.</p> <p>Part I (Post-Assessment) Diligently follow instruction for coding Part 1 of post-assessment thinking paper. Review the <i>Conflict and Me: Pre-Assessment</i> completed during the first lesson. Code responses and compare change. (If your class is using Pre To Post Data Comparison Tables: Individual Data, enter data in tables as school counselor instructs.)</p> <p>Part II: Compare pre-/post-assessment responses to statements 3 & 4. Volunteer to contribute to</p>

Professional School Counselor Procedures:	Student Involvement:
<p>responses for Agree/Disagree statements. Ask for a show of hands—agree/disagree for each statement. Write results on board along with the results from Lesson 1. Compare and invite comments about changes in group responses.</p> <p><i>If using the optional thinking paper Pre To Post Data Comparison Tables: Individual Data, guide students as they record individual Pre to Post data results in the tables and complete their observations about the data.</i></p> <p>Tell students you will be reviewing their papers to determine the effectiveness of the lessons and what things to emphasize the next time you use these lessons.</p> <p>Before collecting thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper. Collect papers.</p> <p>CLOSURE: Remind students to keep the <i>Pocket Guide to Win-Win Conflict Resolution</i> readily available.</p>	<p>conversation about results.</p> <p>(If your class is using Pre To Post Data Comparison Tables: Individual Data, enter data in tables as school counselor instructs.)</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper. Give pre-and post-assessment thinking papers to school counselor.</p> <p>CLOSURE: Decide where to keep the win-win pocket guide so it is available when a difficult conflict situation comes up.</p>

Classroom Teacher Follow-Up Activities

<p>Provide classroom teacher with a brief overview of the lessons and copies of materials used during lesson.</p> <p>Summarize Systematic Observations: Identify persistent misconceptions about conflict; hypothesize about how students' thinking developed; identify strategies to correct misconceptions. Identify overall process of consensus formation in groups—was it a result "consensus" or "coercion"? Identify students who had difficulty with any aspect of lesson, e.g., students who chose not to participate in discussions and/or were hesitant or resistant to writing about conflict, students who refused to accept ideas of others. Identify students whose methods of dealing with conflicts of opinion in partner/small group situations indicated aggression OR passivity. Identify students who "hid" in the classroom—they appeared to be engaged in task, but are not—e.g., a visor pulled over eyes allows student to look like he or she is working in the group, student may appear to be completing thinking papers; however he or she doodled instead.</p> <p>Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of inability to resolve conflict with respect for everyone's ideas and feelings. Consider whether difficulty is a challenge of "will" (e.g., attitude) and/or "skill" (e.g., lack of oral/written communication skill) OR if the inability to resolve conflict is indicative of a more serious issue (e.g., feeling of powerlessness in life).</p> <p>**If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?</p> <p>Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about conflict resolution, Responsive Services involvement (e.g., individual/group counseling or parental involvement).</p>

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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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**

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

<i>Statement</i>	<i>Agree</i>		<i>Disagree</i>		<i>IDK*</i>	
	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: _____.

WORKING IN GROUPS: IT TAKES SKILL!

PSC Note: These lessons may be used as individual single lessons or as a series of lessons. They are bundled together because, as a group, the lessons provide a gateway to the increasingly complex skill(s) of effective group membership. Intentional teaching of the skills will be beneficial to ALL students. In addition, the student thinking papers and PSC/Student Resources may be used with other lessons about learning in groups.

Purpose: The purpose of this series of 4 lessons is to help all students add “collaborative and cooperative participation in classroom task groups” to their internalized empowerment/resiliency skills. Resiliency/empowerment skills help students take the mystery out of academic success. Together these skills contribute to each student’s emerging ability to be a self-advocate. Developing the complex skills required to work joyfully, respectfully, collaboratively and cooperatively in classroom task groups contributes to students’ present and future success in groups.

Time: Four (4) 50-60-minute Lesson **Group Size:** Whole Class **Grade Level:** 4-6

Overview of Lessons and Materials: The focus of the lessons is the development and internalization of students’ understanding of group skills. This is accomplished through developing students’: awareness of group roles, identification of the roles they assume in groups and introduction to the universal skills required for joyful, respectful, collaborative and cooperative participation in classroom task groups. Students establish personal goals for the improvement of their relationships within groups. Respect for self and one’s own ideas as well as respect for others and their ideas are underlying themes in each lesson.

Lesson 1: Every Group is a Stage—We All Play a Role: Students learn group roles by name and function.

Materials: [*Which Role Do I Play? Which Role do I Want to Play?*](#) Student Thinking Paper

Lesson 2: It’s Your Stage! What Role(s) Do You Play? Students, identify the roles they assume in the various groups in which they function (e.g., family, classroom, friendship).

Materials: [*My Circle of Roles*](#) Student Thinking Paper; (Optional Activity [*Role-Play Scenario*](#) Script for Group Task: *To Decide What Class Will Do for the End-Of-The-Year Party* Student Resource).

Prior to Lesson 2, make 8-1/2 x 11 signs for following roles: Leader, Helper, Rebel, Follower, Observer, Loner and Clown

Lesson 3: Acting Out Roles: Students participate in a series of actual group problem-solving activities and identify the roles they assume in each situation.

Materials: [*Station-Go-Round Observation and Reflection*](#) Student Thinking Paper; ([*Station-Go-Round Recorder’s Notes*](#) Student Resource).

Prior to Lesson 3, create 4 or 5 problem-solving learning stations. For example: *Station A: Math word problems; Station B: a 100-piece puzzle, Station C: Create a poster about working in groups, Station D: a board game in a box, Station E: Draw a group self-portrait.*

Lesson 4: Learning in Groups: It Takes Skill! Students are introduced to the universal skills of working together in any situation/setting. The personal roles students identified in prior lessons are used to assess their current skill level and as a starting point for establishing goals to improve their effectiveness as members of any group.

Materials: [*Self-Assessment: Group Relationship Skills*](#) Student Thinking Paper

Missouri Comprehensive Guidance Program: Strand/Big Idea/Concept

Strand: Personal and Social Development (PS)

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









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

American School Counselor Association (ASCA): Domain/Standard:

Personal/Social Development Domain

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

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	PS.2.B.	Unit: What Does It Take to Get Along w/Others?	 
5 th Grade	PS.2.B.	Unit: Respecting Differences in Others	 
6 th Grade	PS.2.A.	Unit: What Do Skills Have to Do with It? (Lesson 1)	 
6 th Grade	PS.1.A, C.	Unit: TEAMS: Together Everyone Assures My Success	 

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
	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 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

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

See the Assessment sections for each lesson.

Lesson Preparation/Motivation

Essential Questions: Working in groups—Do we have to? Some people enjoy working in groups; others hate it. What makes the difference?

Engagement (Hook): See Individual Lessons

Procedures

Professional School Counselor Procedures:	Student Involvement:
LESSON 1: EVERY GROUP IS A STAGE—WE ALL PLAY A ROLE Materials: Which Role Do I Play? Which Role Do I Want to Play? Student Thinking Paper; timer for brainstorming sessions.	LESSON 1: EVERY GROUP IS A STAGE—WE ALL PLAY A ROLE Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>students to contribute their observations of lists.</p> <p>3. Explain that very often the reason people don't like to work in groups is because they have never been taught how to work in groups. Tell students that during this and the next few lessons they will be learning the skills of working in groups—joyfully, respectfully, collaboratively and cooperatively. Together they will:</p> <ul style="list-style-type: none"> • Learn to identify group roles by name and function. • Learn to identify the roles they assume in the various groups in which they function (e.g., family, classroom, friendship). • Participate in a series of group problem-solving activities and identify the roles they assume in each situation. • Learn about the universal skills of respectfully and joyfully working together in any situation or setting and set goals for developing the skills that will make everyone want to work with each one and won't cringe when I say "We're going to work in groups." <p>4. Introduce the idea that every individual assumes different roles in relationships and in different situations. Illustrate with your life and the varied roles you play each day, week, month. Give examples of behaving and feeling differently in different situations (for example, mother—boss, leader of activities; educator—leader, follower, rebel). Invite students to contribute examples of the roles they assume in their lives. Write their examples on the board in list form.</p> <p>5. Say: Do you know? In every group, there are specific roles people assume. The roles are similar across all groups, e.g., in each group a leader and followers emerge without our thinking about it.</p> <p>Tell students to hypothesize about the meaning of the statement: "there are specific roles people assume and those roles are similar in every group" and tell their classmates what they THINK it means.</p> <p>6. Individuals may assume different roles depending upon the purpose of a specific group (e.g., with my friend-group I might be the clown or humorous person and in a colleague-group, I might be an observer or a rebel).</p> <p>Review the list of roles students generated in Step 4. Clarify roles that are vague (e.g., role = big brother</p>	<p>contributing your observations to conversation about the mixed/varied feelings students have about working in groups. Honest responses required!</p> <p>3. Demonstrate attending skills—e.g., eye contact, taking notes, asking clarification questions when appropriate.</p> <p>As school counselor talks, think about his or her words and what they mean in your life.</p> <p>4. Contribute examples of the various roles you assume in different kinds of groups/situations, e.g., family dinners at home, visiting other families, playing with friends in neighborhood, classroom groups.</p> <p>5. Relate school counselor's statements about roles in groups to your own groups.</p> <p>Hypothesize about the meaning of the statement, "there are specific roles people assume and those roles are similar in every group." Think: hypothesize=guess, specific= restricted to a particular situation (in this instance: groups); roles=the ways people act. Be brave volunteer a guess!</p> <p>6. Work with school counselor to categorize roles by general function of role (e.g. reading to sister and unloading groceries for mom could be "Helping;" organizing a neighborhood lemonade stand and starting a classroom fund-raiser are both "Leading").</p>

Professional School Counselor Procedures:	Student Involvement:
<p>[what does he do as a big brother, e.g., reads to sister]). Ask students to help you categorize the roles on the list into similar functions (e.g., leader, follower).</p> <p>7. Continue conversation with theme that in order to work joyfully, respectfully, collaboratively and cooperatively in task groups at school, students must become aware of the roles they assume and the roles that are required to <i>GET-IT-DONE!</i></p> <p>8. Keep the list of roles generated in Step 4 visible; develop a 2-column chart/table on the board. Label first column “Group Roles” and second column “Descriptions of Group Roles” In the first column, list the following roles: Leader (directs) Helper (helps out, assists) Rebel (acts out, disagrees) Follower (goes along with group, agreeable) Observer (watches, waits) Loner (does not participate) Clown (tension easer, funny, avoids task)</p> <p>Compare the “new” list with the list generated in Step 4. Invite students to identify similarities and differences in role titles and functions.</p> <p>Explain that these roles are the “official” titles many people use to describe what people do in groups.</p> <p>Solicit definitions from the class for the second column.</p> <p>Tell students that from now on, when you (and they) talk about group roles, the names of the “official” roles will be used. Help students internalize the roles/definitions by using the terms consistently and expecting them to do the same.</p> <p>9. Explain:</p> <ul style="list-style-type: none"> • Each “Official” role has a function (purpose) in the group. • Task groups have work to accomplish. • The role each member assumes either helps the group get the task completed or prevents the group from getting the task completed. <p>10. SHOW-ME with thumbs-up—who wants to work in a group that <i>GETS-IT-DONE!</i></p> <p>Tell students they are going to learn how to be a group member who <i>HELPS GET-IT-DONE!</i> First step: a self-assessment of the role(s) they assume now so they will know where they are right now.</p>	<p>7. Think about the benefits of everyone being willing to work together joyfully, respectfully, collaboratively and cooperatively. Contribute ideas to conversation</p> <p>8. As school counselor writes the “new” list of group roles, think about what each role means.</p> <p>Compare list generated in Step 4 with the “new” list of roles school counselor wrote on the board. What are the similarities/differences?</p> <p>Contribute definitions of the “new” roles listed in column 1.</p> <p>Learn and remember to use the “official” titles for the six group roles.</p> <p>9. Actively listen to what school counselor says about getting tasks accomplished in groups. Ask questions as appropriate and to clarify uncertainties.</p> <p>10. SHOW-ME thumbs up if you want to work in a group that <i>GETS-IT-DONE!</i></p> <p>11. Look over the thinking paper; ask appropriate</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>11. Distribute and explain the Which Role Do I Play? Student Thinking Paper. Give students time to look over thinking paper and invite clarifying questions.</p> <p>Tell students to use the table/chart of roles and definitions on the board as a reference. Allow approximately seven (7) minutes to complete the thinking paper. When finished, ask students to process the thinking paper with a partner: Discuss questions at bottom of thinking paper</p> <p>ASSESSMENT: Content: Cover-up/remove titles of roles from board. Ask students to write the names of the “official” roles on a blank piece of paper. Show-Me with your hands: How many roles did you remember? Invite 7 volunteers to each name one of the roles; tell students to check-off the ones they named and add those they did not name.</p> <p>ASSESSMENT: Personalization of Content: Ask: Do you tend to assume different roles in different situations or stay in the same role? Are you pleased with the role(s) you assumed or would you like to change your role in some situations?</p> <p>CLOSURE: Tell students to make mental note of the self-observations they make & be prepared to discuss the roles assumed during the next lesson.</p>	<p>clarification questions if unclear about the meaning of the roles and/or the group situations listed.</p> <p>Complete the thinking paper; discuss results and questions at bottom of thinking paper with a partner.</p> <p>ASSESSMENT: Content: Write the “Official” role titles. Listen as volunteers name one of the roles—check-off if you have it written; add the titles you did not remember. Work on remember all “official” role titles.</p> <p>ASSESSMENT: Personalization of Content: Volunteer to answer at least one of the questions or contribute to discussion in another way.</p> <p>CLOSURE: Commit to keeping a mental note of the roles you assume in groups between now and the next lesson. Were you a member who helped or hindered the group(s) to <i>GET-IT-DONE!</i></p>
<p>LESSON 2: IT’S YOUR STAGE! WHAT ROLE(S) DO YOU PLAY? Materials: My Circle of Roles Student Thinking Paper; (Optional Activity Role-Play Scenario <i>Script for Group Task: To Decide What Class Will Do for the End-Of-The-Year Party</i> Student Resource).</p> <p>Prior to Lesson 2, make 8-1/2 x 11 signs for following roles: Leader, Helper, Rebel, Follower, Observer, Loner and Clown</p> <p><i>Hook: Enter class saying nothing—except as necessary for “role-play.” In rapid succession, demonstrate each of the “official” roles (helpful & NOT helpful ways of assuming each role; do not name roles): Leader, Helper, Rebel, Follower, Observer, Loner and Clown.</i></p> <p>1. Following the <i>Hook</i>, invite students to describe their observations and identify the roles they recognized; write role titles on board. Relate the <i>Hook</i> to students’ self observations since the last lesson; inquire about what they observed about roles in groups. Invite 3or 4</p>	<p>LESSON 2: IT’S YOUR STAGE! WHAT ROLE(S) DO YOU PLAY?</p> <p>Reminder: Students peak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Observe <i>Hook</i>—is school counselor doing? Identify in mind each role as it is demonstrated by school counselor.</p> <p>1. Volunteer to identify roles demonstrated by school counselor.</p> <p>Recall self-observations (roles played in groups since last lesson). Volunteer to tell about self-observations</p>

Professional School Counselor Procedures:	Student Involvement:
<p>to volunteer to tell about what they observed and what they learned—about self/about working in groups—as a result of self-observations. Continue conversation as appropriate.</p> <p><i>PSC Note: The purpose of this activity is two-fold—a visual self-assessment to help students better understand the % of their group time spent helping/hindering the accomplishment of group tasks AND to integrate/reinforce a mathematics concept (%ages) with the comprehensive guidance curriculum.</i></p> <p><i>The student thinking paper includes a table to help students systematically organize their thinking, enter data in a table and calculate percentages. Depending upon level of mathematical maturity, this may be a performance-stretch for younger students. The activity may be simplified by eliminating the calculation procedures and asking students to think in global terms (e.g., “Which roles do you NEVER assume? Cross those roles off list. Which roles do you estimate you assume most often/least often? How much of the circle would represent each of these roles? Compare other roles to these benchmarks—indicate those closest in time estimates to most/least; remaining roles—how much of the rest of time in groups is spent assuming these roles? Modify the following procedures to fit the mathematical maturity of your students.</i></p> <ol style="list-style-type: none"> 2. Show students examples of multi-colored pie charts; tell them they will be creating similar pie charts representing the roles they assume in groups. <p>Distribute the My Circle of Roles Student Thinking Paper. Review the principles/concepts of determining percentages (be sure to use the academic vocabulary that is used in your building. Talk with classroom teachers if you are not familiar with the common academic vocabulary [e.g. circle or pie, chart or graph or other terms]).</p> <ol style="list-style-type: none"> 3. Call students’ attention to the circle at the bottom of the page. Help them understand the circle is a pie graph that represents the total time they spend in all groups with other people (100% = total time IN groups). Explain that they will slice up the pie chart to indicate the percentage of time they spend in each of the “official” group roles. <p>Explain the table at the top of the page, using the example provided for calculations. Instruct students to copy the table on a piece of notebook paper, adding enough lines to list their groups. They are to pick one</p>	<p>and what you learned about group roles.</p> <ol style="list-style-type: none"> 2. Recall the principles/concepts of working with percentages (e.g., 100% = Whole; Percentage = part of whole). Remind school counselor of mathematics vocabulary used when talking about %ages. 3. Look at the circle at the bottom of the thinking paper—think of the circle as a pie chart representing 100% (all) of the time you spend in groups. Your task is to slice the pie graph into slices representing the % of 100% (portion of ALL your time) you spend in each group ROLE. If any directions are unclear, ask for clarification. <p>Follow the directions of school counselor; calculate the estimated percentages.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>day and list all groups in which they participate on that day. Guide students through each step for calculating percentages for each group role. Emphasize that the key word is “ESTIMATE” i.e., don’t have to know exact amount of time.</p> <p>When %age calculations are complete, instruct students to use the key on the thinking paper and graph the percentage of time in each role</p> <p>Instruct students to complete the sentence “<i>The pie graph indicates that when I am in groups with others, I ____.</i>”</p> <p>Invite students to their sentences to classmates.</p> <p>4. Place the role signs (see materials) around the room; instruct students to go to the sign that represents the role they would usually assume in the following situations:</p> <ul style="list-style-type: none"> • A group of your friends is planning an end-of-the-year party. • Your family is on a picnic. • You are going to summer school and do not know anyone in the class. • This is the first meeting of your soccer team; last year your team was in first place. • You and four or five of your classmates are working on a science project. <p>5. Process activity by leading students in a discussion/conversation about the roles they chose in each situation. Emphasize that sometimes we continue to assume roles we don’t like because we either do not realize we have assumed a specific role or do not know how to start assuming a different role—everyone expects us to be the same as we have always been.</p> <p>6. Conclude lesson with a conversation affirming that each role can be turned into a positive:</p> <ul style="list-style-type: none"> • Leader: all groups need someone to take responsibility • Helper: all groups need someone who is willing to help keep the group on-track and to record what happens in the group • Rebel: all groups need someone who is willing to question—in a helpful way • Follower: all groups need agreeable participants when decisions have been made • Observer: all groups need someone who watches the process and helps keep the group on track • Loner: Some people prefer to work on their own AND they can be helpful to the group by doing research and sharing or by doing another task to 	<p>Graph the estimated %ages on pie graph, following the key provided.</p> <p>Complete the sentence “<i>The pie graph indicates that when I am in groups with others, I ____.</i>”</p> <p>Volunteers read sentences.</p> <p>4. Ask questions if directions/meanings of each role are unclear. Move to the appropriate role area as school counselor reads each scenario. Make own decision regarding the role usually assumed in each situation.</p> <p>5. Contribute comments to conversation regarding choice of role in each situation. Be honest! How was role chosen in each scenario? Is the role chosen the best one for you?</p> <p>6. As school counselor talks about the positive aspects of each role, consider what you will do in future groups to help the group accomplish the assigned task(s).</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>contribute to group</p> <ul style="list-style-type: none"> Clown: all groups need someone to break the tension when the group members are having a difficult time making a decision or gaining agreement. A good laugh clears the cobwebs! <p>7. Talk with students about their ability to change roles & to learn new ways of behaving within groups. Acknowledge the difficulty AND emphasize the importance of being able to work in groups throughout all of their lives. Remind students that every role has a positive.</p> <p>ASSESSMENT: Content: Each student completes <i>My Circle of Roles</i> pie graph; each student writes the roles on a separate page and places a ☆ in front of his or her preferred role. Each student completes the sentence: “___is my preferred role in groups because___.”</p> <p>ASSESSMENT: Personalization of Content: On the same page, students complete the sentence: “I learned I _____.”</p> <p>Invite several volunteers to read their “I learned I _____” statements. <i>Listen for students’ ability to use first person and to relate learning to themselves—rather than making statements such as “I learned that in groups, everyone has a role.”</i></p> <p>Collect assessment papers</p> <p>CLOSURE: Explain that in the next lesson they learn more about ways they can help groups accomplish assigned tasks.</p> <p>Encourage students to continue self-observations of their work in groups. Ask them to try out a new role in one of their groups (e.g., instead of being a leader, contribute ideas and also listen/observe and, when appropriate, say “I noticed...” or “It seems to me that when we talk about recess, we are not getting out task completed. What do you think?” Acknowledge that it takes courage to try out an unfamiliar role! Encourage students to help each other.</p> <p>Optional Activity (OA): <i>PSC Note: The following activity may be substituted for one of the other activities or used to extend this lesson if students seem to need more experiences developing an understanding of group roles.</i></p>	<p>7. Contribute thoughts/personal experiences about wanting to assume another role and what the change was/might be like (e.g., “I’m usually an observer and I’d like to be more of a leader, but I don’t know how to change”.)</p> <p>ASSESSMENT: Content: Complete <i>My Circle of Roles</i> pie graph; write the seven roles on a separate page; place a ☆ in front of preferred role. Complete sentence: “___is my preferred role in groups because___.”</p> <p>ASSESSMENT: Personalization of Content: On the same page, complete the sentence: “I learned I _____.”</p> <p>If you have not volunteered during this lesson, courageously volunteer to read your “I learned I” statement.</p> <p>Give assessment papers to school counselor (be sure your name and the date are at the top of your paper).</p> <p>CLOSURE: Continue self-observations of work in groups; try a new role, help peers try new roles, ask peers to help you try new role. Make note of ideas, difficulties or questions you want to ask during the next Lesson.</p> <p>Commit to trying a new role in a group.</p> <p>Optional Activity (OA):</p>

Professional School Counselor Procedures:	Student Involvement:
<p>OA1. Invite a volunteer from each “role group” to role play a situation (see: Lesson 2 Student Resource: <i>Which Role Do I Play? Script For Group Task: To Decide What Class Will Do For The End-Of-The-Year Party</i>). Assign roles, allow a few minutes for actors to read through their roles. Enact role play. Switch roles so students experience different roles AND avoid being “type-cast” in a specific role.</p> <p>OA2. De-brief role play by asking each actor to talk about what he or she liked/did not like about the role played. Lead the class in a discussion of what causes people to assume the roles they do in groups. Include ideas such as people seem to expect certain behaviors from you, you feel uncomfortable trying new roles, competition with other group members, and a need for new skills such as assertiveness.</p> <p><i>Before next lesson, review responses to sentence stems for students’ (age appropriate) level of awareness of group roles AND 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p>	<p>OA1. Volunteer to participate in role-play. Either participate in role-play or observe others in role-play. Think about: what you would have done in the same situation?</p> <p>OA2. Actors talk about roles; others in class contribute ideas about what makes people assume the roles they do.</p>
<p>LESSON 3: ACTING OUT ROLES: Take students’ assessment papers to class; distribute during Step 2. Materials: Station-Go-Round Observation and Reflection Student Thinking Paper; Station-Go-Round Recorder’s Notes Student Resource.</p> <p>Prior to Lesson 3, create 4 or 5 problem-solving learning stations. For example: Station A: Math word problems; Station B: a 100-piece puzzle, Station C: Create a poster about working in groups, Station D: a board game in a box, Station E: Draw a group self-portrait.</p> <p><i>The purpose of the stations is to present students with different kinds of group problem-solving situations. The groups will move from station to station—there will not be time to finish solving problem; however, group role-taking will emerge giving students material to discuss during de-briefing of activity.</i></p> <p>1. SHOW-ME...with words: 14 volunteers are needed. First person, name a role, second person gives a very brief definition or demonstration of the role (continue until all 7 roles (leader, helper, follower, rebel, observer, loner & clown) have been named and defined or demonstrated). Encourage support for each other—</p>	<p>LESSON 3: ACTING OUT ROLES</p> <p>1. Participate in SHOW-ME: volunteer to name or define/demonstrate one of the 7 group roles. Help each other.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>encourage cooperation and collaboration if anyone gets stumped.</p> <p>2. Inquire about students' trial of new group roles. Who tried a new role? What was it like?</p> <p>Distribute students' assessment papers from Lesson 2. Make general comments to reinforce learning and/or correct misconceptions in thinking (no names or identifying information).</p> <p>Introduce Lesson 3: Explain that the purpose of this lesson is to work in groups to solve problems—and—to identify/reflect on roles they assumed in actual group situations.</p> <p>3. Divide the class into groups of 5. SHOW-ME...Hands up...who has ridden a merry-go-round? What does it do? (It goes around...and around). Tell them this activity is a "Station-Go-Round" and they will be the ones to go-around with their groups.</p> <p>Assign each group to a station in the room and tell students they will work together at the station to solve a problem. Invite clarifying questions.</p> <p>4. At the end of 5 minutes, say "Station-Go-Round" and groups move clockwise to the next station until each group has been to all five stations.</p> <p><i>PSC Note: there may not be enough time for students to move to all 5 station AND 5 minutes is NOT be enough time to get very far on the each station's task); however, even 5 minutes @ 3 stations, WILL be enough time for group role-taking to emerge.</i></p> <p>5. Continuing in their groups and upon completion of station-go-round activity, ask students to reflect on their roles at each station: did they assume the same role at each station? Were the roles the same as those they assume in similar real-life situations?</p> <p>ASSESSMENT: Content: (students stay in groups) Distribute and explain the Station-Go-Round Observation and Reflection Student Thinking Paper; students (still in groups) complete the paper independently. <i>PSC Note: emphasize neutrality and objectivity, discuss roles, not people; provide guidance and support as appropriate and as needed.</i></p> <p>When students have completed the Thinking Paper, each group chooses a leader and a recorder. They discuss Part 2 of the Student Thinking Paper with their</p>	<p>2. Volunteer information about trying new group role.</p> <p>Listen with curiosity about school counselor's comment re: assessment papers.</p> <p>3. Join the group to which school counselor assigns you. Participate in SHOW-ME: contribute to conversation about merry-go-rounds. Ask clarifying questions about the Station-Go-Round procedures.</p> <p>Follow classroom procedures for moving to first station. Follow school counselor's instructions.</p> <p>4. Work at each station for 5 minutes—accomplishing as much as possible in the 5 minutes you have at each station. Leave station "good-as-new" for next group.</p> <p>5. Stay in "Station Groups." Respond to the reflection prompts school counselor provides.</p> <p>ASSESSMENT: Content: Complete Part 1 of <i>Observation and Reflection</i> Student Thinking Paper independently.</p> <p>When all group members complete Part 1 of thinking paper, choose a facilitator to lead discussion and a recorder to take notes. Follow school counselor's</p>

Professional School Counselor Procedures:	Student Involvement:
<p>groups; recorders take notes (Station-Go-Round Recorder's Notes Student Resource).</p> <p><i>PSC: Observe each student's participation in the discussion; make note of those who appear uncomfortable within the group. Remind students about neutrality and objectivity—discuss roles/not people.</i></p> <p>Each group chooses a reporter (preferably person other than recorder)—a member who “reports-out” to rest of class. Invite public reporting of groups’ self-observations (of group in action) as they worked on the Station-Go-Round tasks.</p> <p>ASSESSMENT: Personalization of Content: Guide students to Station-Go-Round Part 3: Personalization of Content. Allow them a minute or so to look over sentence stems (<i>repeated here FYI</i>): <i>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 _____. Invite clarifying questions.</i></p> <p>CLOSURE: When everyone in group has completed Part 3, members of each group identify one very-important-learning from the “Station-Go-Round” activities. The reporter (see: Assessment: Content) presents his or her group’s very important learning to the class. Invite discussion of very important learning and/or questions class members have for groups.</p> <p>Tell students to staple their individual thinking papers and the recorder’s notes together with the recorder’s notes on top and hand them in. Collect <i>Station-Go-Round</i> thinking papers and <i>Station-Go-Round Recorder’s Notes</i>.</p> <p>Encourage students to try a new group role during the week.</p> <p><i>Before next lesson, review reflections. Assess students’ (age appropriate) awareness of the roles they assume in groups and the roles others assume. AND 1) age-appropriate command of conventions of standard English; 2) ability to personalize content by articulating their thoughts, feelings and action plans in 1st person language.</i></p> <p>LESSON 4: LEARNING IN GROUPS: IT TAKES SKILL!</p>	<p>instructions.</p> <p>Choose a reporter. He or she will present your group’s reflections/conclusions about the Station-Go-Round tasks.</p> <p>ASSESSMENT: Personalization of Content: Find Part 3 of your Station-Go-Round thinking paper. Look it over; ask clarifying questions; complete on your own.</p> <p>CLOSURE: Help your group identify one very-important-learning. Your group’s reporter presents your group’s very-important-learning to classmates. Contribute to discussion and/or ask questions regarding other groups’ very important learning.</p> <p>Follow school counselor’s instructions for handing in your thinking papers and recorder’s notes.</p> <p>Continue to conduct self-observations so that you can continue to learn about yourself and roles in groups.</p> <p>LESSON 4: LEARNING IN GROUPS: IT TAKES SKILL!</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>Take students completed <i>Station-Go-Round</i> thinking papers from previous lesson to class with you; distribute during Step 1. Materials: Self-Assessment: Group Relationship Skills Student Thinking Paper</p> <ol style="list-style-type: none"> 1. Distribute students' completed <i>Station-Go-Round</i> thinking papers. Give them a minute or so to review their responses; make general reinforcing comments about their learning and how their knowledge and application will help them learn and work with each other now and in the future. 2. This is the last lesson in our series of lessons about working in groups. SHOW-ME...with words...What would you say is the very most important thing you have learned about yourself and the roles you assume in classroom work/task groups? Make a group list on the board—ask someone to copy the list for you as you write. (Use list as you plan future group-related activities.) 3. Knowing about the ROLES individuals assume in groups, helps us know a little more about what makes groups “tick”. We are going to switch gears a little in this lesson. Awareness of the roles that emerge when people start working together is important knowledge for “Get-it-done” groups. 4. In Lesson 2, we discussed the idea that the roles we assume in groups can have a negative or a positive influence on “getting-it-done,” depending upon our attitude. How does a positive attitude help the whole group get-it-done? 5. In order to work together joyfully, respectfully, collaboratively and cooperatively, we need to know and apply relationship skills in our work/task groups. When relationship skills are applied to the roles we assume, the result is a positive influence on the productivity of task/work groups. 6. Write the following words in a column on the board: Communication, Observation, Problem-Solving, Encouragement and Emotional Expressiveness. Invite student volunteers to tell what the words mean to them. Label this column “Skills.” Label a second column “Help groups ‘Get It-Done’ by....” Invite additional volunteers to choose one of the skills and explain how using the skill can help members of groups work together to accomplish assigned tasks. <p>These skills are RELATIONSHIP SKILLS. They are</p>	<p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <ol style="list-style-type: none"> 1. Look over the thinking paper school counselor returns to you. Think about how your new learning about groups will help you now and in the future. 2. Participate in SHOW-ME...with words: Contribute the most important thing learned about YOU; about “Getting-It-Done” in classroom work/task groups 3. Listen with enthusiasm for information. 4. Contribute ideas to discussion about how a positive attitude helps a group get-it-done 5. Listen with enthusiasm for information. 6. Volunteer to define one of the words your PSC writes on board. Contribute ideas about how the skills listed can add to a group’s successful completion of work tasks. Encourage others to contribute their bright ideas, tool.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>the foundation for working in groups AS WELL AS the foundation for all of your relationships—at home, in community AND at school.</p> <p>7. Distribute the <i>Self-Assessment: Group Relationship Skills</i> Student Thinking Paper. Give students a minute or so to read over the list of sub-skills. Invite questions about meaning of sub-skills.</p> <p><i>PSC Note: depending on the over-all developmental skill level of students, you may want to read the list and/or do the self-assessment together.</i></p> <p>8. Explain the columns and the directions. Remind students that the only way they can learn about themselves and how to be more productive is to be HONEST when completing any self-assessment—this one is not an exception. Invite questions about directions.</p> <p>ASSESSMENT: Content: Students complete <i>Self-Assessment: Group Relationship Skills</i>. Remind students to put an X next to skills they do not understand and to circle four (4) skills they want to improve right away.</p> <p>Process self-assessment: Invite comments/questions about the skills. How can/will application of the relationship skills help students work together joyfully, respectfully, collaboratively and cooperatively?</p> <p>Ask students to help you discover skills and/or roles about which they want to learn more. Ask each student to fold and tear (or cut) a piece of notebook paper into 8 equally sized pieces; on 7/8th of the pieces (7 of 8), instruct them to write the number and name of a relationship skill about which they want to learn more (may be more or less than 7 [encourage at least 4]). If more than 7, students cut more pieces.</p> <p>On the 8th piece, instruct students to write a “Dear School Counselor” note asking any questions they have about working together joyfully, respectfully, collaboratively and cooperatively in groups. Pass 2 containers—1 for skills about which they want to learn more and 1 for notes to you.</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...with hands...1-5 (5 High)...How well did you like the lessons about working in groups? SHOW-ME...with words...What did you like best? What did you like least? How will these lessons help you the next time you work in classroom task-groups? What</p>	<p>7. Read over the Student Thinking Paper. Ask questions about any sub-skills you do not understand.</p> <p>8. Ask clarifying questions about directions.</p> <p>ASSESSMENT: Content: Complete thinking paper with honesty. Be sure to follow ALL directions at top of paper (X next to skills not understood; circle four (4) skills want to improve NOW).</p> <p>Volunteer to contribute a comment about the self-assessment and the relationship skills.</p> <p>Fold & tear (or cut) a piece of notebook paper into 8 equal-sized pieces; on 7/8th write the number and name of a relationship skill about which you want to learn more.</p> <p>On the 8th piece, write a “Dear School Counselor” note asking any questions you have about working in groups.</p> <p>ASSESSMENT: Personalization of Content: Respond to “SHOW-ME” prompts—with hands and, when prompted, respond verbally.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>do you wish we had talked about?</p> <p>Before collecting their <i>Self-Assessment: Group Relationship Skills</i> thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If not “OK,” write “PLEASE DO NOT SHARE” at top of paper. Collect Papers</p> <p>CLOSURE: Even though this is the last lesson, encourage students to continue learning about themselves through self-observation and thinking every day about what they want to improve—Ask for help!</p> <p><i>After the lesson, review papers to assess ability to follow complex directions and complete a task. “Small pieces of paper”: Tally skills identified; sort questions into categories. Note contradictions in the skills you observed students using during the lessons versus their ratings of the relationship skills—especially the “need to learn more” column. Note skills that stand out as group needs for future learning as well as the skills identified as needs by individual students Use information to plan future strategies (whole class/small group) and in follow through consultation and collaboration classroom teacher (see classroom follow-through section).</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students.</i></p>	<p>If you want your responses to be private between you and school counselor, write “PLEASE DO NOT SHARE” at top of paper.</p> <p>CLOSURE: Commit to on-going use of self-observation to identify skills/attitudes you want to change/improve. ASK FOR HELP!</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief overview of the lessons and copies of the materials used.

Summarize your systematic observations: Identify students who had difficulty with any aspect of lesson—especially those who were not able to work cooperatively in groups. Note those who were hesitant to express ideas during whole class conversations, with partner and/or in small groups, who appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions, partner collaboration, and/or small group task completion. Note, too, those who repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity. Identify students whose self-assessments contradict observations.

Consult with Classroom Teacher: Discuss your diagnostic observations. Does he or she validate your observations as being classroom behaviors as well?

Collaborate with Classroom Teacher to determine interventions (if necessary) to assist students as they develop the skills of working in classroom task groups and/or confidence-building in the areas identified during systematic observations. Follow-through with additional classroom guidance lessons or Responsive Services strategies as needed (e.g., small group work, individual skill development sessions). Discuss the **relationship skills** with classroom teacher; invite collaboration to help students apply skills and/or set goals for improvement.

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

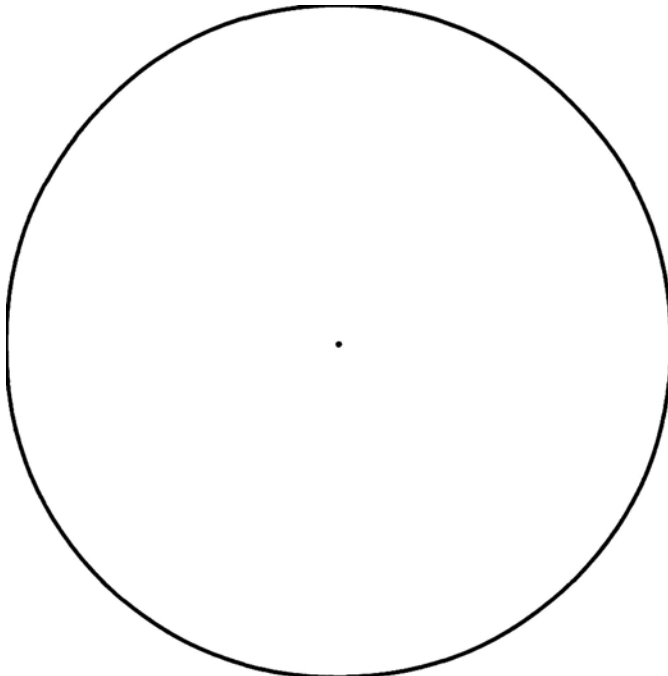
1. Pick any day of the week; list all groups (ideas for groups: Classroom [all day], family, neighborhood friends, church groups, after-school organizations [e.g., Boys and Girls Club; Adventure Club, Scouts]).
2. Estimate time spent in each group in an average day.
3. Convert hours/minutes to minutes.
4. Identify roles you assume in each group/estimate the minutes you spend in each group role.
5. Total minutes in 3rd through last (10th) columns
6. 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 = YellowLeader = Green
Loner = TurquoiseObserver = 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 all 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 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			

LEARNING TO MAKE DECISIONS

PSC Note: The three (3) activities in this series of lessons are “bundled” in order to provide a systematic and sequential approach to addressing decision-making skills; however, with slight modification, any one of the activities may be used as a single lesson OR expanded to additional lessons to provide more in-depth learning about the topic (e.g., who influences decisions). In addition, the lessons’ print materials (e.g., student thinking papers) may be used independently with other decision-making lessons you already use in the classroom.

You may want to use some of the ideas in the [Peer Pressure](#) (EI PS.1.A, 2.B, 3.A) bundle of activities (especially Lesson 1: The Me I Work to Be—Every Day In Every Way!) to enhance and/or expand these decision-making lessons. The influence of others (positive and negative) is a key element of the Peer Pressure lessons.

Purpose: This series of three (3) lessons emphasizes students’ awareness of what is important to them, what influences their decision-making and the importance of compromise AND standing-up for what is personally important. The more students learn about themselves, the higher their self-esteem and the more likely they are to make safe and healthy choices.

Lesson 1: What Influences Your Decisions? (Lesson 1 converts to 2 lessons with slight modification) This lesson helps students examine the decisions they make every day— those that make a difference in their lives as well as those that are easy and/or automatic. Students identify the things (values) that are important to them and relate actual decisions to the things that are important to them. They explore answers to the question: How did/do the things (values) that are most important to you influence the decisions made today (and every day)?

Materials: [Student Thinking Paper: Decisions, Decisions](#)

Lesson 2: What Would You Do? In this activity, students make a decision about a situation and then analyze why they made that decision. In analyzing the decision, students encounter conflicts within themselves as well as among members of their groups. They must compromise in order to reach a group consensus.

Materials: [Student Thinking Paper: What Would You Do?](#) (copies for each student + 5 or 6 extra copies to be used during small group discussions)

Lesson 3: Decision-Making: It Is Up To Me! Students often make decisions based on how they feel rather than analyzing and evaluating the possible consequences and then making the best choice. This activity reviews the Eight Steps in the decision-making process.

Materials: Enlargement of PSC/Student Resource: [Eight Step Decision-Making Process](#); PSC Resource: [Do You Make Your Own Decisions About...?](#) PSC and Student Resource: [Pocket Guide of Eight Step Decision-Making Process](#); Student Thinking Paper: [What If?](#); [Assessment Student Thinking Paper: I Am A Decision-Maker!](#)

Time: Three (3) 60-minute lessons

Group Size: Whole Class

Grade Level: 4-6

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal And Social Development (PS)

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

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







American School Counselor Association (ASCA): Domain/Standard:

Personal/Social Development Domain

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

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

The activities in this series of lessons strengthen any MCGP Unit which requires the application of decision-making skill. The following units, while not directly addressing the acquisition of decision-making skills, address the importance of making safe and healthy choices:

4 th Grade PS.3.A&B	Unit:	Keeping Myself Safe by Making Safe and Healthy Choices (esp., Lesson 1-Bullying)	 
5 th Grade PS.3.A&B	Unit:	Keeping Myself Safe by Making Safe and Healthy Choices (esp., Lesson 1 Peer Infl.)	 
5 th Grade PS.3.A&B	Unit:	Keeping Myself Safe by Making Safe and Healthy Choices (esp., Lesson 2 Coping...)	 

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
	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 (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	2. principles/practices of physical/mental health (e.g., personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

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

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

See individual lessons

Lesson Preparation/Motivation

Essential Questions: People make difficult decisions every day! How do they know what to do? How do I decide between two things when I don't like the consequence(s) of either one (a dilemma)?

Engagement (Hook): See individual lessons

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
LESSON 1: WHAT INFLUENCES YOUR DECISIONS? (Lesson 1 easily converts to two lessons.) Materials: Student Thinking Paper: Decisions , Decisions (Reminder: make 5 or 6 extra copies of	LESSON 1: WHAT INFLUENCES YOUR DECISIONS?

Professional School Counselor Procedures:	Student Involvement:
<p><i>thinking paper to be used during group discussions.); students need pencils and paper</i></p> <p><i>PSC Note: Throughout this lesson, observe systematically as students work. Be aware of and make note of students who choose not participate in discussions and/or are hesitant or resistant to writing about what is important to them. Note, too, individuals who become forceful or refuse to accept others' ideas. Emphasize that often decisions are made on the basis of satisfying the most important idea and compromising on others.</i></p> <p><i>Hook: Come into class with a stack of 3 or 4 objects, such as, books or swatches of material or CDs/DVDs—any stack of multiple items that requires a choice to be made. Say something that indicates indecision, e.g., I just can't decide...."</i></p> <ol style="list-style-type: none"> 1. Ask students to help you by telling you about how they make decisions. Invite several students to tell how they make decisions. Invite a volunteer to act as a recorder—write ideas presented by students as you list on board. <ul style="list-style-type: none"> • Listen to their processes—especially, when they mention “importance” or “like” or any other word that implies values entered into decision. • Point out the “importance” or “like” words and mention choice based-on importance. <p>Ask students if it would help you with your decision to think about what is important to you (YES). Ask students to give you some examples. Tell them to think about what is most important to them; after about 30 seconds of wait-time, say:</p> <p>SHOW-ME...SHOUT-OUT...ONE AT-A-TIME (with inside shouts) the things they thought of that are important to them; write their contributions on the board (verbatim).</p> <p>Acknowledge the helpfulness of their ideas and continue by identifying what is important to you in relation to which (object) to choose. Enlist students' help evaluating each object by comparing it to the criteria or criterion you identified. Make a choice. Thank students for help.</p> 2. SHOW-ME: Thumbs up or down: Is it always that easy for you to make a decision? 	<p>Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p><i>Hook: Observe school counselor's actions with curiosity. What IS his or her point?</i></p> <ol style="list-style-type: none"> 1. Volunteer to tell school counselor and classmates how you decide when you can't decide. <p>Think about what is most important;</p> <p>Contribute to SHOW-ME...SHOUT-OUT (inside shouts) the things that are important to you.</p> <ol style="list-style-type: none"> 2. Participate in SHOW-ME thumbs up or down: Thumbs up if it is always easy to make a decision; Thumbs down if it is not.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>3. Continue by acknowledging that making decisions is really difficult sometimes—sometimes what we decide REALLY matters in our lives.</p> <ul style="list-style-type: none"> • Choosing from among the <u> (objects in Hook) </u> will not make a big difference in my life; however, other choices (e.g., to become a professional school counselor) did and do make a big difference in my life. • When we make decisions that matter, it is important to think about what is important to us (our values). <p>4. Tell students that the rest of this lesson is devoted to examining the decisions they make every day— those that make a difference in their lives as well as those that are easy and/or automatic.</p> <p>Ask students to think about (in their heads) decisions that have made a difference in their lives. Instruct them to choose one of the situations that required making an important and difficult decision.</p> <p>5. Their next step is: Write a brief narrative (1 or 2 paragraphs) about the difficult decision. Each narrative will recount the situation and list the values (things of importance to them) that influenced the decision. If they have trouble thinking of a specific decision, provide an example from your own life when you were their age. (See Student Involvement for more specific criteria).</p> <p>6. When students complete their narratives, invite several to publicly read their narratives to classmates and relate how their values (what is important to them) did/did not influence choices.</p> <p><i>PSC: This is a good breaking point if you want to divide this lesson into 2 lessons; if so, be sure to keep list from Step 1 to write on board for Steps 7-11).</i></p> <p>7. Review the list developed in Step 1 (how they make decisions/what’s important to them). Add any ideas they have thought of since first making the list.</p> <p>8. Ask: Does everyone in our class think the same things are important? Help students recognize and acknowledge that not all people consider the same things important. Encourage students to ask about the opinions/values of others, to show respect for varying opinions/values AND to courageously & respectfully talk about why they value the things that are important</p>	<p>3. Listen and think about easy decisions and difficult decisions especially, decisions that made a difference in life.</p> <p>4. In your head, continue to think about decisions that made a difference in life. Choose one to write about.</p> <p>5. Write a 1 or 2 paragraph narrative recounting an important decision; list the values that influenced the decision. Use: conventions of standard English; precise and descriptive words to describe the situation; the factors that made it difficult, the decision made and the reasons for the choice. Within the narrative OR in a list at the end of narrative, tell your audience about the things of importance that entered into decision.</p> <p>6. Volunteer to read narrative to classmates. Be sure to use your voice as an actor would—read with meaning, clearly articulate words, read loudly enough for everyone to hear.</p> <p>7. Look over the list you and your classmates developed in Step 1; contribute new ideas to the list.</p> <p>8. Consider differences in what is important to you and your classmates. This is important to remember when working collaboratively in small groups—differences of opinion will emerge.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>to them, especially as decisions are made.</p> <p>9. SHOW-ME...SHOUT-OUT...ONE AT-A-TIME: (inside shouts): decisions they have made so far today. Suggest some examples such as what to wear, what to have for breakfast, and where to sit on the bus. List decisions on board. Explain that people make hundreds or thousands of decisions every day. Some are made automatically and/or without realizing a decision was made (e.g., getting up in the morning is a decision as is what they do the first thing when they get to school).</p> <p>10. Help students relate the first part of this lesson (identifying things of importance) to the decisions made so far today. How did what is important influence decisions made today? For example:</p> <ul style="list-style-type: none"> • If good health is important, how were their breakfast choices influenced by valuing good health? • If honesty is important, what kind of decisions did he or she make about telling the truth? • If integrity (doing the right thing) is important, how they would respond if a friend asked them to do something they did not want to do. <p>11. Distribute the Decisions, Decisions Student Thinking Paper. Read the daily decisions to students while they follow-along. Tell students to put a ✓ in the “Automatic” column if the decision is automatic or a ☆ in the “Important” column if the decision requires thinking about what is important to them. Invite students to add decisions in the blank rows of the table.</p> <p>Lead a conversation about their responses and what influenced their decisions.</p> <p>ASSESSMENT: Content: (Step 6 & Step 11) Each student identifies and describes one situation</p> <p>ASSESSMENT: Personalization of Content: On the back of their <i>Decisions, Decisions</i> thinking paper, instruct students to complete the following sentences:</p> <ul style="list-style-type: none"> • I discovered/re-discovered that I value ____. • When making decisions, I learned I ____. • For me, making decisions is difficult when ____. <p><i>Collect narratives and thinking papers. Review for</i></p>	<p>9. Contribute to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): decisions you have made today.</p> <p>10. Recall the list of things that are important to you and your classmates (Step 1). Review the decisions made so far today. Compare what is important with decisions/choices. Are values (what is important) reflected in choices?</p> <p>11. Listen as school counselor reads; place check or star in the appropriate column for each decision. Contribute to conversation about responses.</p> <p>ASSESSMENT: Content: Step 6: Complete narrative using criteria identified in Step 6. Complete thinking paper <i>Decisions, Decisions</i> demonstrating ability to differentiate between “automatic” decisions and “important” decisions.</p> <p>ASSESSMENT: Personalization of Content: On the back of the <i>Decisions, Decisions</i> thinking paper, complete the following sentences:</p> <ul style="list-style-type: none"> • I discovered/re-discovered that I value ____. • When making decisions, I learned I ____. • For me, making decisions is difficult when ____.

Professional School Counselor Procedures:	Student Involvement:
<p><i>students': 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p>CLOSURE: Ask students to tally the number of decisions they make every day until the next lesson. Help them decide how/where they will keep their tallies (e.g., at the end of every hour, they tally the decisions they made during that hour in their assignment planners). Encourage students to make a written note about decisions that are difficult to make.</p> <p>LESSON 2: WHAT WOULD YOU DO? Materials: Student Thinking Paper: What Would You Do? (copies for each student + 5 or 6 extra copies to be used during small group discussions)</p> <p><i>PSC Note: Throughout this lesson, observe systematically as students work. Be aware of and make note of students who choose not participate in discussions and/or are hesitant or resistant to writing about what is important to them. Note, too, individuals who become forceful or refuse to accept others' ideas. Emphasize that often decisions are made on the basis of satisfying the most important idea and compromising on others.</i></p> <ol style="list-style-type: none"> 1. Review the previous lesson: SHOW-ME: with your hands, how many decisions have you made since our last lesson? Invite 2-3 students to tell about the automatic decisions made and 2-3 other students to tell about the important decisions made (the ones that required thought). Mention difficulty of making some decisions and invite several additional students to talk with classmates about one of their difficult decisions. <p><i>Hook:</i> A friend has asked you for help deciding what to do in a tough situation. What's the first thing you will say to start helping? Write it down. Tell us...2 or 3 students tell what they would say first. Compare responses for similarities and differences. Continue by saying there are some steps they can follow to be helpful.</p> <p>In this lesson, you have a chance to help three friends, Seth, Maggie and Grace, decide what to do in several important decision-making situations by telling what YOU would do in each situation. In small groups, you will discuss the situations and decide, as a group, the best way to help.</p>	<p>CLOSURE: Keep a tally of the decisions made every day until the next lesson. Decide how/where to keep tally. Make a written note about decisions that are difficult to make; be ready to discuss at the beginning of the next lesson.</p> <p>LESSON 2: WHAT WOULD YOU DO? Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <ol style="list-style-type: none"> 1. Review tallies of decisions made: Demonstrate with hands the number of decisions made. Volunteers tell about automatic decisions made; other volunteers tell about the important decisions made. <p><i>Hook:</i> Write the first thing you will say to your friend who needs help making a decision. Volunteer to tell the rest of the class what YOU would say.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>2. Distribute the What Would You Do-Student Thinking Paper; read each decision-making situation aloud (Part I).</p> <p>Explain the directions for Part II. Invite clarifying questions and instruct students to answer the questions independently.</p> <p>3. After students have individually completed the Student Thinking Paper, divide class into groups of four. Randomly assign each group one of the situations; give each group one blank What Would You Do-Student Thinking Paper on which one of the members will record the group's consensus in each situation. During discussion:</p> <ul style="list-style-type: none"> • Each student must support his or her view based upon what is important to him or her. • Students must agree on one solution to each situation. <p>4. Following discussion and consensus decisions, each group chooses a reporter to report what was agreed upon in the assigned situation AND (without using names) differences of opinion (conflicts) that may have occurred and how consensus was reached.</p> <p>ASSESSMENT: Content: (Step 2) Students complete Part II of What Would You Do? student thinking paper(s) using conventions of standard written English. Student responses demonstrate an ability to identify actions to take and what was important to them as they thought of the situation and decided what to do. In addition, students' ability to work collaboratively in a small group is monitored.</p> <p>ASSESSMENT: Personalization of Content: Complete Part III of What Would You Do? thinking paper. Students demonstrate the ability to articulate: 1) conflicting issues of importance in the situations, 2) the most difficult situation in which to make a decision and the reason decision was difficult.</p> <p><i>(Collect thinking papers to review/assess responses for use of standard written English, ability to identify what is important to them and the "reasonableness" of their suggestions. Students' ability to write about the personal difficulty of making a decision is noted.)</i></p> <p>CLOSURE: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): For YOU, tell us, please, one idea that stood out from all the others today? Time permitting,</p>	<p>2. Follow with school counselor as he or she reads each situation.</p> <p>Listen to directions for Part II; ask clarifying questions. Thoughtfully respond (in writing) to the questions about each situation.</p> <p>3. Contribute your ideas to small group discussion. Communicate and collaborate in your group.</p> <p>Express/support your view and what is important to you. Listen to others' views. Be flexible and help group integrate everyone's ideas and arrive at a consensus for each situation.</p> <p>4. Choose a reporter to present your group's solution to each situation; reporter also reports (without using names) differences of opinion and how consensus was reached.</p> <p>ASSESSMENT: Content: (Step 2) Complete student Part II of thinking paper(s) using conventions of standard written English. In writing be sure to identify actions you would take and identify what was important as you thought about the situation and decided what to do. Work collaboratively in a small group to reach a consensus.</p> <p>ASSESSMENT: Personalization of Content: Complete Part III of <i>What Would You Do?</i> thinking paper. Articulate: 1) conflicting issues of importance in the situations, 2) the most difficult situation in which to make a decision and the reason decision was difficult.</p> <p>CLOSURE: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Identify one idea that stood out during today's lesson. State your idea using a complete</p>

Professional School Counselor Procedures:	Student Involvement:
<p>do a whip-around--start at specific place in group (e.g., middle) and let every student have an opportunity to contribute one idea (remember—ok to pass—although student takes responsibility—"I pass, today.")</p> <p>Encourage students to continue to monitor decisions between now and the next lesson—especially those that are difficult.</p>	<p>sentence AND speak loudly enough for EVERYONE in room to hear...it is ok to pass; must say in equally confident voice "I pass today."</p> <p>Identify a place to write difficult decisions you make. Be prepared to discuss them at the beginning of the next lesson.</p>
<p>LESSON 3: DECISION-MAKING: IT IS UP TO ME!</p> <p>Materials: Prior to lesson, (if possible) enlarge the <i>Eight Step Decision-Making Process</i> to poster-size; make copies of Eight Step Decision-Making Process PSC/Student Resource for all students; PSC Resource: Do You Make Your Own Decisions About...? PSC and Student Resource: pocket guide for the <i>Eight-Step Decision-Making Process</i>; Student Thinking Paper: What If?; Assessment Student Thinking Paper: I Am A Decision-Maker!</p> <p><i>If need be, this lesson is easily converted to two lessons.</i></p> <p><i>PSC Note: Throughout this lesson, continue to observe systematically as students work. Note, individuals who become forceful or refuse to accept others' ideas. Emphasize that often decisions are made on the basis of satisfying the most important idea and compromising on others.</i></p> <p>Hook: Review the previous lesson: SHOW-ME: Who made an important decision since our last lesson? Invite 2-3 students to tell their peers about the important decisions they made; invite another 2-3 students to tell about the challenges they had making important decisions.</p> <ol style="list-style-type: none"> 1. Read the statements listed on the PSC Resource: Do You Make Your Own Decisions About...? Ask students to raise their hands if they currently make their own decisions about these issues. Invite students to discuss any of the decisions listed. 2. SHOW-ME with your hands: On a scale of 1-5: <ul style="list-style-type: none"> • How confident are you with your ability to make automatic decisions? • How confident are you with your ability to make important decisions? • Want to learn more about how to make important decisions (before you start middle/junior high 	<p>LESSON 3: DECISION-MAKING: IT IS UP TO ME!</p> <p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Respond to school counselor's query by raising hands; volunteer to tell classmates about important decisions, encourage all students to tell about experiences.</p> <ol style="list-style-type: none"> 1. Raise hands as school counselor reads each decision item. Contribute thoughts to discussion, especially for those items that are "sometimes" decisions made on own. 2. Think about personal decision-making confidence and, then, respond to questions posed by school counselor.

Professional School Counselor Procedures:	Student Involvement:
<p>school)?</p> <p>3. What decisions do you wish you could make on your own, but adults (school counselors, teachers, parents included) won't let you make those decisions?</p> <p>What decisions do you wish adults would still make for you? (Provide examples of "other kids you know" wanting parents to make decisions about what time to be home) Are there rules you want your parents to make for you so you can say "My parents would sooo ground me if I...!"</p> <p>4. Acknowledge the challenge of growing up and wanting to make decisions but still wanting adults to make some decisions for them. Talk about the kinds of decisions for which they still need input from adults.</p> <p>5. Refer to decisions students make automatically, e.g., their teeth brushing routine. At one time, they had to be taught the steps to take in order to effectively clean their teeth. Now, they don't have to think about what to do first, second.... The steps are automatic.</p> <p>Making difficult decisions is more complicated because the situation is different and they don't have a set routine as they do when brushing their teeth. HOWEVER...</p> <p>As you distribute the Eight-Step Decision Making Process Student/PSC Resource, explain to students that they CAN establish a thinking routine that will work in almost every difficult decision-making situation. It is called the Eight-Step Decision-Making Process.</p> <p><i>PSC Note: Students may be familiar with a decision-process, if so, this will be a review. In order to provide a consistent decision-making vocabulary for students, identify and use the common vocabulary used in classrooms.</i></p> <p>6. Suggest to students that they take notes on their copy of the decision-making process. Using the 8-Step poster as an anchor point, discuss the steps: 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—</p>	<p>3. Listen, think and respond to questions school counselor asks.</p> <p>Be brave, be honest when answering the question about decisions you want adults to make for you.</p> <p>4. Think, listen contribute ideas as appropriate regarding the kinds of decisions for which you STILL need input from adults.</p> <p>5. Listen & think about decisions you make as school counselor tells class about automatic and difficult decisions.</p> <p>Look over the eight step decision-making process.</p> <p>6. As school counselor talks about each step in the decision-making process, take notes, think, listen, follow-along and contribute when appropriate. Think about a recent important decision you have made. Use that decision as a point of reference as each step is discussed; on your paper, briefly answer the questions posed at each step.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>financial/emotional? What is the benefit—short-term/long term? Will parents approve?</p> <p>Step 3: Search for alternatives. Brainstorm as many choices and alternatives as possible.</p> <p>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.</p> <p>Step 5: Brainstorm probable consequences for each remaining alternative.</p> <p>Step 6: Choose the best alternative. After weighing and analyzing the probable consequences for the alternatives, decide which one is best.</p> <p>Step 7: Implement decision for specified period of time</p> <p>Step 8: Evaluate effectiveness of choice/modify actions, if necessary.</p> <p><i>(This is a good place to end this lesson and use the remainder of the activity as another day's lesson. Doing so, will allow a more thorough processing of the What if... thinking paper.)</i></p> <p>7. Distribute the "What If...?" Student Thinking Paper. Explain the directions. Invite clarifying questions. Remind students to use the eight-step decision-making process as they complete the <i>What If...</i> thinking paper.</p> <p>The completed thinking paper serves as the assessment of content and demonstrates students' ability to identify the dilemma, list a minimum of three choices, the consequences for each choice and their final decision</p> <p>8. Place students in groups of 4; distribute a copy of the "What If...?" Student Thinking Paper to each group. Each group chooses a recorder to summarize discussion (on copy of <i>What If...</i>) students discuss their responses to the <i>What if...</i> scenarios. Guide small-group discussions to include a comparison of similarities and differences among their responses—especially what they identified as the dilemma in each scenario and the differences among ideas. (If time is limited, assign each group one of the three scenarios for discussion.)</p> <p>9. Invite discussion (especially about differences in ideas). Ask students how they arrived at their decisions. How did they use the 8 Steps?</p>	<p>7. As school counselor explains directions: read along, listen, think and ask clarifying questions. Complete thinking paper individually. Include: the dilemma, a minimum of three choices, the consequences for each choice and final decision.</p> <p>8. In small group, contribute to discussion by sharing responses and listening to others' responses. How are they the same? How are they different? What influence did what is important to each group member have on decisions.</p> <p>9. Contribute ideas to whole-class discussion. Listen for differences and how individuals arrived at decision.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Tell students to staple their group's <i>What If...</i> thinking papers together with the recorder's notes on top. Tell recorder to keep papers until end of lesson.</p> <p>ASSESSMENT: Content: See Step 8--<i>What If...</i> thinking paper.</p> <p>ASSESSMENT: Personalization of Content: <i>Note: This aspect of assessment may be completed orally and/or shortened as appropriate for students' developmental level.</i></p> <p>Distribute and explain the Assessment Student Thinking Paper: I Am A Decision-Maker! Invite clarifying questions. Emphasize that responses must "make" a complete sentence with prompt.</p> <p>CLOSURE: SHOW-ME...with words...one-at-a-time...What will you remember forever about decision-making? Distribute the pocket guide of the 8 decision-making steps (Lesson 3 Student Resource). Tell students to put the pocket guide where they can find it to guide them when they have a difficult decision to make.</p> <p>Before collecting <i>I Am A Decision Maker</i> and the bundles of <i>What If...</i> thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK?</p> <p>If not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Collect thinking papers.</p> <p><i>After class, review/assess responses for use of standard written English, ability to identify dilemmas, choices, consequences and final decisions. Review I Am A Decision-Maker to assess students' ability to reflect on their experiences in this lesson. Note those who have difficulty with any aspect.</i></p> <p>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</p>	<p>ASSESSMENT: Content: (See Step 8)</p> <p>ASSESSMENT: Personalization of Content: Listen and think while school counselor explains the Assessment Student Thinking Paper: <i>I Am A Decision-Maker!</i></p> <p>Ask clarifying questions, complete the thinking paper and remember to check responses to assure they "make" a complete sentence with prompt.</p> <p>CLOSURE: Volunteer to answer the question: What will you remember forever about decision-making?</p> <p>Put 8-step pocket guide in a "safe place"; use it to guide you when a decision requires extra thinking.</p> <p>If you want your responses to be private between you and school counselor, write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Give thinking papers to school counselor.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with an overview of lessons and a copy of each of the printed materials used ([*Decisions, Decisions! What Would You Do?*](#), [*Eight Step Decision-Making Process*](#); [*Do You Make Your Own Decisions About...?*](#), [*Pocket Guide of Eight Step Decision-Making Process*](#); [*What If?*](#) and [*I Am A Decision-Maker!*](#)

Summarize your Systematic Observations: Identify students who consistently had difficulty identifying dilemmas, choices, consequences and making final decisions. Note especially those who had difficulty reflecting on their experiences in this lesson, e.g., appeared to lack the ability or confidence to identify:

- Issues/ideas important to them,
- Difficult decision-making situations
- The personal difficulty of making decisions
-
- Conflicts within self when faced with a difficult decision
- Personal application of the 8-Step Decision-Making Process.

Note those who have difficulty with any other aspect of the lessons, e.g., students who(se):

- Chose not to participate in discussions
- Repeatedly engaged in distracting behaviors
- Rarely (if ever) voluntarily contributed to class conversations
- Consistently attempted to take over class discussions and/or partner collaboration
- Became forceful or refused to accept others' ideas in groups
- Were unable/unwilling to compromise with others
- Responses to thinking papers were inappropriate or lacked depth/sincerity.
- Were hesitant or resistant to writing about issues of importance to them
- Consistently used non-standard written/oral English.

Consult With The Classroom Teacher about your observations and determine if he or she observes the same kinds of behaviors in the classroom. If so, collaborate with the classroom teacher to further identify the extent of the challenge. How is it evidenced in the classroom? Determine if the difficulty is a “will” or a “skill” or cultural issue. For example, does the student know HOW to make decisions and identify important issue but lacks the motivation or confidence to take the risk to openly discuss personal dilemmas or processes (will)? Or does the student lack the skills of working cooperatively in groups or lacks the vocabulary to express self (skill)? In some cultures talking about personal issues may be seen as focusing on self rather than the good of the group.

Collaborate With Classroom Teacher to plan appropriate classroom, individual and/or small group interventions. Interventions might include (and are not limited to) additional decision-making classroom guidance activities, Responsive Services involvement (e.g., individual/group counseling regarding cooperative and collaborative work with others, self-confidence building regarding expression of personal ideas. In some case, more intense parental involvement may be indicated).

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

DECISIONS, DECISIONS

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

Everyone makes decisions daily. 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 some decision-making situations that require choices.

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 might make daily, write those in the blank rows of the table.

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 tatttle 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 tatttle 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.		
22.		

Name: _____ Class: _____ Date: _____

WHAT WOULD YOU DO?

Directions: *Part I:* Read along as 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. **Part III:** After discussing the situations with your colleagues, (on back of paper) respond to Part III.

WHAT WOULD YOU DO? Part I

#1: Grace's Situation

The student council at your friend Grace's school has purchased trees for the school. Students worked to raise the money. She attended the assembly the day the trees were planted and shares the feeling of accomplishment. Several weeks later, Grace passed the school and saw several cars parked near the front of the school. Loud laughing and conversation could be heard. She saw the cars drive over the curb and head for the newly planted trees. The first car drove over a tree and cut it in half. She felt sick with disgust and walked faster toward home. As she turned the corner, the car passed her. She recognized one of the drivers. It was her friend's older brother.

#2: Seth's Situation

Last week, Seth's best friend asked him to go to the movies on Saturday. Today, a very popular student at school invited Seth to go with his family to the water park. Seth had wanted to go to the water park for a loooong time.

#3: Maggie's Situation

Maggie was with a group of friends on the playground at recess. The class bully called her a name. Her friends urge her to fight. Maggie knows that if she fights, the bully will win (and they both will get in trouble), but she does not want her friends to call her a "wimp."

WHAT WOULD YOU DO? PART II

#1: Grace's Situation

What would you do?

What was Important to you when making this decision?

#2: Seth's Situation

What would you do?

What was Important to you when making this decision?

3: Maggie's Situation

What would you do?

What was important to you when making this decision?

WHAT WOULD YOU DO? PART III—Respond from YOUR perspective.

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.

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.

Lesson 3 PSC and Student Resource

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.

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 _____.

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
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- 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.
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- 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.

TEACH THE RISKS

PSC Note: This MIGHT be a controversial lesson, depending upon your district's position on teaching awareness of alcohol and other drugs. Be cautious about unknowingly suggesting that it is "ok" to use alcohol if you are an adult.

This activity is an excellent opportunity to collaborate with the classroom, science or health/physical education teacher.

Purpose: Because many adults drink alcohol without encountering problems, some students may be confused about the risks of alcohol. Students need to know that alcohol and other drugs have different effects, depending on a person's age and size. Effects also depend on the amount of alcohol consumed. This activity shows students that alcohol affects a smaller person differently than a larger person.

This lesson could serve as an introduction to lessons about peer pressure (e.g., PS.1.A., PS.2.B., PS 3.A. Peer Pressure: What to do About It) and/or decision-making lessons (e.g., PS.3.A. Learning to Make Decisions).

Time: 30-45 minutes **Group Size:** small group or whole class **Grade Level:** 4-6

Lesson Materials: Two same-sized sponges (large enough to absorb 12 ounces of liquid), two identical 12 oz. glasses of water (add a drop or two of food coloring (if available) to each glass to help students conclude there is an equal amount of water in the glasses); empty bowl (large enough for you to hold the sponges over while pouring water on them); waterproof table covering to protect surface; *Observation Guide: Sponge Experiment* Student Thinking Paper (optional) or pencil and paper for students to record observations (students' science observation notebooks if they have one).

Missouri Comprehensive Guidance Program (MCGP)

Strand: Personal And Social Development (PS)

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

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





American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

Standard C: Students will understand safety and survival skills.

Link to Sample MCGP Units/Lessons (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	PS.3.2	Unit: Keeping Myself Safe by Making Safe and Healthy Choices	 
5 th Grade	PS.3.1, 3.2	UNIT: Keeping Myself Safe by Making Safe and Healthy Choices	 

(Lesson 2 in each Unit is related to *Teaching the Risks*)

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
	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	
Mathematics	
Social Studies	
Science	3. characteristics and interactions of living organism 7. processes of scientific inquiry (such as formulating and testing hypotheses)
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)
Fine Arts	

Enduring Life Skill(s)

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

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

Students make logical predictions, factual observations and conclusions related to experiment. In addition they demonstrate synthesis of information (**Content**) by responding to the following:

Sponges, adults, young people and alcohol are related because: _____. I learned the following about my body from the sponges: _____.

Students demonstrate an awareness of **personalization of the content** by responding to the following:

I learned I _____. I was surprised I _____ In the future I will _____

Lesson Preparation/Motivation

Essential Questions: How are sponges, adults, young people and alcohol related? What can you learn from sponges about YOUR body? Why may adults drink a beer but children may not?

Engagement (Hook): See PSC Procedures.

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p><i>Systematically observe students as they engage in observations. Make note of students who have difficulty making predictions, objectively describing observations and/or drawing conclusions. Consider whether challenge is “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) OR if the inability to objectively predict, observe and draw conclusions in writing is indicative of difficulty linking ideas in other situations. Listen for any misconceptions students may have about alcohol and their bodies; decide whether to correct during lesson or to plan a follow-up intervention.</i></p> <p><i>Hook:</i> (Prior to class, dampen and wring out both sponges.) If using the Sponge Experiment Student Thinking Paper, distribute it now OR tell students</p>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Follow school counselor’s directions; observe and record observations.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>to write the title: “Sponge Experiment” on a blank page in their science observation notebooks (if they have one) or a piece of notebook paper. Without saying anything more, cut off one end of a new sponge (about 2 inches).</p> <p>Following the <i>Hook</i>, Introduce the lesson by asking the essential questions and telling students that during this lesson they will be learning about how alcohol affects adults and children differently.</p> <ol style="list-style-type: none"> 1. Invite 2 or 3 to describe their observations. Invite a conversation to answer following questions: <ul style="list-style-type: none"> • What purpose does a sponge serve? • What happens when a sponge absorbs too much liquid? • Can a sponge do its job if it has absorbed too much liquid? <p><i>Note: the activity instructions are written as if students are creating their own observation papers. Instructions follow the format of the Sponge Experiment Student Thinking Paper.</i></p> <ol style="list-style-type: none"> 2. Draw students’ attention to the glasses of water. Ask: Does each glass have an equal amount of liquid? Tell students that during the experiment you will pour one glass of water over the large sponge and one glass of water over the small sponge. Tell students to write their predictions of what will happen with each sponge. 3. Tell students to record what they observe next. Hold the large sponge over the bowl and pour the contents of one glass, a little at a time, onto the sponge. Students record observations. Invite 2 or 3 students to describe what they observed. Seek observations similar to: very little liquid runs out of the sponge; the sponge continued to absorb more water until the glass was empty. Remind students that both glasses contained the same amount when you began. 4. Tell students to record what they observe next. Hold the small sponge over the bowl and pour the contents of the second glass, a little at a time, onto the small sponge. Students record observations. Invite 2 or 3 students to describe what they observed. Seek observations similar to: A lot of the liquid ran out of the sponge; the sponge stopped absorbing water, 5. Accidentally, on purpose, spill some water from the bowl. Grab the small, super-saturated sponge; attempt to wipe up the water (should make a bigger mess). Then use the 	<ol style="list-style-type: none"> 1. What did you observe during <i>Hook</i>? Volunteer to describe observation. <p>Engage in conversation about absorption qualities of sponges. Encourage each other to contribute ideas to conversation by inviting someone who has not talked to tell what he or she observed.</p> <ol style="list-style-type: none"> 2. Agree that each glass contains an equal amount of liquid. Add the sub-heading “Predictions” on your observation paper. Write your predictions of what will happen to the sponges when 12 ounces of water is poured on each one. 3. Add the subheading: “Observations: Large sponge” under your predictions. Record Observations: Recordings are factual and clear (instead of writing “The large sponge held a lot of water!” write something like “When my school counselor poured 12 ounces of water on the large sponge, it absorbed the entire glass of water without leaking”). New volunteers describe observations. 4. Add the subheading: “Observations: Small sponge”. Record Observations (use criteria in # 3); new volunteers describe observations. 5. Add sub-heading: “Observations: Wiping up Spilled Water. Record Observations (use #3 criteria).

Professional School Counselor Procedures:	Student Involvement:
<p>larger sponge to finish the job. Ask students to record their observations about the effectiveness of both sponges.</p> <p>6. Invite another 2 or 3 students to describe their final observations and the conclusion(s) drawn (e.g., the large sponge held more water; the large sponge absorbed a whole glass of water and still was able to clean up the mess; the small sponge became super-saturated with water and made a bigger mess when it tried to do its job).</p> <p>7. Explain that adult bodies and young folks' bodies are like the large sponge and the small sponge. The same amount of water had different effects on the sponges. Like this experiment, alcohol affects children differently than it affects adults. Even one drink can keep bodies and minds from doing their jobs well.</p> <p>Squeeze the excess water out of the sponges and wipe up a spill using the small sponge. Point out that, unlike the sponge, when someone drinks alcohol or uses other drugs, there is nothing he or she can do to speed up how quickly the alcohol gets out of the body.</p> <p>8. Instruct students to add "Conclusion(s)" to their papers. Identify the conclusions to be drawn from the Sponge Experiment.</p> <p>9. Invite 2 students to role- play their response to a friend who says, "Come on! One drink won't hurt you! Lots of adults drink!" Follow-through as appropriate.</p> <p>ASSESSMENT: Content: Predictions are logical, Observations are factual and Conclusions are linked to experiment. In addition they demonstrate synthesis of information by responding to the following (if you are using the <i>Sponge Experiment</i> thinking paper, these prompts are at the bottom of that paper; otherwise, instruct students to respond to the following on the Sponge Experiment paper they developed):</p> <p>Sponges, adults, young people and alcohol are related because: _____. I learned the following about my body from the sponges: _____.</p> <p>ASSESSMENT: Personalization of Content Students demonstrate an awareness of personalization of the content by responding to the following: I learned I _____. I was surprised I _____In the future I will _____.</p> <p>CLOSURE: Invite several students (as many as time</p>	<p>6. New volunteers describe their observations of "Wiping up Spilled Water." Additional volunteers read conclusions drawn from experiment.</p> <p>7. Demonstrate engagement in explanation (e.g., eye contact).</p> <p>8. Consider the entire process of the Sponge Experiment; write your conclusions about sponges, adults, young people and alcohol.</p> <p>9. Volunteer to role-play the scenario your school counselor describes. Other students observe and at end of role-play contribute to follow-up discussion.</p> <p>ASSESSMENT: Content: Synthesize information by responding to sentence prompts.</p> <p>ASSESSMENT: Personalization of Content: Apply content by responding to the sentence prompts about you.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>allows) to read one of their sentences to the class. Invite questions and discuss as appropriate.</p> <p>Before collecting thinking papers, inform students you will read their papers and return them to their classroom teacher; who will return papers to students. Classroom teacher might read the papers. Is that OK?</p> <p>If not “OK,” write “PLEASE DO NOT SHARE” at top of paper. Collect papers.</p> <p><i>After class, review students’ thinking papers for:</i></p> <ol style="list-style-type: none"> 1. <i>Logical predictions, factual observations and conclusions related to experiment. (Content)</i> 2. <i>Demonstration of synthesis of information by responding to the sentence prompts. (Content)</i> 3. <i>Demonstration of an awareness of personalization of the content through responses to the second set of prompts.</i> 4. <i>Persistent misconceptions in thinking that may influence future decisions.</i> <p><i>Reflections/Projections evidence:</i></p> <ol style="list-style-type: none"> 1. <i>An age-appropriate awareness of the relationship of the size of one’s body to its absorption of alcohol.</i> 2. <i>Age-appropriate command of conventions of standard written English;</i> 3. <i>Ability to articulate thoughts and feelings in 1st person language.</i> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students.</i></p>	<p>CLOSURE: Several students volunteer to read one of their sentences to their classmates.</p> <p>If you want your responses to be private between you and your school counselor, write “PLEASE DO NOT SHARE” at top of paper. Give thinking papers to your school counselor.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide Classroom Teacher with a brief overview of lesson and a copy of the *Sponge Experiment* thinking paper.

Summarize your systematic observations: Identify students who had difficulty making predictions, objectively describing observations and/or drawing conclusions. Identify persistent misconceptions students may have about alcohol and their bodies. In addition, identify students who were hesitant to express ideas during whole class conversations, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well?

Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about the risks of alcohol and other drugs, Responsive Services involvement (e.g., individual/group counseling or parental involvement).

Name: _____ Class: _____ Date: _____

OBSERVATION GUIDE: 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 _____

ASK AND YOU WILL RECEIVE: KNOWING WHEN AND HOW TO ASK QUESTIONS

With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Concept.

NOTE to PSC: *Our professional literature devotes space and time to the questioning skills and processes for teachers to use when asking students questions. Students are taught SQ3R or a similar process to prepare for reading content; however, not so much is available about **teaching students how to ask questions** of adults when they do not understand concepts/content/assignments. You are encouraged to review the literature that is available re: teaching children to know when they need help and then to teach them how to ask questions.*

Purpose: The three (3) lessons in this series are designed to help students learn: the “OKness” of asking questions, the necessity of asking questions, when to ask questions and how to ask questions so that they get the answers they need. Your knowledge of your learners will determine whether the lessons need to be shortened or expanded (e.g., first graders will [most likely] need extra practice formulating/asking questions and evaluating now/late-me/everyone questions).

Time: Three 60 minute lessons (shorten for youngest students) **Group Size:** whole class **Grade Level:** 1-3
(modify lessons for youngest students. Any one or all of the lessons may be modified for 4th -6th graders.)

Lesson One: Ask for Help and You Will Receive It! *The focus of this lesson is the need and “OKness” of asking questions when clarification or help with understanding a concept is needed*

Materials: Giant-sized paper question mark (to be used in all lessons)

Lesson Two: To Ask or Not To Ask? *In addition to teaching students when to ask questions, this lesson helps students acknowledge the difficulty of asking questions in front of other students and how to support each other develop courage to ask topic-relevant, clarifying questions.*

Materials: Giant Question Mark used during Lesson 1 (

Lesson Three: How You Ask Makes a Difference: helps students learn how to ask appropriate questions.

Materials: Giant Question Mark used during Lessons 1 & 2 (**prior to Lesson 3, write essential questions on the giant question mark**); Three puppets: teacher puppet & 2 student puppets; paper and pencil

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Academic Development (AD)

Big Idea: AD 4 Applying Skills Needed for Educational Achievement

Concept: AD.4.B. Self-management for educational achievement

American School Counselor Association (ASCA) Domain/Standard:

Domain: Academic Development

AD Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

Note: This series of three (3) lessons re: questioning may be modified to enhance any MCGP elementary unit within Academic Development Strand--Big Idea 4. [AD.4]. The unit listed below is most directly related.

1st-grade AD.4.B UNIT: Study and Work for Success



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
	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	This series of three lessons supports the development of the universal skill of asking appropriate questions during classroom lessons in all content areas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting	X	Self-Advocacy

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

See Individual Lessons

Lesson Preparation/Motivation

Essential Questions: What is a question? How can asking questions help students be successful in school? What can someone who is afraid to ask questions do?

Engagement (Hook): See Individual Lessons

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 1: ASK FOR HELP AND YOU WILL RECEIVE IT!</p> <p>Materials: Giant-sized paper question mark</p> <p><i>Throughout these 3 lessons, systematically observe students as they respond to the activities; make a mental note of those who passively participate, i.e., those who appear attentive yet do not volunteer and/or use the “pass” option repeatedly.</i></p> <p><i>Hook:</i> Come into class waving a giant question mark; invite students to tell what you are carrying. Why it is important to learning? Has anyone ever been called a “walking question mark”? What does that mean?</p> <p>1. Following “Hook”, tell students to signal they want to answer a question by folding hands on desk and putting their thumbs up.</p> <p>Ask students why they ask their parents questions. Ask why they might ask questions in school.</p>	<p>LESSON 1: ASK FOR HELP AND YOU WILL RECEIVE IT!</p> <p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Observe school counselor with curiosity; respond to prompts.</p> <p>1. Signal readiness to answer one of the questions with a thumbs-up.</p> <p>Think about: What good are questions?</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>Explain that asking questions is a good way to find out about things and gain knowledge, so it is important to know when to ask questions, how to ask questions and who to ask in specific situations.</p> <ol style="list-style-type: none"> 2. Ask students to tell about situations in which they needed help from someone else (encourage responses from students who did not respond to earlier questions). List responses on the board. 3. Ask students what they do when they need help. <ul style="list-style-type: none"> • Is it easy or difficult to ask for help in the classroom? Why or why not? • Whom do they ask when they need help? 4. Provide an example of a situation in which you may have been afraid/hesitant to ask a question & the consequences of NOT asking the question and/or the consequences of being brave and asking the question. Invite volunteers to tell about a similar situation in their lives. 5. Acknowledge that asking questions in class takes courage—we may be afraid others will laugh or roll their eyes or we may not know HOW to ask our question. Explain that the way a person asks for help makes a difference in whether people want to help that person. 6. Tell students that volunteers will role-play two ways of asking for help: they will ask one question that is clear and invites the other person to help and one question that is not clear or is a turn-off. Students will choose in which order they ask questions. The rest of the class indicates inviting questions with a “thumbs-up” and turn-off questions with “thumbs-down”. Demonstrate the process before asking for volunteers. The following are possible scenarios: <ul style="list-style-type: none"> • You need help with a homework assignment. • You do not know why you missed a question on your social studies quiz. • You are a new member of a gymnastics team and you don’t know where to put the equipment. • You ask another student to play with you at recess. • You do not know the meaning of a word your teacher uses. • You are confused about how to do the math problems. • You forget where to begin adding 3 digit numbers. <p>Thank and compliment the students who were brave enough to volunteer. Acknowledge that the</p> 	<ol style="list-style-type: none"> 2. Tell class about situations in which help was needed. Respond so that all class members are able to hear; make eye contact with classmates as well as school counselor. 3. If you have not answered a question volunteer to provide a response. 4. Volunteer to tell class about a time when you did not ask a question—but wish you had. 5. Think about thoughts and feelings when thinking about or asking a question. 6. Volunteer to role play. Role players speak loudly enough for all class members to hear. <p>Observers, assess the appropriateness of each question based on the clarity of the question and the tone of the question-asker. Indicate “vote” with a thumbs-up or a thumbs-down.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>attentiveness of other class members contributed to the effectiveness of the role-players.</p> <p>Discuss scenarios as appropriate, inviting comments and/or questions.</p> <p>ASSESSMENT: Content: Process role-play scenarios (Step 6) by asking students to:</p> <ul style="list-style-type: none"> • Ask questions about any aspect they do not understand or want to know more. • Discuss general observations about the questions the role-players asked. • Identify key points learned during this lesson. Make a list on the board. • Fill in the gaps as necessary; emphasize most important points. <p>ASSESSMENT: Personalization of Content: Place students in pairs; ask them to think of a time they wanted/needed help and, in pairs, tell their partners what they did (asked for help/did not ask for help) and what happened as a result.</p> <p>Tell students to re-play the situation using ideas from this lesson: What would they do if they were in the same situation right now? How would they use what they learned in this lesson to help them courageously ask questions?</p> <p>Invite volunteers to tell the rest of the class about their experience and the outcome of asking or not asking for help.</p> <p>CLOSURE: Review key points of lesson. Invite volunteers to tell the rest of the class an idea they will take-away from this lesson; write their take-away ideas on the giant question mark.</p> <p>Ask all students to keep track (in their minds or in their notebooks) of situations in which they want/need to ask for help but are hesitant to do so.</p> <p>Tell students that during the next lesson, they discuss their situations and learn about how to ask questions that are related to the topic. In the meantime, think about these questions:</p> <ul style="list-style-type: none"> • What is a question? • How can asking questions help students be successful in school? • What can someone who is afraid to ask questions do? 	<p>Contribute as appropriate to the class conversation about the scenarios.</p> <p>ASSESSMENT: Content: Contribute to processing of scenarios by responding to school counselors' prompts. Ask questions!</p> <p>ASSESSMENT: Personalization of Content: In pairs, tell partners about a time wanted or needed help and had to decide to ask or not to ask for help, what they decided to do and the outcome of their decision to ask or not to ask for help.</p> <p>Replay the situation, using ideas from this lesson to help you be courageous.</p> <p>Volunteer to tell the rest of the class about situation and how courageously asking question(s) changed outcome.</p> <p>CLOSURE: Volunteer to tell the rest of the class one take-away idea from this session.</p> <p>Commit to keeping track of times you are hesitant to ask for help.</p> <p>Between now and the next lesson, think about answers to the questions school counselor asks.</p>

Professional School Counselor Procedures:	Student Involvement:									
LESSON 2: TO ASK OR NOT TO ASK? Materials: Take giant question mark to class. <i>Throughout this lesson, systematically observe students as they respond (or do not respond) to prompts in this lesson; make note of those who have difficulty volunteering/responding to prompts. Provide support/encouragement. Encourage students to support each other as they take the risk to ask a question.</i> Hook: Walk around class with big question mark. As you walk around give question mark to several students and ask each one to ask a question (tell students to signal readiness to ask a question by folding hands and thumbs-up). 1. SHOW-ME...SHOUT-OUT (one-at-a-time...inside shouts): Scholars, tell us, please, one key point from the last lesson (write responses on board). Fill in the gaps and emphasize that when someone asks a question about something he or she does not understand, it is helpful not only to the “questioner” but also, other students—if one person has a question, chances are others do too. 2. Ask students to do a “brain-scan” or refer to their notebooks to identify a situation in which it was difficult for them to ask a question. Invite several to tell about the situation. Use their responses to guide your responses. Make a mental note of the types of situations and what made it difficult to ask a question/get help. 3. Introduce NOW/LATER—ME/EVERYONE process of categorizing questions. Draw a table on the board (See example in Student Involvement column). Define Me/Everyone and Now/Later Questions (invite students to ask topic-relevant questions as question types are discussed—might be an opportunity to practice categorizing questions): <ul style="list-style-type: none">• Me (only) Questions: Questions that relate to “me” only, e.g., May I have another thinking paper, I accidentally tore mine.• Everyone Questions: Questions about the topic that relate to everyone, e.g., May we use our addition/subtraction fact tables for this assignment?• Now Questions: Questions about the topic that require an immediate answer, e.g., I didn’t hear what to do in Step 3. Will you please repeat it?• Later Questions: Questions that can wait to be	LESSON 2: TO ASK OR NOT TO ASK? A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. In addition, encourage and support classmates who have difficulty asking questions or commenting in class. If it is easy for you to ask/answer questions, put the brakes on-- invite and encourage someone else to contribute. Hook: Thumbs-up to signal readiness to ask a question when school counselor hands you question mark. 1. Participate in SHOW-ME...SHOUT-OUT . Listen with intentionality—to intentionally recall as much as possible about Lesson 1. 2. Volunteer to tell classmates about situations in which it was difficult to ask a question and why it was difficult. 3. Respond to school counselor’s prompts and contribute ideas to discussion as appropriate-- practice staying on topic. Categorizing Questions <table><tr><th></th><th>Now</th><th>Later</th></tr><tr><td>Me</td><td></td><td></td></tr><tr><td>Every-one</td><td></td><td></td></tr></table>		Now	Later	Me			Every-one		
	Now	Later								
Me										
Every-one										

Professional School Counselor Procedures:	Student Involvement:
<p>answered, e.g., I just remembered, I forgot my lunch. May I call my mother? I can't find my homework assignment. What shall I do?</p> <p>4. Demonstrate categorizing several situations in which inappropriate questions are asked (e.g., while the teacher is discussing an assignment, a student asks if the class can play a game; while the class is talking about the water cycle, a student asks if he or she can take the soccer ball outside at recess). During the discussion emphasize the following points:</p> <ul style="list-style-type: none"> • Even though all questions are important, it is important to learn to determine if a question is a NOW question or a LATER question; a ME ONLY question or a question EVERYONE might have. • Everyone can learn to “check-himself or herself” to decide whether a question is a NOW or LATER question, for example he or she might think about: <ul style="list-style-type: none"> ○ The subject: Does my question relate to the subject (e.g., mathematics)? ○ The topic: Does my question relate to the topic (e.g., working story problems)? ○ Who the question will help: Will my question help the whole class (e.g., “How do we know whether to add or subtract?”) or something that will help just me (e.g., May I work in the Science Center after I do my math?) <p>ASSESSMENT: Content: Half-Whip-Around: (During this assessment, provide scaffolding support and encouragement for students who may be fearful of answering/asking questions that seem to have a right/wrong answer.) Half-Whip-Around: First half: Ask question, the first student categorizes it as a NOW or LATER question; the next student categorizes it as a ME or EVERYONE question; continue until one-half of class has responded. Switch gears for the second half of the whip-around: this group of students asks their own questions; the other students categorize questions as NOW or LATER questions and ME or EVERYONE.</p> <p>As always, remind students about “Pass with Responsibility” option; HOWEVER, in this lesson, provide extra support and assistance to those who may be able to contribute with a little “nudge”—make asking questions an expectation and provide a safe environment for taking the risk. Passing is still “OK” and students must still take responsibility for</p>	<p>4. As school counselor talks, think about his or her examples. Courageously ask topic-related questions and/or volunteer to categorize questions.</p> <p>ASSESSMENT: Content: Follow school counselor’s instruction; participate in Whip-Around by either categorizing or asking questions AND encouraging and supporting others in class as they courageously ask/answer questions.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>saying something like “I pass today”—goal is to hear every student’s voice and for EVERY student to hear his or her voice. Your knowledge of developmental level of each student will tell you how much of a “nudge” to give.</p> <p>ASSESSMENT: Personalization of Content: Draw the <i>Categorizing Questions</i> table (see Student Involvement column in Step 3) on the giant question mark. Invite volunteers to tell about how they will use the ME/EVERYONE and NOW/LATER categories to help them know when to ask or not to ask questions in the classroom. Prompt if any key ideas are omitted.</p> <p>CLOSURE: Encourage each student to continue to be an observer of self and keep track of help-seeking questions (or lack thereof) AND to think about the Essential Questions (answers will be discussed during next lesson):</p> <ul style="list-style-type: none"> • What is a question? • How can asking questions help students be successful in school? • What can someone who is afraid to ask questions do? <p>LESSON 3: HOW YOU ASK MAKES A DIFFERENCE</p> <p>Materials: Before class, write the Essential questions on the giant question mark (<i>What is a question? How can asking questions help students be successful in school? What can someone who is afraid to ask questions do?</i>); Take the giant question mark to class with you.</p> <p>Hook: Walk around classroom giving each student an opportunity to read what’s been written on the question mark. Ask volunteers to hypothesize about answer to one of Essential Questions.</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT (all-at-once...inside shouts): Tell me one key point you remember from the last lesson. SHOW-ME...SHOUT-OUT (one-at-a-time, inside shouts): five scholars please tell us the key point you remember from the last lesson. If scholars do not mention the idea that when one person asks a topic-relevant question about something he or she does not understand, it is helpful to that person as well as other students—if one person has a topic-relevant question, chances are others do too. 2. Ask students to do a “brain-scan” or refer to their 	<p>ASSESSMENT: Personalization of Content: Volunteer to tell how ME/EVERYONE—NOW/LATER categories will be used to help know when to ask questions in class.</p> <p>CLOSURE: Students commit to self-observation and to think about the answers to the Essential Questions.</p> <p>LESSON 3: HOW YOU ASK MAKES A DIFFERENCE</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Hook: Read the ideas from past lessons on the school counselor’s big question mark. Volunteer a hypothesis about answers to the Essential Questions.</p> <ol style="list-style-type: none"> 1. Participate in the SHOW-ME...SHOUT-OUTS. If do not volunteer, think about others’ contributions and other important-to-remember ideas? 2. Volunteer to tell their classmates about situations in

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>notebooks to identify a situation in which it was difficult for them to ask a question. Invite several to tell about the situation.</p> <p>Use students' responses to guide your responses, making mental note of the types of situations and what made it difficult to ask a question/get help.</p> <p>3. Review NOW or LATER questions and ME or EVERYONE questions.</p> <p>4. Talk with class about the importance of listening to directions and how listening can help us ask the best questions.</p> <p>5. Using teacher and student puppets, invite 4 volunteers (who have not volunteered during this lesson) to assume the roles of teacher and student in the following scenario (1 teacher and 1 student for each scenario): <i>Scenario I: Teacher puppet gives directions for an assignment:</i></p> <ul style="list-style-type: none"> Put your name on the top line. Number your paper from 1 to 10, skipping every other line. Write the spelling words in alphabetical order. When you have written the spelling words in alphabetical order, put your paper in the box and finish illustrating the story you wrote earlier. <p>Student puppet (Sam) asks:</p> <ul style="list-style-type: none"> Should I put my name at the top? What should I write? What do I do when I'm finished?" <p><i>Scenario II: Teacher puppet gives same directions.</i></p> <ul style="list-style-type: none"> Student puppet (Suzie) had a dental appointment and comes in late Sits down and doesn't know what to do She looks around She is too afraid to ask a question. <p>6. Ask the students the following questions; help them with the answers as needed.</p> <ul style="list-style-type: none"> What was Sam's problem? Were Sam's questions: Now or Later, Me or Everyone questions? Why did he ask so many questions? What was Suzie's problem? Why do you think Suzie didn't ask the teacher what to do? When is it very important to ask questions in school? 	<p>which it was difficult to ask a question and what made it difficult.</p> <p>3. What are the differences between NOW and LATER questions and ME and EVERYONE questions? When is each type of question appropriate?</p> <p>4. Listen to school counselor's comments about listening. Is listening easy or difficult?</p> <p>5. Observe scenarios and respond to school counselor's prompts as appropriate.</p> <p>6. Volunteer to answer each question with a complete sentence, using the conventions of standard oral English and speaking loudly enough for everyone to hear.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>7. (Students need paper and pencil) Tell students that you will give them some problems and they must decide whether they need to ask questions in order to solve the problems. Instruct students to:</p> <ul style="list-style-type: none"> • Write the numerals 1-4 on the first four lines of their papers; • Put a “Y” and “N” next to each numeral. • As each problem is read, circle: • “Y” if more information is needed in order to solve the problem; • “N” if no additional information is needed to solve the problem. <p>Read Scenarios and circle “Y” or “N” for each:</p> <ul style="list-style-type: none"> • Bobby bought a 10-cent piece of gum and a 5-cent piece of taffy. How much money does he have left? • Mayetta had 5 cds. She loaned some to Sally. How many does she have left? • Nick has 4 crayons and Alberto has 2. How many do they have in all? • Each student has 3 pencils. How many do they have in all? <p>8. Discuss responses:</p> <ul style="list-style-type: none"> • Invite 8 volunteers to ask the questions needed to get enough information to solve the problems. • Assign 2 volunteers to each situation: <ul style="list-style-type: none"> ○ First student asks the question in a way that is a “turn-off” (e.g., How do you expect us to solve the problem when YOU didn’t give us all the information?”); ○ Second asks in a way that is respectful and requests the appropriate information (e.g., I need more information. How much money did Bobby have before he bought the gum and taffy?). • Answer respectful and clearly stated questions. • Students solve problems when they have adequate information. <p>9. Invite “questioners” to tell the class about their thoughts and feelings as they asked the questions.</p> <ul style="list-style-type: none"> • Invite other students to reflect on their feeling and thoughts as each role-player asked question(s): • What was their first response to the inappropriate question and the appropriate question (<i>do not use names of the questioners to avoid potential of “type-casting” role-players</i>). 	<p>7. Follow school counselor’s instruction—listen carefully and ask questions if unsure about anything that is not understood.</p> <p>8. Volunteer to role-play asking questions; solve problems when enough information is provided.</p> <p>9. Volunteers who asked questions tell about their thoughts and feelings.</p> <p>Volunteer to tell about own thoughts and feelings when school counselor asks for non-role-playing volunteers.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> Which question would they want to answer (respectfully)? <p>Discuss the importance of asking questions at appropriate times as well in appropriate language, e.g., respectful tone as well as clear and concise words. Invite comments/questions from students.</p> <p>ASSESSMENT: Content: Whip-Around: Each student asks one question during “whip-around”. Tell students to think of one question they might ask to get more information about a lesson topic or the directions for an assignment. Provide an example to jump-start thinking.</p> <p>Explain the whip-around process: each person will ask one question and then the next person will ask one question and so on around the class. Encourage and support every one; at the same time, let students know that “I pass” or “I need some help” is ok (<i>make a mental note of those who are hesitant or have difficulty; be aware of those who may use either hesitancy or the pass option as a way to avoid thinking</i>).</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...THUMBS UP, DOWN OR NEUTRAL:</p> <p>“After this lesson, I will be able to ask questions when I need help.”</p> <p>CLOSURE: Invite discussion of answers to Essential Questions; emphasize using their new ideas to answer the questions:</p> <ul style="list-style-type: none"> What is a question? How can asking questions help students be successful in school? What can someone who is afraid to ask questions do? <p>Draw students’ attention to the big question mark; invite 3-5 students to tell the class 1 idea they will remember about asking questions. Invite another 3-5 students to tell the class when they will ask questions.</p> <p>Remember: Ask and you will receive answers that will help you on your journey to success in school! Take Personal Responsibility!</p>	<p>ASSESSMENT: Content: Participate in Whip-Around. Each student asks one question related to a topic or the directions for an assignment. Support and encourage peers who may be hesitant or embarrassed to ask a question; however, remember, passing with responsibility is an option--he or she responds “I pass” or “I need help, please.”</p> <p>ASSESSMENT: Personalization of Content: Participate in SHOW-ME...THUMBS UP, DOWN OR NEUTRAL: Respond to school counselor’s statement.</p> <p>CLOSURE: Contribute to discussion about the Essential Questions; volunteer to tell classmates your answer to one of the questions.</p> <p>Volunteer to respond to invitation to tell what will be remembered about asking question.</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief overview of the lessons (emphasize activities about categorizing questions); offer him or her the big question mark on which the key points of the lessons were written.

Summarize Systematic Observations: Continue to use your wisdom about the developmental level of students involved in this series of lessons—there is a broad range of cognitive development from 1st to 3rd grader; what is age-appropriate for 1st graders may be blocks for 3rd graders. The most important guideline is to use systematic observations to help ALL students develop the increasingly complex skill of questioning!

As you review observations, identify students who were persistently hesitant or had difficulty formulating and or asking questions and those who appeared to hesitancy or the pass option as a way to avoid thinking. Identify students who had difficulty assigning categories to questions posed by others and/or had difficulty categorizing their own questions.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? Determine if challenge is a “will” or a “skill” issue. Does the student know HOW to ask a question and lack the confidence to take the risk to ask a question (will)? Or does the student lack the skill to ask questions? (Young children often do not know what they don’t know and therefore don’t know what to ask to get the help they need).

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities related to the asking of questions and/or other lessons to help students develop skill of self-management as a step to their educational achievement. Responsive Services involvement may be indicated, e.g., individual/group counseling to build confidence in ability to ask questions in a group. Is parental involvement indicated?

Encourage classroom teachers to follow-up with intentional teaching of the skill of asking questions. Work collaboratively to identify and plan interventions for students who have difficulty with assignments, yet do not seek help. Recognize that these students may not know what they do not understand/know; thus, will not know what questions to ask. Encourage her or him to remind students to use the process of categorizing questions as ME/EVERYONE and NOW/LATER before asking a question.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students’ responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

READY TO LEARN

Purpose: Students learn what “Personal Responsibility” and “Being Prepared” mean and how each concept contributes to their success as students. This activity helps students determine the materials needed for each school subject and how to take responsibility for having their materials ready.

Time: 45-50 minutes

Group Size: small group or class

Grade Level: 1-5 (Modify as needed)

Materials: Students’ daily planners, pencils, large pieces of paper to make posters (see Step 5 of activity), markers/crayons, drawing paper; Optional Student Resource [Pocket Guide for Personal Responsibility](#) (if use pocket guide, cut apart prior to lesson); Optional Activity for Older Students: [Am I Ready?](#) Student Thinking Paper (see: [Alternative/Extension for Older Students](#))

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Academic Development (AD)

Big Idea: AD 4 Applying Skills Needed for Educational Achievement

Concept: AD.4.B. Self-management for Educational Achievement

American School Counselor Association (ASCA) Domain/Standard:

Domain: Academic Development

AD Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Link to Sample MCGP Units/Lessons:

Kdg.	AD.4 Unit: Planning for Ed. Achievement	 	3rd AD.4Unit: That's How You Do It!	 
1st	AD.4 Unit: Study and Work for Success	 	4th AD.4Unit: Tick-Tock Goes The Clock	 
2nd	AD.4 Unit: Becoming a Self-Starter	 	5th AD.4Unit: Successful Students!	 

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
	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	<p><i>NOTE: This strategy supports the development of the universal skills of personal responsibility and being prepared for class. Personal responsibility and preparation will facilitate students’ success in all academic content areas.</i></p>
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

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

Following discussion and creation of poster, members of each group tell the rest of the class about their poster and tell how Personal Responsibility will contribute to success.

Lesson Preparation/Motivation

Essential Questions: Can everyone be successful? Who decides?

Engagement /Hook: See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students' (developmentally appropriate) understanding and demonstration of personal responsibility</i></p> <p><i>Hook:</i> Enter classroom looking and acting unprepared. Fumble around with materials and words, yawn a lot. Mumble something about staying up until 2:00 AM and getting up at 6:00 AM.</p> <ol style="list-style-type: none"> Transition to Lesson: As students become engaged with the “Hook”, continue mumbling about not know what you’ll do with classes today—“Just have to wing-it, I guess”. Use students’ reactions/comments to segue into the lesson. Discuss Responsibility: Write the word “Responsibility” on the board. Ask: <ul style="list-style-type: none"> Am I being responsible when I come into your classroom unprepared? Am I respecting you and your learning by not preparing for our comprehensive guidance lesson? Am I respecting myself and the gifts that were given me when I don’t do my best? How about you? Have you ever: <ul style="list-style-type: none"> Come to school unprepared for the lessons of the day (e.g., got up too late to eat breakfast, forgotten your homework, library book or gym shoes)? Been too sleepy to concentrate? <p>What were your thoughts and feeling?</p> <p>You can be a successful student! Being a successful learner does not happen accidentally — everyone must plan for success! One part of the plan is to be prepared when you come to school each day!</p> Discuss Personal Responsibility: Write the word “Personal” next to “Responsibility” on the board 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Observe school counselor with curiosity. Why is he or she so discombobulated today?</p> <ol style="list-style-type: none"> Demonstrate engagement by such actions as: looking at each other with puzzled looks and/or ask each other whispered questions such as: “What’s up with <i>her</i>?” “Why is <i>he</i> so sleepy?” Demonstrate engagement by verbally/non-verbally answering questions. Volunteers tell about times they were unprepared for school and what they thought and/or felt. Make eye contact with peers as you tell about their experiences & invite others to contribute to discussion. <p>Actively listen to find out how to be successful in school.</p> <ol style="list-style-type: none"> Contribute ideas about the meaning of the words “Personal” and “Responsibility” and contribute to a

<p>(Personal Responsibility). With students, develop a definition of “Personal Responsibility” and explain that personal responsibility and being prepared are key factors in their success as students.</p> <p>Goal for today: to identify how personal responsibility contributes to being prepared for school AND success as a student.</p> <p>(Alternative/Extension for OLDER STUDENTS: The Student Thinking Paper Am I Ready to Learn? may be used to help older students evaluate preparedness and identify areas for self-improvement. It can be used instead of OR in conjunction with the remainder of this [<i>Ready to Learn</i> activity])</p> <p>4. Write on the board: GETTING READY FOR SUCCESS: MY PERSONAL RESPONSIBILITY (You may want have students write the steps to success in their daily planners or use the Student Resource Pocket Guide for Personal Responsibility [they can take notes on the pocket guide]). Discuss each of the steps; invite clarifying questions.</p> <p>Step 1: Turn in completed homework Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day) Step 3: Get “common” materials ready: Ask students to think about the subjects they study each day—What common materials/supplies are used for most of the subjects (e.g., pencils). List these under <i>Step 3</i> on the board. Remind them that <i>Step 3</i> is <i>Get Materials Ready</i>. Is having a pencil in your desk enough to be ready? (pencil must be sharpened and on desk) Ask the same question about other materials listed. Step 4: Get materials ready for individual subjects: List each subject on the board (e.g., Science, Mathematics). Brainstorm/list materials necessary for individual subjects. (e.g., Communication Arts: daily journal, reading book, dictionary). Discuss ways to have materials/supplies ready for success in each subject. Step 5: Prepare mind to listen, interact and learn.</p> <p>5. Divide class into groups for each of the “Steps to Success.” Groups should be no larger than 5 members; thus, may need to assign the same step to two groups. Explain that they will create an advertising poster (using words and illustrations) for the step to success assigned to their group. Emphasize the importance of selling their product—the assigned step to success. Distribute materials and invite clarifying questions.</p>	<p>class definition of “Personal Responsibility.”</p> <p>(OLDER STUDENTS: Complete “<i>Am I Ready to Learn?</i>” Student Thinking Paper. As a class, discuss selected statements and what each contributes to success. Complete and discuss responses to open-ended statements.)</p> <p>4. If instructed to do so, write STEPS TO SUCCESS in daily planners or follow along on individual Pocket Guides.</p> <p>As each step is discussed, take notes and contribute ideas to prompts about the materials that are needed for all/most subjects and the materials needed for individual subjects. Discuss what “get materials ready” means. Ask clarifying questions as needed.</p> <p>5. Work in groups to create an advertising poster for assigned step to success. Poster is labeled; words and illustrations are large enough to be seen from 5 or 10 feet away, message is convincing.</p>
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<p>6. When posters are completed, the members of each group discuss the personal responsibility required to successfully take their <i>step-to-success</i> AND how that contributes to personal success. (With classroom teacher's agreement, posters will be hung in classroom as reminders of the steps and the materials they need to get ready each day for each subject.)</p> <p>ASSESSMENT: Content: Group members explain their group's advertising poster and explain the role of personal responsibility in being prepared. <i>Observe/make note of clarity of information on advertising posters, age-appropriate level of conventions of standard oral English used by presenters and students' confidence presenting their ideas to the class.</i></p> <p>ASSESSMENT: Personalization of Content: SOFT-TOSS: (Before starting process, remind students about "Pass with Responsibility" option: Passing is "OK"—must take responsibility for saying something like "I pass today"—goal is to hear every student's voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone's idea is important!</p> <p>Use a soft object (e.g., foam ball, stress ball, small stuffed toy); toss to first student, saying "I invite ____ to tell us one new idea that will be remembered forever from this lesson; student responds; invites another student to tell...idea... and tosses object to that person and so on across and around the group. The last student invites you to contribute to Soft-Toss and tosses object to you. You respond.</p> <p>CLOSURE: Can anyone (you) be successful? Who decides? Invite several students to tell what they will do to demonstrate "Being Prepared" and "Personal Responsibility". Remind students that success can be theirs—when they plan and take personal responsibility for being prepared.</p> <p>If you used the Pocket Guide for Personal Responsibility, encourage students to use it as a checklist each morning.</p> <p>BE COURAGEOUS—GO FOR SUCCESS!</p> <p><i>If you use the Am I Ready to Learn? Student Thinking Paper, review students' responses as a preliminary measure of each student's attitude toward success and his or her degree of preparation for school.</i></p>	<p>6. Discuss with other members of the group ways that Personal Responsibility can contribute to being ready to learn for every subject, every day.</p> <p>ASSESSMENT: Content: Tell the rest of the class about your group's poster; explain how personal responsibility contributes to success. Remember to use complete sentences, conventions of standard oral English and present ideas with confident voices so all classmates can hear.</p> <p>ASSESSMENT: Personalization of Content: Listen to school counselor's directions for SOFT-TOSS.</p> <p>Remember "Pass with Responsibility" option: Passing is "OK"—must take responsibility for saying with confidence something like "I pass today".</p> <p>Participate in SOFT-TOSS; remember to speak loudly enough for all to hear the idea to be remembered.</p> <p>CLOSURE: Students respond to essential questions in unison. Several students volunteer to tell class how they will demonstrate that they take personal responsibility for being prepared—and personal success.</p> <p>BE COURAGEOUS—GO FOR SUCCESS!</p>
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Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of the lessons and copies of [Am I Ready to Learn](#) thinking paper and the [Pocket Guide for Personal Responsibility](#) (if used).

Summarize Systematic Observations: identify students' (developmentally appropriate) understanding and demonstration of personal responsibility, those who had difficulty speaking with clarity about advertising posters and/or demonstrated a limited use of age-appropriate conventions of standard oral English and/or students' who lacked confidence presenting their ideas to the class. If you use the "Am I Ready to Learn?" Student Thinking Paper, identify students whose responses indicate that attitude may be a roadblock to his or her success and/or degree of preparation for school each day.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of lack of awareness of personal responsibility and/or lack of confidence in their ability to influence their own success. How are they demonstrated in the classroom? Determine if issues are result of lack of will (won't) or lack of skill (can't). Acknowledge/discuss students who have limited command of the conventions of standard oral language.

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about self-management for school success and/or asking questions in class. Responsive Services may be indicated (e.g., individual/group counseling emphasizing personal responsibility and/or self-confidence and the ability to influence his or her academic success). In addition, parental involvement may be indicated. Arrange with classroom teacher to hang completed posters in classroom; encourage him or her to help students get ready to learn each morning by using the Steps to School Success to get ready for learning each day.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

Name: _____ Date: _____

AM I READY TO LEARN?**Directions: Circle the word(s) that best describe you.****1. I arrive on time:**

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

2. I am excited about learning new things at school:

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

3. I have my homework completed:

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

4. I turn in my homework:

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

5. My homework is usually:

CARELESSLY &/OR PARTIALLY COMPLETED

JUST OK

MY VERY BEST WORK

6. I contribute ideas and suggestions for classroom projects:

NEVER

SOMETIMES

OFTEN

7. In task/work groups, I complete my group assignments

SOME OF THE TIME

MOST OF THE TIME

ALWAYS

8. When I have a long-term project, I:

DON'T USE GUIDELINES/DON'T FINISH DO IT AT THE LAST MINUTE

PLAN AHEAD, FOLLOW

GUIDELINES & DO MY BEST

9. When I think about school, I

DREAD IT

THINK IT IS OK.

LOOK FORWARD TO IT

10. My school success is:

NOT IMPORTANT

OUT OF MY CONTROL

MY RESPONSIBILITY & I DO THE WORK!

Thinking About My Results:

On a scale of 1-10, I rate my readiness for success at school as _____.

1= I'm not ready & don't care if I am not successful!

10=I'm ready and excited about being successful!

1**2****3****4****5****6****7****8****9****10**

To be a successful student I have to _____

Doing this will be EASY HARD for me. To keep working, I will _____

_____ in order to be all I deserve to be as

A SUCCESSFUL STUDENT!

GETTING READY FOR SUCCESS: MY PERSONAL RESPONSIBILITY

Step 1: Turn in completed homework

Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)

Step 3: Get "common" materials ready:

☆ _____	☆ _____
☆ _____	☆ _____
☆ _____	☆ _____
☆ _____	☆ _____

Step 4: Get materials ready for individual subjects:

• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____

Step 5: Prepare Mind to Listen, Interact and Learn!

ENJOY YOUR SUCCESS!

GETTING READY FOR SUCCESS: MY PERSONAL RESPONSIBILITY

Step 1: Turn in completed homework

Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)

Step 3: Get "common" materials ready:

☆ _____	☆ _____
☆ _____	☆ _____
☆ _____	☆ _____
☆ _____	☆ _____

Step 4: Get materials ready for individual subjects:

• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____

Step 5: Prepare Mind to Listen, Interact and Learn!

ENJOY YOUR SUCCESS!

GETTING READY FOR SUCCESS: MY PERSONAL RESPONSIBILITY

Step 1: Turn in completed homework

Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)

Step 3: Get "common" materials ready:

☆ _____	☆ _____
☆ _____	☆ _____
☆ _____	☆ _____
☆ _____	☆ _____

Step 4: Get materials ready for individual subjects:

• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____

Step 5: Prepare Mind to Listen, Interact and Learn!

ENJOY YOUR SUCCESS!

GETTING READY FOR SUCCESS: MY PERSONAL RESPONSIBILITY

Step 1: Turn in completed homework

Step 2: Put daily planner on desk (or somewhere it will be ready to write in throughout the day)

Step 3: Get "common" materials ready:

☆ _____	☆ _____
☆ _____	☆ _____
☆ _____	☆ _____
☆ _____	☆ _____

Step 4: Get materials ready for individual subjects:

• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____
• _____	:	_____

Step 5: Prepare Mind to Listen, Interact and Learn!

ENJOY YOUR SUCCESS!

MY RESPONSIBILITIES ARE NOT SO DIFFERENT!

Purpose: It is important for students to assume responsibility for their school success. It is also important for them to know that teachers and parents/guardians have responsibilities, too. In this lesson, students learn that preparing for their success requires teamwork: parents/guardians/teachers AND students each have Success Support Team responsibilities. Students identify tasks for which they are responsible each day.

Time: 30-45 minutes **Group Size:** Whole Class **Grade Level:** 1-3

Materials: PSC Resource: [Responsibilities Guide](#); Large gold star (your creation or purchase from party/school supply store), pencils, crayons and paper

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand AD: Academic Development

Big Idea: AD 4 Applying Skills Needed for Educational Achievement







Concept: AD.4.B. Self-management for educational achievement

American School Counselor Association (ASCA) Domain/Standard:

DOMAIN: Academic Development (AD)

STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

1 st Grade AD 4.B	Unit: Study and Work for Success	AD4		
2 nd Grade AD 4.B	Unit: Becoming a Self-Starter	AD4		
3 rd Grade AD 4.B	Unit: That's How You Do It!	AD4		

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
	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	<i>In addition to developing skill in the Comprehensive Guidance Curriculum Program Strand “Academic Development”, this lesson complements learning in each of the other curriculum areas. Learning about individual responsibilities through this lesson may be applied in all academic areas.</i>
X Mathematics	
X Social Studies	
X Science	
X Health/Physical Education	
X Fine Arts	

Enduring Life Skill(s)

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

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

Students draw or make of list of a minimum of three daily responsibilities that will help them as they work toward being successful in school. The “real-time” assessment will be their application of the learning each day.

Lesson Preparation/Motivation

Essential Questions: What is the meaning of: “Every student is responsible for his or her success in school”? How do students make themselves a star when the teacher decides grades and assignments?

Engagement (Hook): See lesson.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students to identify those who appear to have difficulty naming their school-success responsibilities. In addition, systematically observe as students who are hesitant to contribute to conversations.</i></p> <p><i>Hook:</i> Hold big gold star up and as you start class, say (something like) “Hold your hand up if YOU want to be a shining star student in school—this year and the rest of the years that you are in school.” “Keep your hand up if you know who is responsible for your success.”</p> <ol style="list-style-type: none"> Following the hook, lead into conversation about the mutual partnership among parents/guardians, teachers and students—their personal Success Support Teams. Tell learners that today’s lesson will focus on everyone’s responsibilities—especially the responsibilities they have as students every day at school. (Steps 2, 3 & 4 require a 3-column chart: 1st = Students’ Responsibilities; 2nd = Teachers’ Responsibilities, 3rd = Responsibilities of At-Home Adults.) SHOW-ME...SHOUT-OUT...WITH WORDS (one-at-time, inside shouts): Shout-out the responsibilities you are expected to take every day to be successful in school. As students shout-out their responsibilities, list the students’ responses on the board (see the attached PSC Responsibilities Guide for ideas). Encourage ALL students to contribute to the lists. Explain that teachers have responsibilities each day, too. SHOW-ME...SHOUT-OUT...WITH WORDS (one-at-time, inside shouts): responsibilities expected of teachers every day at school. List responses in the second column (see the PSC “<i>Responsibilities Guide</i>” ideas). Encourage students who have NOT 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Observe school counselor as he or she shows the big gold star to class; respond thoughtfully to prompt(s)</p> <ol style="list-style-type: none"> Contribute to conversation about responsibilities and success. Participate in SHOW-ME...SHOUT-OUT: Responsibilities you are expected to assume every day. Participate in SHOW-ME...SHOUT-OUT: Responsibilities teachers are expected to assume every day.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>contributed to do so.</p> <p>4. Explain to the students that their at-home-adults have responsibilities each day, too. SHOW-ME...SHOUT-OUT...WITH WORDS (one-at-time, inside shouts): Responsibilities at-home-adults are expected to assume every day. List the students' responses in the third column (see PSC "<i>Responsibilities Guide</i>"). Be aware of students who have contributed to previous lists and encourage those who have NOT contributed yet to do so.</p> <p>5. Introduce “Success Support Teams”. Ask again who is responsible for students’ school success. Explain:</p> <ul style="list-style-type: none"> • Students are not the ONLY ones who have responsibility for their school success. • The term “Success Support TEAM” means more than one person is ready to help each student move toward success. • Teams are people who work together toward a goal—in this case the school and life success of every student. • Their Success Support Teams include their at-home-adults and at-school-adults as well as themselves. • All are members of their Success Support Teams and are ready to help & support students complete their daily school responsibilities. • Each student is the Captain of his or her personal Success Support Team. <p>Compare the responsibilities of each of their Success Support Team members. Help students understand that their responsibilities are not that different from those of parents and teachers. Discuss what it means to be the CAPTAIN of the team.</p> <p>6. Distribute drawing paper to students; instruct them to fold the paper in half (top-to-bottom, short end to short end). In top half of paper students draw and label pictures of the members of their Success Support Teams including themselves as the CAPTAIN of their personal support team.</p> <p>In the bottom half of papers, students write a narrative paragraph describing their roles as the CAPTAINS of their personal Success Support Teams. Remind students to use the conventions of standard written English, to make sure their narratives use descriptive words and present their role as captain in a clear, orderly manner using specific examples. The reader should be able to picture what the captain will do to</p>	<p>4. Participate in SHOW-ME...SHOUT-OUT: Shout-out responsibilities at-home-adults are expected to assume every day. As others contribute, listen to and think about their contributions. Are their contributions similar to different from your own ideas?</p> <p>5. As school counselor explains “Success Support Teams”, think about people who are on your Success Support Team.</p> <p>Contribute to conversation about the similarities and difference among the responsibilities of students, at-home-adults and at-school-adults. Listen and contribute to discussion about being the CAPTAIN of personal Success Support Team.</p> <p>6. Draw and label pictures of the people on personal Success Support Team, show self as CAPTAIN of team.</p> <p>Write a narrative paragraph about role as CAPTAIN of personal Success Support Team. Listen to and follow school counselor’s reminders about the elements to be included; review and revise as needed.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>lead his or her team.</p> <p>7. Invite several students to read their narrative paragraphs describing their roles as the leaders of their Success Support Teams:</p> <p>Summarize points, emphasizing that each one must ask for the help needed as well fulfilling responsibilities as a team member. Explain that when responsibilities are met, success follows.</p> <p>ASSESSMENT: Content: Students draw or write a list of a minimum of three responsibilities they have as the Captains of their own Success Support Teams and identify the person on their Success Support Teams whom they can turn for help accomplishing their responsibilities.</p> <p>ASSESSMENT: Personalization of Content: On the same paper, students complete the following sentence: “From now on, I take responsibility as the Captain of my Success Support Team because _____.</p> <p>Before collecting papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it’s not “OK,” write “PLEASE DO NOT SHARE” at top of paper; collect papers.</p> <p>CLOSURE: Who wants to be a “Shining Star”? Who is responsible for your success? Invite 5 students to tell the other class members one responsibility they must/will assume each day.</p> <p><i>Review students’ drawings/writings about Success Support Teams for their (age appropriate) awareness of individual responsibilities and how their Success Support Teams can help them be successful students. Make note of 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students after your review.</i></p>	<p>7. Volunteer to read narrative and contribute to conversation about student responsibilities on personal Success Support Teams.</p> <p>ASSESSMENT: Content: Students’ drawings/lists include their responsibilities, the assistance Success Support Teams can provide and specific results of their asking for help and taking responsibility.</p> <p>ASSESSMENT: Personalization of Content: Complete the sentence dictated by school counselor with thought and integrity. Remember to use the conventions of standard written English.</p> <p>If want responses to be private, write “PLEASE DO NOT SHARE” at top of paper; hand in paper.</p> <p>CLOSURE: Students respond to questions in unison. Five students volunteer to identify one responsibility they will assume each day.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of the lessons and copies of materials used during lesson.

Summarize Systematic Observations: Identify student misconceptions and behaviors that might prevent individuals from acting as self-advocates and/or using self-management skills to influence their educational achievement. Identify students who had difficulty naming their school-success responsibilities and students who were hesitant to contribute to conversations or had difficulty with other aspects of lesson.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate to further identify the extent of a lack of awareness of their role in their educational achievement...is it evidenced in the classroom as failure to take responsibility in other situations (e.g., lack of effort, not turning in homework or blaming others for not having pencils or other school supplies).

Collaborate with Classroom Teacher: Encourage the classroom teacher to continue conversations about personal responsibilities and to help students request help from their Success Support Team. Collaborate with classroom teacher to plan appropriate interventions for student needs identified during discussion of your observations. Interventions might include (and are not limited to) additional classroom guidance activities related to self-management or specific aspects of students' responsibilities for their own success. Responsive Services might be indicated, e.g., individual/group counseling to develop self confidence and self-advocacy. Parental involvement in specific skill/attitude development might be required. Talk with/write a note to the classroom teacher about the lesson (purpose/overview), give him or her list students generated and encourage a continuation of the discussion about responsibilities, emphasizing the concept of each student's Success Support Team.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

RESPONSIBILITIES GUIDE

Examples of student responsibilities:

1. Be on time
2. Listen and learn—ask questions if you do not understand something
3. Make sure you understand directions AND follow them
4. Do your best
5. Do assigned work and study for quizzes and tests
6. Work independently when required (and let others work independently)
7. Have supplies ready
8. Cooperate
9. Be honest with yourself and others
10. Keep work area organized; organize time
11. Respect all human beings.
12. Respect the property of others
13. Obey school rules
14. Take care of yourself by eating healthy foods and getting enough rest

Examples of teacher responsibilities:

1. Be on time
2. Have work ready
3. Give clear directions
4. Help students learn
5. Make lessons interesting
6. Assess student work
7. Be honest and fair
8. Be respectful of all others
9. Maintain a comfortable and productive class environment
10. Prepare and discuss student assessment reports with parents
11. Set a good example for students by looking and acting their “teacher best” in all ways
12. Help students learn to organize their work areas and time

Examples of parent/guardian responsibilities:

1. Love, spend time with and listen to child everyday!
2. Get child to school on time
3. Ensure that child gets adequate rest
4. Help child learn about (and use) personal hygiene
5. Prepare healthy meals every day
6. Check to see that child completes homework
7. Provide school supplies
8. Keep house and clothes clean
9. Work to provide home necessities
10. Help child learn (and follow) safety rules
11. Answer questions about things child does not understand
12. Demonstrate and help child learn to show respect for all human beings
13. Set a good example

GETTING READY FOR NEXT YEAR

Purpose: In this lesson, students learn what is expected of them in the next grade. This activity strives to calm anxieties students may have about the next school year. Through the activities, students develop the skills of transition that will help students throughout their lives as they prepare for transitioning to any new situation.

Time: 30-40 Minutes (lesson designed for end of school year) **Group Size:** Whole Class **Grade Level:** K-3

Materials: Student Thinking Paper: [Lucky Me!](#) (4-leaf clover outline); Drawing paper, crayons; PSC: Big question mark & 4-leaf clover ([see Hook](#))

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Academic Development (AD)

Big Idea: Ad 5 Applying The Skills Of Transitioning Between Educational Levels









Concept: Ad.5.A. Transitions

American School Counselor Association (ASCA): Domain/Standard:

Academic Development Domain

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	AD 5.B	UNIT:	Transition into Kindergarten	 
1 st Grade	AD 5.B	UNIT:	What do First Graders Look and Act Like?	 
2 nd Grade	AD 5.B	UNIT:	Great Expectations!	 
3 rd Grade	AD 5.B	UNIT:	How to Succeed in Third Grade	 

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
	Goal 3: recognize and solve problems
	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	<p><i>NOTE: This strategy supports the development of the universal skill of making successful transitions—from grade to grade, level to level and school to life. Learning the skill of transitioning will facilitate students' adjustment to changing expectations in all academic content areas as they progress through school grades and levels.</i></p>
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

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

Complete the Student Thinking Paper: *Lucky ME!* Together. Each student will demonstrate a knowledge of self and fears/worries that accompany transitioning to a new situation AND identify a procedure to help alleviate fears by responding to the following (See *Lucky Me?* Student Thinking Paper):

- One or two worries about next year
- Questions that go along with the worries.
- People who can help answer the questions.
- Action to be taken to show they are smarter than the worry.

Lesson Preparation/Motivation

Essential Questions: How do students prepare for the unknowns of a new situation?

Engagement (Hook): See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students to identify those who seem to be very uneasy or verbalize many fears about the future. In addition, systematically observe as students complete thinking papers noting those who demonstrate atypical development of ability to formulate/ask questions.</i></p> <p><i>Hook:</i> Come into class waving a big question mark and a 4-leaf clover. Say something like “When you see a question mark, what do you think? What do you think when you see a 4-leaf clover? Did you know you can change a question mark into a lucky clover? Our lesson today will help you learn how to do that!</p> <ol style="list-style-type: none"> Introduction to Lesson: Following Hook, relate a personal experience about entering a new learning experience (e.g., college) and share with students that you were worried because you did not know what it would be like. Whenever we start something new, we may be afraid and we usually have lots of questions and no answers! What are students’ worries? Explain to students that the school year is almost over and they will be in a new class next year. Ask students what they worry about when they think of going to a new class. List responses on the board. BIG WORRY or little worry? Tell students that moving to a new grade can sometimes be scary. SHOW-ME...WITH HANDS: As the list of worries is read Show-Me your ranking for each of the worries: if the worry is just a “little worry”, hold up 1 finger; if the worry is a REALLY big worry hold up 5 digits (4 fingers + thumb).” Make a mental note of the worries that appear to be of most concern. 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Listen with curiosity about how a worry can become lucky. Respond to school counselor’s questions: What does a “?” stand for? What does a 4- leaf clover stand for?</p> <ol style="list-style-type: none"> Demonstrate engagement with the ideas the school counselor presents (make [as culturally appropriate] eye contact, follow with eyes as school counselor moves about room); think about what it is like to begin a new situation. Contribute to the list of worries; encourage those who do not contribute by making comments such as, “Seth, what are you worried about?” or Maggie, we haven’t heard from you. (Seth and Maggie know they can pass if they are not ready to contribute.) Participate in SHOW-ME...WITH HANDS: think of OWN feelings about each worry as it is read.

4. **It's Magic: A Worry Turns Into Luck:** Hold up the big question mark and remind students that you promised you would show them how to change a question mark into a lucky clover. Explain that for every worry, there is a question to ask that will help us not to worry so much because we are smarter than the worry! Invite comments and/or questions from students.

5. **BIGGEST WORRIES:** Identify the worries that appeared to be of most concern during step 2. Help students formulate questions they can ask to help them gain information about the major worries. Explain that by asking questions, they are able to turn their question marks into lucky clovers...they are lucky to be able to ask questions AND lucky not to have so much to worry about because they are **smarter than their worries!**

ASSESSMENT: Content: Distribute the Student Thinking Paper: [Lucky ME!](#) Complete the handout together, completing each leaf before going on to the next. Depending upon the skill level and/or preferences of students, they draw or write the responses.

- One or two worries about next year
- Questions that go along with the worries.
- People who can help answer the questions.
- Action to be taken to show they are smarter than the worry.

CONGRATULATIONS! YOU JUST TURNED A QUESTION MARK INTO A LUCKY CLOVER!

ASSESSMENT: Personalization of Content:

Distribute drawing paper and ask students imagine their first day of school next year and draw a picture of themselves that shows:

- Something new or different about self, the school or the classroom.
- Thought bubble with a worry about next year.
- Another thought bubble with a question that will help make the worry go away (or get smaller).
- Him or her celebrating being **SMARTER THAN THE WORRY!**

When pictures are completed, ask students to tell shoulder partners about their pictures. Invite 4 or 5 students to explain pictures to class.

Tell students take their pictures home and suggest they tell their at-home-adult about the future they see for themselves on the first day of school next year.

4. Engage in conversation; make topic-relevant comments or ask clarifying questions

5. Help school counselor formulate questions to help worries disappear. (Younger students will need reminders about what a question is and my need extra help developing the ability to formulate questions.)

ASSESSMENT: Content: Complete each leaf of the “*Lucky Me?*” thinking paper as school counselor explains the directions. Ask clarifying questions.

ASSESSMENT: Personalization of Content: Fast forward to the first day of school next year; follow school counselor’s directions--draw a picture of self. Ask clarifying questions as needed.

When pictures are complete, tell a shoulder partner about worries; the questions to be asked and who can help answer the question.

Put pictures in back-pack or other “to-take-home” place. Talk with at-home-adult about picture; explain how asking questions about a worry helps

<p>Before collecting the <i>Lucky Me</i> thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Collect <i>Lucky Me</i> thinking papers.</p> <p>CLOSURE: Ask: How do students prepare for the unknowns of a new situation? Invite students to respond. Fill in gaps in order to provide a "complete" review of lesson (e.g., give clues and invite more students to respond).</p> <p><i>After class review four-leaf clovers (Lucky Me thinking papers) for students' (age appropriate) ability to ask questions and to seek answers to questions. Assess age-appropriate command of conventions of standard English & ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p>	<p>the worry go away.</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Give <i>Lucky Me</i> thinking papers to school counselor.</p> <p>CLOSURE: Volunteer to answer the question asked by school counselor.</p>
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Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief overview of the lessons and copies of *Lucky Me* Student Thinking Paper.

Summarize Systematic Observations: Identify those who seemed uneasy expressing fears or who verbalized many fears about the future. Identify students who demonstrated atypical development of ability to formulate/ask questions.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of fearfulness about the future...is it evidenced in the classroom as anxiety when any new task is approached? Is hesitancy to ask (age-appropriate) questions a will (won't) or a skill (can't) issue?

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about transitioning to the next grade level or the skill of asking questions or Responsive Services involvement, e.g., individual/group counseling regarding transitions and/or learning to ask questions in class or parental involvement.

If the student behaviors are limited to classroom guidance lessons consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

When you return *Lucky Me* thinking papers, ask classroom teacher to "hang" them in the classroom (be sure to remove the papers of those who requested privacy) and ask him or her to follow-through with reminding/helping students to seek answers to questions (worries) about the next year.

LUCKY ME! I AM SMARTER THAN MY WORRIES!

One or two of my worries about next year

Questions that relate to my worries

Action I will take to show I am smarter than the worry.

People who can help me answer the question(s).

THE HABITS OF SCHOOL SUCCESS: MAKING YOURSELF A STAR:

Apply the Habits of School Success to Your Stardom in the Classroom

This lesson may be used in conjunction with the series of 4-6 Career Development lessons: You Can be Successful (CD.9.A); The term “Habits of Success” is used in both sets of lessons (the Career Development lessons integrate Habits of School Success with Habits of Work Success); similar self-assessments are used in each. The Career Development lessons lead to a performance assessment (producing a commercial for one Habit of Success).

Purpose: This lesson is designed to help students become aware of the Habits of School Success (study habits); their current application of the habits and new strategies to use as they work to improve their academic performance. Personal responsibility, self-advocacy and the influence students have on their own success are emphasized. Self-Assessment and a Plan of Action are a part of the lesson. It may be used in conjunction with the series of 4-6 Career Development lessons "You Can Be Successful" (CD.9.A).

Time: 45-50 minutes **Group Size:** Whole Class **Grade Level:** 4-6

Materials: [Make Yourself a Star! PSC Resource](#) (Hook and Closure—make 2 copies for each student); [Habits of School Success Self-Assessment](#) and [Habits of School Success: Make Yourself a Star: PLAN!](#) Student Thinking Papers; and [Make Yourself a Star: Helpful Hints for Applying the Habits of School Success:](#) Student Resource

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Academic Development (AD)

Big Idea: AD.4 Applying Skills Needed for Educational Achievement







Concept: AD.4.B. Self-management for educational achievement

American School Counselor Association (ASCA): Domain/Standard:

Academic Development Domain

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	AD.4	Unit	Tick-Tock Goes the Clock	 
5 th Grade	AD.4	Unit	Successful Students!	 
6 th Grade	AD 4	Unit	The Successful Student (Lessons 1 & 2)	 

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
	Goal 3: recognize and solve problems
	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	<p><i>This lesson supports students' development of universal study skills they must apply in all academic content areas in order to be successful students. Learning basic study skills (Habits of School Success) empowers students to advocate for and take charge of their own success—in elementary school and beyond</i></p>
X Mathematics	
X Social Studies	
X Science	
X Health/Physical Education	
X Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Self-Advocacy

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

Students complete a self-assessment of their current use of the Habits of School Success. Using the results, students identify the Habits they need to improve the most and develop a plan for improvement.

Lesson Preparation/Motivation

Essential Questions: True or False: I can influence my own success in school.

Engagement (Hook): See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students as they participate in the activities. Make note of students who appear to be unable to accept that idea that they can influence their educational achievement and individual students who consistently have difficulty participating in specific aspects of the lesson.</i></p> <p>Hook: Ask: Do you know—you can make yourself a star? When students have “responded” (facial expressions, body language, verbalization), distribute the PSC Resource for <i>Hook (Make Yourself a Star!)</i> and instruct them to connect the dots—VOILA! They made themselves star</p> <ol style="list-style-type: none"> Transition from <i>Hook</i> to this lesson: The goal of the lesson today is making yourself the star of your own life with the Habits of School Success, perseverance, goal-setting and believing in yourself—every day! Who is brave enough to guess one Habit of School Success? If students have difficulty thinking of “Habits of School Success”, relate the term to “good work habits” or “study skills”. Acknowledge guesses and use those to emphasize: <ul style="list-style-type: none"> The term “Habits of School Success” is used because it is important to think of work habits/study skills as “habits” and with the goal of students’ “school success”. Some may already use some of the Habits of School Success every day; Others have never heard of the Habits of School Success; Some may have the misconception that they don’t apply to them because they think your success is 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Connect the dots—You made yourself a star!</p> <ol style="list-style-type: none"> Think about how easy it was to make yourself a star. Believe it: You CAN make yourself the star—of your life--every day –in every way. Volunteer to guess one Habit of School Success; if don’t volunteer, listen to others’ guesses and consider it compares to yours. <p>Listen with curiosity about the Habits of School Success and how they can make you a star.</p> <p>Have you ever heard of the Habits of School Success (or “good work habits” or “study habits”)?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>decided by the teacher. Start where you are:</p> <ul style="list-style-type: none"> • AND believe that you can rise higher as the star of your life. • All it takes is for YOU: <ul style="list-style-type: none"> ○ To know and use the habits; ○ To set goals; ○ To persevere...every day. <p>Every resource person in our school is here to help you learn and apply the habits—especially your teacher and me.</p> <p>3. Beginning where you are means knowing where you are. As you distribute the <i>Habits of School Success: Self Assessment</i> Student Thinking Paper, explain that this self-assessment will give them an idea of where they are RIGHT NOW.</p> <ul style="list-style-type: none"> • Emphasize integrity (honesty and thoughtfulness) as they complete the self-assessment so they have a true place to start. • Tell students the class will do thinking paper together. Explain the thinking paper and column headings; invite questions. • Read each statement on the self-assessment (explain statements as needed); students place a check in the appropriate column. <p>Process the thinking paper by inviting a conversation about students' thinking as they responded to the statements. Listen for misconceptions, especially those that might keep individuals from fully engaging in the implementation of the habits of success.</p> <p>4. As you distribute the <i>Make Yourself a Star: Helpful Hints for Applying the Habits of School Success</i> Student Resource, explain to students that the habits are applied with a series of small, specific steps. Consider the developmental level, prior experiences and misconceptions of your students as you decide the depth at which to discuss the <i>Helpful Hints</i> resource. The following are suggested areas to emphasize:</p> <ul style="list-style-type: none"> • Organization before starting homework—Think about: <ul style="list-style-type: none"> ○ Materials ○ Environment (Study Area) ○ Time • Importance of reviewing (and understanding) directions/rubrics/class notes for lesson. • Taking short “look-around-and-think” breaks can help thaw their brains and open them to a new idea. • Celebrate completion of an assignment or a major step in a long-term project. 	<p>Do they apply to you?</p> <p>What are you thinking about your school counselor's comments about YOU becoming the star of your life...and that all it takes is YOU?</p> <p>3. Look over the <i>Habits of School Success: Self Assessment</i> thinking paper. Ask clarifying questions.</p> <p>As your school counselor reads each item, complete it integrity. Be brave; ask clarifying questions if you do not understand an item.</p> <p>Participate in the conversation by sharing with classmates some of the things you were thinking as you responded. (Sometimes your thinking can keep you from being the star you can be)</p> <p>4. When you get the <i>Make Yourself a Star: Helpful Hints for Applying the Habits of School Success</i> thinking paper, look it over. Listen and contribute comments or ask clarifying questions as your school counselor leads a discussion about the <i>Helpful Hints</i>.</p> <p>Where do you do your homework? Is it an area where stars can shine?</p> <p>How do you keep yourself on-track when doing your homework?</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> Perseverance is critical to reaching a goal; curiosity helps make tasks interesting. PUT COMPLETED HOMEWORK WITH ALL OTHER TAKE-BACK-TO-SCHOOL IN BACK PACK; plan for way to remind self to TURN-IT-IN! They worked too hard not to get credit for it! CELEBRATE the application of Habits of School Success, perseverance, problem-solving and reaching a BIG goal (e.g., finishing all homework and TURN-IT-IN!!!) <p>(★<i>Note:</i> See Follow-up with Classroom Teacher at end of lesson for ideas about helping those who indicate they can't study at home because [____].)</p> <p>ASSESSMENT: Content: Ask students to review responses on completed <i>Habits of School Success: Self Assessment</i> thinking paper. Instruct them to circle the habits they want/need to improve the most. Turn to a “shoulder-partner” (person next to him or her); talk together 2-3 minutes about the habits each circled; help each other think about one (or more) steps/actions that can be taken to improve the habit. Invite public partner sharing. Use students’ comments to lead into the personalization of content.</p> <p>ASSESSMENT: Personalization of Content: Distribute the <i>Habits of School Success: Make Yourself a Star: PLAN!</i> thinking papers. Instruct students to look over the thinking paper. Draw students’ attention to first row in chart; write inclusive dates of the week they will start monitoring their success. Ask students to choose one habit they need/want to improve; write it in the blank. Help students develop a goal and action for improving that habit.</p> <p>Explain the directions for the rest of the thinking paper. Emphasize:</p> <ul style="list-style-type: none"> Their BIG STAR focus for the week is their target habit; however... Every Habit of School Success is important; thus, they will indicate their application of all habits with a small star (label★ with habit). 12 Habits of School Success are identified on the self assessment; if they have 12 stars in every square, they should be able to measure their success with greater understanding and higher test scores. It is important to track application of the habits every day—it is rewarding to watch the stars add up. Integrity is critical...persevering with intent to 	<p>How do you like to celebrate your accomplishments?</p> <p>What system do you use to be sure your homework gets turned in?</p> <p>ASSESSMENT: Content: Follow your school counselor’s instructions. Identify a habit you need/want to improve the most; talk with your shoulder-partner, help each other think of ways to practice/apply the habits each of you wants/needs to improve.</p> <p>Be brave! Volunteer to explain the ideas you and your partner thought of to improve your use of the habits of school success—so you can make yourself a star!</p> <p>ASSESSMENT: Personalization of Content: Follow your school counselor’s instructions for the thinking paper: <i>Habits of School Success: Make Yourself a Star: PLAN!</i> Use the ideas you and your partner thought of (Assessment: Content) to make your plan for the first week.</p> <p>Each week set another goal for improvement of one more habit—your BIG STAR focus. Keep applying the other habits, too. Watch your charts fill with stars—your stars!</p> <p>Shine on!</p>

Professional School Counselor Procedures:	Student Involvement:
<p>improve every day is the only way they can be a star in their own lives.</p> <ul style="list-style-type: none"> Perseverance requires saying “NO” to self when they’d rather be doing something else. <p>Invite several students to read their goals or action steps so the rest of the class can hear their great plans for success—by reading their goals they help others learn more about the Habits of School Success!</p> <p>Tell students to go back to their <i>Habits of School Success: Self Assessment</i> thinking papers. Draw their attention to the Reflection/Projection section (bottom of page). Invite clarifying questions; students complete reflections and projections independently. FYI—following are the sentence stems:</p> <p style="padding-left: 40px;">This self-assessment tells me I _____. In order to be the star of my life, my goal is _____. My first star-reaching action _____. I need the following help _____ from _____.</p> <p>CLOSURE: SHOW-ME...THUMBS UP OR DOWN: True or False: I can influence my own success in school. I can be the star of my own life.</p> <p>Distribute the second <i>Make Yourself a Star!</i>; tell students connect the dots and on each ray of the stars, write one action they take to influence their own lives. Say: SHOW-ME...SHOUT-OUT...ALL-AT-ONCE (inside shouts): I influence my own success in school AND I am the star of my own life. I believe it! I live it!</p> <p style="text-align: center;">MAKE YOURSELF A STAR!</p>	<p>PERSEVERE! The Habits of School Success will come naturally the more you use them.</p> <p>Share your star-bright ideas with your classmates.</p> <p>Find the Reflection/Projection section of your self-assessment. Look over the statements; ask clarifying questions; complete the statements with integrity.</p> <p>CLOSURE: Participate in SHOW-ME...THUMBS UP OR DOWN: True or False: I can influence my own success in school. I can be the star of my own life.</p> <p>MAKE YOURSELF A STAR! Participate in SHOW-ME...SHOUT-OUT:</p> <p style="text-align: center;"><i>I influence my own success in school. I am the STAR of my own life. I believe it! I live it!</i></p> <p style="text-align: center;">Start every day with the chant</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a summary of the lesson(s) and copies of the student thinking papers: [Make Yourself a Star! PSC Resource](#); [Habits of School Success Self-Assessment](#) and [Habits of School Success: Make Yourself a Star: PLAN!](#) Student Thinking Papers; [Make Yourself a Star: Helpful Hints for Applying the Habits of School Success](#); Student Resource

Summarize Systematic Observations: Identify students who appeared unable to accept idea that they can influence their educational achievement and students who consistently have difficulty participating in specific aspects of the lesson, for example: students whose responses indicated that their thinking about the role of THEIR self-management was influenced by misconceptions; students who rarely (if ever) contributed to class conversations or whose responses to thinking papers were inappropriate or lacked depth/sincerity.

Note: Work individually with students who indicate that they “can’t study at home because (____).” Ask them to help you more fully understand what those words mean (e.g., they truly can’t study at home, saying they can’t is an excuse to not take responsibility or a mask for misconceptions about their ability to make themselves a star). Collaborate with classroom teacher to find a “study place” for these students. For example:

- If there is not a specific place to study, suggest that student keep all supplies in a basket, box or re-usable

shopping bag that can be used anywhere.

- Suggest students talk with adults at home about the necessity of having a quiet place to study/do homework and/or...
- Arrange a student/adult-at-home/PSC conference to plan a study place and/or...
- Make use of after-school community resources/programs that offer “study halls” for students, e.g., Boys and Girls Clubs, faith-based programs.

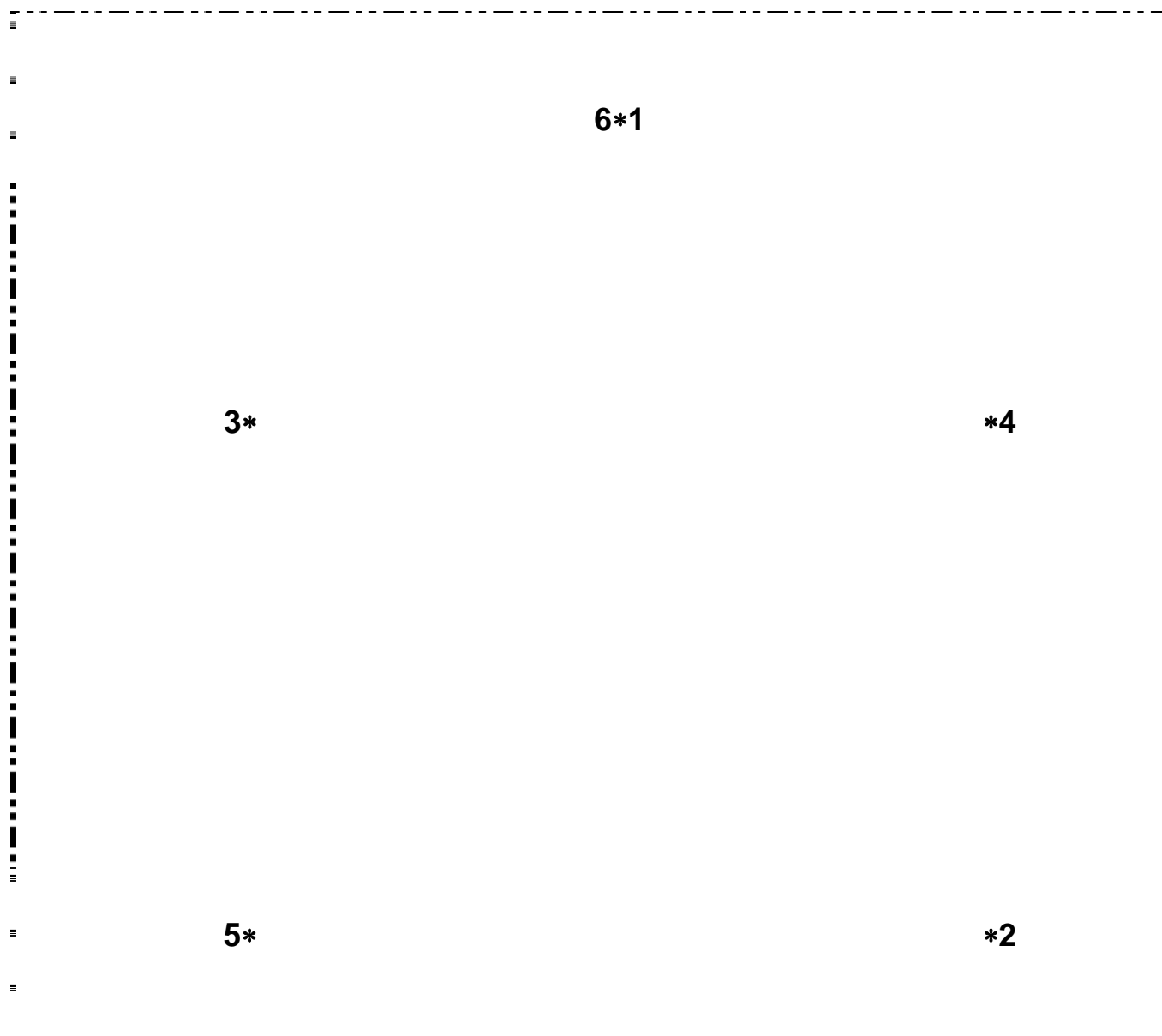
Follow-through to make sure students persistently and consistently use the resources to their advantage. It will take extra effort; however, the long-term payoff for becoming actively engaged in helping students make the *Habits of School Success* their own every day, life-long habits is “priceless.”

Talk with classroom teacher about your systematic observations of students as a group or individually. Consider persistent misconceptions about personal role in achievement, i.e., did not appear to accept that application of the *Habits of School Success* can help his or her academic achievement. Confer about individual students who consistently had difficulty participating in specific aspects of the lesson, for example, students who were unable to truthfully complete the self-assessment and/or identify goals for improvement, were hesitant to express ideas during whole class conversations and/or with partners, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions and/or partner collaboration, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (not limited to) additional classroom guidance activities about the *Habits of School Success*, Responsive Services involvement (e.g., individual or group counseling [*Habits of School Success* small group]) or more intensive parent/guardian involvement.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students’ responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

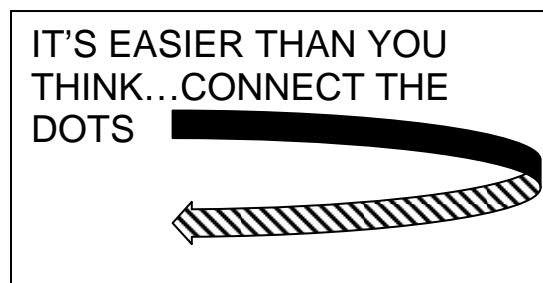
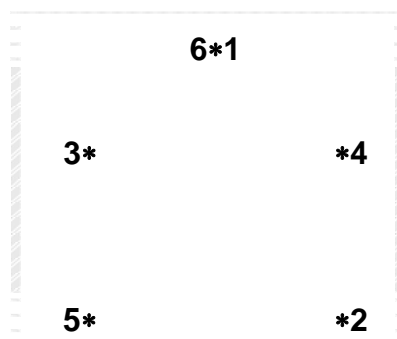
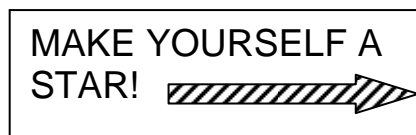
MAKE YOURSELF A STAR!!



YOU CAN!

HABITS OF SCHOOL SUCCESS: SELF-ASSESSMENT

Name: _____ Class: _____ Date: _____



Directions: Place a check mark on the appropriate line for each of the work habits below. Rate yourself truthfully.

I ...	Always	Some-times	Never
1. Listen in class.			
2. Organize my desk and materials; use pocket-folders (or a binder) to organize important papers.			
3. Use a planner to write down and keep track of all assignments and due dates; use reminder notes to make sure I have plenty of time to complete assignments.			
4. Take notes and use them for review.			
5. Use reference materials and a dictionary.			
6. Budget my time for studying.			
7. Do "short" (daily assignments) ASAP; on the day a long-term assignment is made, I write "to-dos" for the assignment in planner.			
8. Review for tests by studying notes, asking others to quiz me, and quizzing myself.			
9. Use "tricks" to memorize factual information.			
10. Take my assignment sheets, rubrics and books home.			
11. Use my assignment sheets/rubrics as guides before, during and after I do my homework. I read all directions carefully before I begin, check while doing the assignment to make sure I am still on track and compare my work to the assignment sheet and rubric when I finish, making sure I did everything I was supposed to do.			
12. Complete AND hand in all assignments on time.			

Reflection/Projection: This self-assessment tells me I _____

_____. In order to be the star of my life, my goal is _____

_____. My first star-reaching action _____

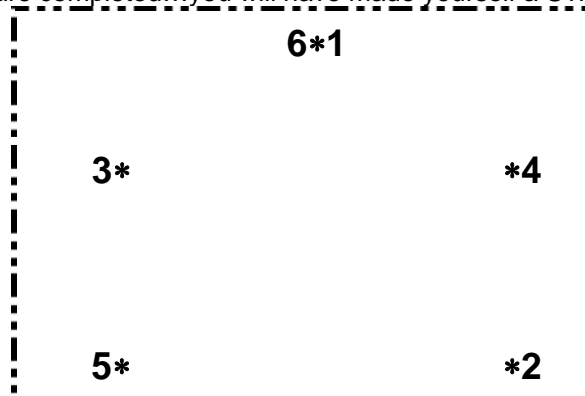
_____. I need the following help _____

_____ from _____

MAKE YOURSELF A STAR!

HELPFUL HINTS TO HELP YOU APPLY THE HABITS OF SCHOOL SUCCESS

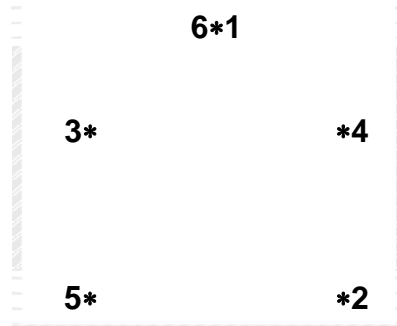
As you finish each step, connect 2 dots; e.g., finish # 1 ready to go to #2, connect the 1 and 2 dots. When all steps are completed...you will have made yourself a STAR!



1. Organize:

- Materials needed to complete assignment(s), for example:
 - Assignment information (e.g., directions, rubrics);
 - Dictionary/Thesaurus;
 - Paper/pencil/eraser, highlighters, sticky-notes, note cards;
 - Textbooks and other reference materials/resources (e.g., class handouts).
 - Environment (study place) to assure best learning atmosphere for you, for example:
 - Find a quiet study area which minimizes distractions, such as, conversations, television or loud music;
 - Use a desk or other solid writing surface;
 - Make sure to have adequate lighting;
 - In other words, study at home in a place that helps you become the star of your life.
 - Time:
 - Estimate how long the tasks for each assignment will require;
 - Decide which assignment you do first (some start with hardest, others with easiest).
 - Decide if you can all the tasks without a break; if not identify the breaking point.
 - Establish a schedule for this study period.
2. **Review assignment directions before you begin**—be sure you understand the directions; if not, seek help from an adult or a friend; review your class notes and BEGIN THE ASSIGNMENTS.
 3. **If your brain stops working**, take a “look around and think” break. Often, stopping and looking around, lets new ideas enter your brain; Persevere (keep working) until assignment is finished.
 4. **Celebrate** your STAR work when you finish each assignment!
 5. **START your next assignment** with curiosity about what you will learn. Follow the same procedures you followed for first assignment.
 6. **When you finish ALL assignments, do something outrageous** (and safe), for example, yell, “WA-HOO! I DID IT! MADE MYSELF A STAR TODAY!” AND put your completed assignments in with other take-back-to-school materials in your backpack AND **turn your assignments in to your teacher(s) tomorrow!**

**CELEBRATE YOUR PERSEVERENCE, PROBLEM-SOLVING AND GOAL REACHING—
DO SOMETHING YOU ENJOY!**

HABITS OF SCHOOL SUCCESS: MAKE YOURSELF A STAR!

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

Directions: Choose one circled Habit of School Success to improve during the current week. Each time you do something to improve that habit, make yourself a big star in the appropriate box. In your notebook or planner, copy the chart and use it for a new habit to work on next week. Do the same each week (persevere on the previous weeks' habits, too). **Every time you use any** of the Habits of School Success, make a small star in the appropriate box and label it to indicate which habit it represents. Keep track of your progress toward being a powerful, self-directed learner—a star shining for YOU! Plan a celebration when you have 12 stars (one ☆ for each habit you applied) in all boxes for one week.

MY HABIT OF SCHOOL SUCCESS GOAL FOR THE WEEK OF _____

I will improve my application of the habit of _____ by taking the following actions:

I will know I am successful when _____.

My Progress In:	Monday	Tuesday	Wednesday	Thursday	Friday
Mathematics					
Language Arts					
Reading					
Spelling					
Social Studies					
Science					
Other Classes					

What do you have to say for yourself now, STAR? Be Proud! _____

YOU HAVE A TEST! TAKE CHARGE—BE SUCCESSFUL!

Note: With slight modifications, each of these lessons may be used as a single activity—or the series maybe expanded for an in-depth study of test preparation/test-taking skills. They are “bundled” because of their inter-relatedness in regard to test preparation and test-taking skills. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Concept.

PSC Note: The series of lessons: How to Take Notes from Oral and Written Information (AD.4.B.) provides an in-depth study of note-taking; you may want to plan a series of lessons about note-taking, test preparation/taking skills. You Have a Test...and How to Take Notes...complement each other. Individually or together, the lessons may be a complement to existing test-taking and test-preparation curricula.

Purpose: These two (2) (or 3) lessons provide basic, universal test-preparation and test-taking strategies; specifically, they address the non-standardized assessment of students’ knowledge/understanding of day-to-day learning in academic content areas. Students learn the importance of reading and following directions, the similarities/differences among objective, essay and performance-based assessment of their learning and understanding of academic content and how assessments/tests throughout the year prepare them for the increasing rigor of assessment in middle school/junior high (and beyond). An anticipated by-product is less anxiety and enhanced performance on the inevitable high-stakes standardized tests.

Time: Three (3) 50-60 minute lessons **Group Size:** Whole Class **Grade Level:** 4-6

Lesson 1: You Have a Test! Are You Ready? *The focus of Lesson 1 is informal assessment of students’ thoughts/feelings about test-taking in general and the basic skills of test-taking, e.g., reading and following directions, previewing entire test and preparation.*

Materials: [Pre-Test](#)

Lesson 2: You Have a Test! Help Yourself Get Ready! *The focus of Lesson 2 is developing an awareness of the characteristics of the major types of tests—objective, essay/short answer and performance based assessments. (Lessons 2 and 3 may be expanded to several lessons—perhaps one on each type of test, depending upon needs of the students and the other test-preparation/test-taking curriculum in your school).*

Materials: [Objective Assessments](#) Student Thinking Papers, *Our Tips for Taking Charge of Our Success on Tests* (student-generated list from Lesson 1)

Lesson 3: (Continuation of Lesson 2) You Have a Test! Help Yourself Get Ready! Lesson 3 provides information about essay/short answer and performance-based assessments.

Materials: [Essay/Short Answer Assessments](#), [Performance-Based Assessments](#), [Doing Your Best](#) and [Post-Test](#) Student Thinking Papers

Note: Student materials used in these three (3) lessons were adapted from materials originally created by: the St. Louis Public Schools Career Education Office, *Personal Exploration*, 1992.

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Academic Development (AD)

Big Idea: AD.4. Applying Skills Needed for Educational Achievement







Concept: AD.4.B. Self-management for educational achievement

American School Counselor Association (ASCA): Domain/Standard:

Academic Development Domain

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	AD.4	Unit	Tick-Tock Goes the Clock		
5 th Grade	AD.4	Unit	Successful Students!		
6 th Grade	AD 4	Unit	The Successful Student (Lessons 1 & 2)		

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
	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	<i>NOTE: These two (2) lessons support students' development of the universal skill of preparation for day-to-day assessment of their knowledge and understanding of academic content. Learning basic test-preparation and test taking strategies empowers students to advocate for their own success—in elementary school and beyond.</i>
X Mathematics	
X Social Studies	
X Science	
X Health/Physical Education	
X Fine Arts	

Enduring Life Skill(s)

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

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

See Individual Lessons

Lesson Preparation/Motivation

Essential Questions: If teachers want us to be successful on tests, why don't they give us the questions and answers before the test?

Engagement (Hook): See Individual Lessons

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 1: YOU HAVE A TEST!--ARE YOU READY?</p> <p>Materials: Pre-Test Student Thinking Paper</p> <p><i>PSC Note: An important aspect of this lesson is the opportunity for students to talk about their THINKING about assessment/tests! As you listen and respond to their thinking, make note of misconceptions that may influence preparation (or lack thereof) or performance. Query ambiguous comments or broad generalizations with open-ended questions—"tell me more...".</i></p> <p><i>Throughout this lesson, systematically observe to identify persistent misconceptions about effectiveness of self-advocacy in achievement; listen systematically to gain information about how students' thinking developed</i></p>	<p>LESSON 1: YOU HAVE A TEST—ARE YOU READY?</p> <p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>and, as appropriate, correct misconceptions.</i></p> <p><i>Hook:</i> Come into class with a college textbook and pages of notes. Flutter around, mumbling I have a test tomorrow night and I am soooooo nervous. I just don't know what I am going to do. Suddenly, greet class and say something like: "I am enrolled in a university class. Our first test is tomorrow night and I am scared I won't do well."</p> <ol style="list-style-type: none"> 1. Transition from <i>Hook</i> to lesson by saying (something like): (students need pencils for writing) I need about 4 minutes to put my notes in order, so I am going to give you this thinking paper –it'll take you exactly 4 minutes to complete it." <ul style="list-style-type: none"> • Tell students to keep the paper face-down until everyone has a paper. • Distribute the <i>Pre-Test</i> thinking paper. • Tell students you will tell them when to look at their paper and that they are to follow the instructions—no questions until 4 minutes are up; when they finish, they are to put their pencils down and remain silent until the 4 minutes are up (or everyone has finished). • Set the timer for 4 minutes—tell students to turn papers over and begin. • While they work sort your papers (keep one eye on students; observe their work styles) • When timer goes off say, "Stop; pencils down". 2. Instruct students to re-read the first statement silently. Invite someone to read the statement aloud and another person to interpret the meaning of the statement. What did it instruct students to do? SHOW-ME...PRIVATE THUMBS-UP OR DOWN (so only I can see your responses)...Yes or no...did you follow the instructions in statement #1? 3. Guide students to the Reflection/Projection section of their <i>Pre-Test</i> thinking papers. Read the open-ended statements and instruct students to write a note to you by completing the sentences (<i>repeated here FYI</i>): <i>Dear PSC: When I looked at the test, I thought__.</i> <i>While I was completing the Pre-Test, I __. I learned I __.</i> <i>When I think about taking tests, I __.</i> <i>In the future when I get a test, I will __.</i> <i>I would like help with __.</i> <p>Invite volunteers to read their responses to one of the sentences. Encourage others to listen/react with respect.</p> 	<p><i>Hook:</i> Listen and observe with curiosity about school counselor's mutterings.</p> <ol style="list-style-type: none"> 1. Follow school counselor's instructions. <p>Follow the directions on the <i>Pre-Test</i>.</p> <ol style="list-style-type: none"> 2. Re-read first item on the <i>Pre-Test</i> thinking paper. Volunteer to read or interpret the statement. <p>Participate in SHOW-ME...THUMBS-UP. Respond honestly.</p> <ol style="list-style-type: none"> 3. Write a note to school counselor. Listen to/complete the open-ended statements; be sure to use the conventions of standard written English. <p>Volunteer to read one of your sentences. If you do not volunteer, listen and think about others' responses. Are their responses similar to or different from yours?</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Collect papers to review and return during next lesson.</i></p> <ol style="list-style-type: none"> Continue by pointing out there are two important lessons to learn from the <i>Pre-Test</i> thinking paper. Invite students to hypothesize about the two lessons (<i>do exactly what the directions ask you to do AND preview a test before answering any questions</i>). Clear up the truth about your supposed test...unless, of course, it is true. Explain that if you were enrolled in a university class, you would be anxious or nervous about your first assessment by the professor. Disclose some of the thoughts or feelings you might have about taking a test. SHOW- ME...WITH YOUR HANDS...1-10 how many flutters of butterflies flutter in your stomach when you know you have a test soon? (1=just a few single butterflies; 10 = 10 flutters of butterflies [lots])...participate yourself. Ask: Tests cause me anxiety; tests cause you anxiety—then why in the world do we keep having them? Invite several volunteers to provide hypotheses about the reasons we have tests. Engage students in a conversation about what they think/feel/do when they find out they have a test. Encourage their integrity and respect—answer honestly and thoughtfully and respect others and their responses. <ul style="list-style-type: none"> <i>Strive for a trust level among classmates and between you and students that encourages them to talk beyond surface or socially acceptable thoughts/feeling/actions</i> <i>Listen for such things as their individual and collective misconceptions about tests, their ability, and the mystique of tests (never know what teacher will ask; afraid I won't know enough, teachers don't like me).</i> <i>Listen systematically to the language they use when talking about themselves.</i> Lead into the idea that there are universal strategies that will help them do well on every test they take from now on. Discuss short-term and long-term preparation for taking tests. Long-term preparation <ul style="list-style-type: none"> Take notes in class. Write down important information given by the 	<p>Hand in completed <i>Pre-Test</i> and note to school counselor.</p> <ol style="list-style-type: none"> Think about the <i>Pre-Test</i> thinking paper; hypothesize about the two lessons to be learned as a result. Contribute your hypothesis to discussion. If you choose not to volunteer, listen and think about others' hypotheses. Are their hypotheses similar to or different from yours? Listen with curiosity to school counselor's confession about the test he or she does NOT have. Think about the similarities between his or her thoughts/feelings and your own thoughts and feelings about tests. Participate in SHOW-ME...WITH YOUR HANDS: How many butterflies flutter for you when you know you have a test soon? Think about school counselor's question: Why do we have tests? Develop a hypothesis; test it out by telling the class. If you choose not to volunteer, listen and think about others' hypotheses. Are their hypotheses similar to or different from yours? Help your classmates learn that other people have some of the same thoughts, feeling and actions when thinking about tests. Bravely tell classmates about some of your thoughts/feeling/actions about tests. Listen and imagine the possibilities—fewer butterflies and more correct answers on tests.

Professional School Counselor Procedures:	Student Involvement:
<p>teacher.</p> <ul style="list-style-type: none"> • Underline the key words in their notes. • Do homework carefully. • Ask questions about anything that is not clear BEFORE YOU KNOW A TEST IS COMING. • Always correct errors on your homework; understand why your answer was incorrect. • Complete all reading assignments <p>(See the series of lessons: <i>How to Take Notes from Oral and Written Information</i> [AD.4.B.] for in-depth study of note-taking):</p> <p>Short-term preparation: Emphasize/remind students that they know more than they might think!</p> <p>9. Continue the conversation by asking students to share their tips with their classmates; develop a list on the board: “OUR TIPS FOR TAKING CHARGE OF OUR SUCCESS ON TESTS”; tell students to copy the list as suggestions are added; they will then have a ready-reference to use before their next test. <i>Let the list be “theirs” ...so they feel a sense of ownership of the ideas; however, monitor the list to assure it includes critical actions.</i></p> <p><i>Use the following list as a guide; if a major idea is overlooked, suggest it be added to the list.</i></p> <ul style="list-style-type: none"> • Believe in yourself and the study you have done all along (e.g., homework assignments, reading assignments ASKING QUESTIONS WHEN UNCERTAIN ABOUT SOMETHING IN TEXT OR CLASS DISCUSSION). • Know what type of test it will be—be familiar with the type of test: objective, essay or performance-based assessment (see Lesson 2 for a description of each type). • Try to predict the questions that will be asked. • Plan ahead for the best results: each day, schedule a time to review notes, clarify questions, re-read text, and talk about the subject with other students. • Review notes on the day before the test • Get plenty of rest the night before the test. • Eat a good breakfast the day of the test. <p>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</p> <p>Tell students to keep their lists in a safe place; they’ll need them in the next lesson(s). <i>**Ask a volunteer to let you borrow his or her list so you can make a copy for yourself and return student’s list during the next lesson.</i></p> <p>ASSESSMENT: Content: Throughout lesson, students:</p>	<p>9. Contribute at least one of your great ideas to the list of tips. On a fresh piece of notebook paper, write the tips as they are listed. Save it as a future reference.</p> <p>ASSESSMENT: Content: Demonstrate</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Actively participate in classroom discussions and conversations, • Make eye contact and talk with classmates (rather than you), • Contribute ideas and ask questions when appropriate, • Contribute to and copy the “Tips” list (Step 8). <p>ASSESSMENT: Personalization of Content: Soft-Toss: Toss a foam ball or other soft object to a student who begins the Soft Toss cycle: <i>For me, the best part of the lesson was ____</i> and tosses the ball to someone else, saying, I invite ____ to tell us the best part of the lesson for (him or her). Soft-Toss continues until all (or a pre-designated number) of students contributes. (Remind students of Pass with Responsibility option—ok to pass—student must take responsibility and say with confidence [something like]: “I choose to pass for now.”)</p> <p>CLOSURE: Remind students to: BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</p> <p><i>Before next lesson, copy student-generated list of test-preparation hints; review Pre-Test Student Thinking papers, especially students’ notes to you for students’ (age appropriate) level of self-assessment regarding test-taking and the ability to articulate thoughts and feelings in 1st person language. Be aware of misconceptions in their thinking about tests. Plan to comment on the collective ideas presented.</i></p> <p>LESSON 2: YOU HAVE A TEST! HELP YOURSELF GET READY!</p> <p><i>Take the Pre-Test thinking papers and the student’s list of hints you borrowed and copied. Return to students during Step 1.</i></p> <p>Materials: Objective Assessments Student Thinking Paper, <i>Our Tips for Taking Charge of Our Success on Tests</i> (students generated list from Lesson 1 [students have their copy of the list])</p> <p><i>Continue to systematically observe students as they participate in the activities and make note of misconceptions that may influence preparation (or lack thereof) or performance.</i></p> <p>Hook: Begin class by saying something like: When we finish these lessons, I’m going to give you a test over everything we’ve discussed about test-preparation and test-taking. Will you be ready?</p>	<p>knowledge/understanding of types of tests by being active contributors to discussions and other activities. Support classmates as they participate—especially those who are hesitant to express ideas during public sharing of ideas.</p> <p>ASSESSMENT: Personalization of Content: Participate in Soft-Toss sharing of ideas. Remember: Pass-With-Responsibility option (ok to pass—must confidently say [something like] “I choose to pass for now”).</p> <p>CLOSURE: When getting ready to take a test, say to self: I BELIEVE IN ME AND THE STUDY OF THE SUBJECT I HAVE DONE ALL ALONG!</p> <p>LESSON 2: YOU HAVE A TEST! HELP YOURSELF GET READY!</p> <p>Student Reminder: Volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Respond to school counselor’s announcement that you will have a test Friday. What are your first thoughts? Are butterflies aflutter? How do you answer the question “Will you be ready?”</p>

Professional School Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Transition from <i>Hook</i> to this lesson, by distributing the <i>Pre-Test</i> thinking papers. Comment on the notes they wrote to you and their collective responses; as appropriate, correct misconceptions students expressed about tests. Invite students to comment about what their notes remind them to do and other thoughts they may have about taking tests. 2. Ask students to get out and look over their “Tips” list from the last lesson. Review the list together. 3. Introduce today’s lesson by talking about the importance of knowing and understanding the kinds of questions that will be on tests. Today’s lesson will help you know more about what to expect on different kinds of assessments. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): What kinds of assessments or tests have you taken? Make list on board. Use their responses to transition to the next step... 4. Write: Objective, Essay/Short Answer and Performance on the board. Explain that there are three types of written assessments used in the majority of classrooms: objective, essay/short answer and performance-based assessments. Briefly talk about the kinds of question that are usually on each type of test—this will familiarize students with the vocabulary so that when they get their thinking papers, the words will not be new. <ul style="list-style-type: none"> • Questions on an objective test/assessment are answered with facts. Questions may be: <ul style="list-style-type: none"> ○ True or False ○ Fill-in-the-blank ○ Multiple-choice ○ Matching • Questions on essay/short answer tests/assessments are answered with more detail about information and may include your opinion. Question may require answers to be written as: <ul style="list-style-type: none"> ○ A sentence ○ A paragraph ○ An essay/composition of specified length • Questions on performance-based assessments require the application of knowledge and understanding to real-world problems. You may be required to perform such tasks as: <ul style="list-style-type: none"> ○ Create a solution to a new problem using information from a unit your class has just 	<ol style="list-style-type: none"> 1. Look over the note you wrote to school counselor. 2. Get out your copy of the list of tips you and your classmates generated during the last lesson. Review the tips; ask clarifying questions. 3. Listen thoughtfully to school counselor’s words about the kinds of questions to expect on tests. What do you know? What do you learn? Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...state one kind of test you have taken. 4. Listen thoughtfully as school counselor talks about the categories of written assessments (tests)—ask clarifying questions as appropriate. Think about: objective-type questions that are the trickiest for you. Do you dread or look forward to essay/short answer questions? Why? What do you like/not like about demonstrating knowledge in a way that is different from the other two types of tests?

Professional School Counselor Procedures:	Student Involvement:
<p>completed.</p> <ul style="list-style-type: none"> ○ Write a play or short story about how to use information you gained. ○ Engage in a debate about a controversial topic you have studied <p><i>Encourage students to take notes as the following thinking papers are discussed.</i></p> <p>5. Distribute Objective Assessments Student Thinking Paper.</p> <ul style="list-style-type: none"> • Discuss the examples of objective questions; give hints about choosing correct answers. • Call students’ attention to the Notes and Questions section of thinking paper. Explain the directions and complete the first two probes together: <ul style="list-style-type: none"> ○ Invite several students to state a question they have about doing well on an objective test. ○ Each student writes at least one of his or her own questions. ○ Invite volunteers to identify the most important things to remember about being successful on objective tests. • Explain the Reflection/Projection section; students complete independently. <p>Invite volunteers to read one of their sentences.</p> <p>ASSESSMENT: Content: See Notes and Questions section of <i>Objective Assessments</i> Thinking Paper.</p> <p>ASSESSMENT: Personalization of Content: See the Reflection/Projection section of <i>Objective Assessments</i> Thinking Paper.</p> <p>CLOSURE: Preview next lesson (essay/short answer and performance-based assessments). Remind students they will have a test at the end of the next lesson. Without saying anything more, pause long enough for students to ask questions. Respond to questions they ask; HOWEVER, do not invite questions. (Use their response or lack of response during the next lesson when talking about self-advocacy—taking responsibility for their success.</p> <p>Collect thinking papers.</p> <p><i>Before the next lesson, review responses to thinking paper, Objective Assessments. Make note of misconceptions and questions students ask.</i></p>	<p>Practice your note-taking skills. Not good at note-taking? Tell school counselor about the note-taking lessons (<i>How to Take Notes from Oral/Written Information</i> [AD.4.B.]</p> <p>5. Look over the thinking paper; listen with curiosity and take notes; participate in discussion.</p> <p>Find the Notes and Questions section of thinking paper. Listen and participate.</p> <p>What questions do you have about objective tests? Ask one of your questions publicly; write at least one of your questions in the Notes and Questions section of thinking paper.</p> <p>What do YOU think is the most important thing to remember? Share it publicly with the rest of the class.</p> <p>Thoughtfully complete the Reflection/Projection section on your own.</p> <p>Volunteer to read one of your sentences.</p> <p>ASSESSMENT: Content: <i>Objective Assessment: Notes and Questions</i> section.</p> <p>ASSESSMENT: Personalization of Content: Reflection/Projection section of <i>Objective Assessments</i> Thinking Paper</p> <p>CLOSURE: Listen as school counselor previews the next lesson. What must you do to prepare for the test?</p> <p>Hand in thinking paper.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 3: YOU HAVE A TEST! HELP YOURSELF GET READY! (Cont'd)</p> <p><i>Take students' completed Objective Assessments thinking paper to class with you; distribute during Hook.</i></p> <p>Materials: Essay/Short Answer Assessments, Performance-Based Assessments, Doing Your Best and Post-Test Student Thinking Papers</p> <p><i>Continue systematic observations of students' thinking about test preparation, test-taking and self-advocacy/self-management.</i></p> <p>Hook: SHOW-ME...SHOUT-OUT...ONE-AT-TIME (inside shouts): Tell us one idea you remember from the last lesson. Distribute <i>Objective Assessments</i> thinking paper. Comment in general about responses; answer specific questions and correct (as appropriate) patterns of misconceptions</p> <ol style="list-style-type: none"> 1. Distribute Essay/Short Answer Assessments Student Thinking Paper. <ul style="list-style-type: none"> • Define essay/short answer assessments; provide examples of clue words. • Read and discuss the Practice Situation; invite volunteers to hypothesize about the score the student's response (outline) would receive and why. • Discuss the examples of essay/short answer questions; identify and underline clue words; • Invite volunteers to identify the clue words and explain what their answer might include. As needed, give hints about responding to the prompts successfully. • Compare similarities and differences between objective tests and essay/short answer tests. • Call students' attention to Notes and Questions section of thinking paper. Explain the directions and complete the first two probes together: <ul style="list-style-type: none"> ○ Invite several students to state a question they have about doing well on an essay/short answer test. ○ Each student writes at least one of his or her own questions. ○ Invite volunteers to identify the most important things to remember about being successful on essay/short answer tests. • Explain the Reflection/Projection section; students complete independently. <p>Process responses by inviting volunteers to read one of their sentences.</p> 2. Distribute Performance-Based Assessments Student Thinking Paper. 	<p>LESSON 3: YOU HAVE A TEST! HELP YOURSELF GET READY! (Cont'd)</p> <p>A Student Reminder: Courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Participate in SHOW-ME...SHOUT-OUT. Review your thinking paper responses; contribute topic-relevant comments and ask clarifying questions.</p> <ol style="list-style-type: none"> 1. Look over the thinking paper; listen with curiosity and take notes; participate in discussion. <p>Volunteer a hypothesis about student's score; explain response.</p> <p>Underline clue words in each example; volunteer to tell class the clue words in one example; explain response.</p> <p>What questions do you have about essay/short answer assessments? Ask one of your questions publicly; write at least one of your questions in the Notes and Questions section of thinking paper.</p> <p>What do YOU think is the most important thing to remember? Share it publicly with the rest of the class.</p> <p>Thoughtfully complete the Reflection/Projection section on your own.</p> <p>Volunteer to read one of your sentences.</p> 2. Look over the thinking paper; listen with curiosity and take notes; participate in discussion.

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Define performance-based assessments. • Discuss the example of a performance-based assessment. • Invite volunteers to identify clue words and describe what their response would include for each example; as needed give hints about successfully demonstrating knowledge and understanding on performance-based assessments. • (Suggest that students practice performance-based assessments by conducting the cookie research study at home with their at-home-adults.) • Compare and contrast the similarities and differences among objective, essay/short answer and performance-based assessments. • Call students attention to Notes and Questions section of thinking paper. Explain the directions and complete the first two probes together: <ul style="list-style-type: none"> ○ Invite several students to state a question they have about doing well on a performance-based assessment. ○ Each student writes at least one of his or her own questions. ○ Invite volunteers to identify the most important things to remember about being successful on performance-based assessments. • Explain the Reflection/Projection section; invite clarifying questions; students complete independently. <p>Process responses by inviting volunteers to read one of their sentences.</p> <p>3. Impress upon the students:</p> <ul style="list-style-type: none"> • Preparation for a test begins long before the date of the test. • When they are prepared for a test, they will do better because they think, act and feel more confident. • The list of “Tips” they generated during the first lesson is a reminder of how they can become self-managers of their achievement--refer to it often. <p>4. Distribute the Doing Your Best-Student Thinking Paper. (If time is limited, tell students to complete the thinking paper with their at-home-adults). Explain the directions and read the statements as students decide and mark statements as True or False. When they have completed Student Thinking Paper, discuss results. Together, rewrite the false statements so they are true statements.</p> <p>ASSESSMENT: Content: (see first two prompts on Notes and Question sections of thinking papers.)</p>	<p>Volunteer to identify the clue words and explain/describe your response to one of the examples.</p> <p>Find the Notes and Questions section of thinking paper. Listen and participate:</p> <p>What questions do you have about performance-based assessments? Ask one of your questions publicly; write at least one of your questions in the Notes and Questions section of thinking paper.</p> <p>What do YOU think is the most important thing to remember? Share it publicly with the rest of the class.</p> <p>Listen to school counselor’s directions, ask clarifying questions and thoughtfully complete the Reflection/Projection section on your own.</p> <p>Volunteer to read one of your sentences.</p> <p>3. Listen thoughtfully as school counselor reviews important things to remember; keep your list of test-taking tips in a “handy” place—refer to it often.</p> <p>4. Listen to directions for <i>Doing Your Best</i> thinking paper; as school counselor reads a statement, circle True or False.</p> <p>Contribute to discussion and help rewrite False statements as True statements.</p> <p>ASSESSMENT: Content: (first two prompts on Notes and Questions section of thinking papers)</p>

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Personalization of Content: See Notes and Questions: Reflection/Projection sections of each page of thinking paper re: types of assessment.</p> <p>Before collecting their assessment thinking papers, tell students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK?</p> <p>If NOT ok... write “PLEASE DO NOT SHARE” at top of paper first page.</p> <p>Tell students to put the 3 pages in order (<i>Essay/Short Answer Assessments</i> on top, then <i>Performance-Based Assessments</i> and <i>Doing Your Best</i> last); staple together (upper left-hand corner); collect thinking papers.</p> <p>CLOSURE: Refer to <i>Hook</i> (You have a Test!). Invite students to ask questions about the test. (Use this as an opportunity to assess their willingness to advocate for themselves in anticipation of an assessment/test. Make note of questions they ask as well as questions they do not ask.). If they do not ask the most important question “Are you REALLY going to give us a test?” tease them into asking the question. Answer: Yes—Here it is.</p> <p>Distribute the Post-Test Student Thinking Paper. Ask students to follow the directions carefully; if they ask a question, repeat: Read carefully. Adhere to the 5 minute time limit. Observe students as they are working. Mid-way through, you may want to say “Are you reading carefully?”</p> <p>Invite volunteers to talk about their thoughts as they began the <i>Post-Test</i> and their thoughts when they realized the directions were to READ with no mention of “do....”</p> <p>Explore assumptions and how they can avoid making assumptions that contradict instructions. Draw students’ attention to the message of the notes below the test. Close with:</p> <p>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</p> <p><i>After class, review first two prompts in the Notes and Questions section of students’ thinking papers. Assess students’ accuracy of content regarding the three types of assessments.</i></p>	<p>ASSESSMENT: Personalization of Content: (Reflection/Projection sections each thinking paper re: types of assessments)</p> <p>If you want your responses to the thinking papers to be private between you and school counselor, write “PLEASE DO NOT SHARE” at the top of first page.</p> <p>The 3 thinking papers in order and staple together (upper left-hand corner). Give papers to school counselor.</p> <p>CLOSURE: Recall <i>Hook</i> and school counselor’s announcement of a test. What questions do you have about the test? Ask them!</p> <p>Read and follow the <i>Post-Test</i> directions carefully. Stop at the end of 5 minutes.</p> <p>Did YOU follow instructions? Participate with courage and integrity (be brave-volunteer; answer thoughtfully and honestly) in conversation with classmates and school counselor.</p> <p>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>Review Reflections/Projections section for students' (age appropriate) level of self-assessment regarding application and plans for improving their test-taking and preparation skills AND assess 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p>	

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief summary of the lesson(s) and copies of the student thinking papers: *Pre-Test, Objective Assessments, Essay/Short Answer Assessments, Performance-Based Assessments, Doing Your Best and Objective Assessments.*

Summarize Systematic Observations: Identify persistent misconceptions about self-advocacy and self-management that may influence all students' preparation (or lack thereof) or performance. Identify students who:

- Appeared unable to accept that self-management of test preparation/test-taking skills can help his or her academic achievement;
- Had difficulty talking about their THINKING about assessment/tests;
- Consistently had difficulty participating in specific aspects of lessons, for example:
- students who were unable to differentiate among the different types of assessments;
- Were not able to re-state false statements as true statements (Doing Your Best Student Thinking Paper)
- Were hesitant to express ideas during whole class conversations;
- Appeared to lack confidence in their own thoughts;
- Consistently attempted to take over class discussions;
- Repeatedly engaged in distracting behaviors
- Rarely (if ever) voluntarily contributed to class conversations;
- Responses to thinking papers were inappropriate or lacked depth/sincerity.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of challenge: How is it evidenced in the classroom? Determine if the challenge is a "will" or a "skill" issue. Does the student know HOW to prepare for tests but lacks the confidence to take the risk to express ideas in group setting (will)? Or does the student lack the skill to take responsibility for self-management

Collaborate with Classroom Teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about test preparation and test-taking. Responsive Services involvement might be indicated for individual students (e.g., individual/group counseling about test preparation and test-taking or developing academic self-confidence). More extensive parental involvement may be indicated.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

Name: _____ Class: _____ Date: _____

PRE-TEST

1. FOLLOW THE DIRECTIONS CAREFULLY: Time limit: four (4) minutes
2. Read this entire sheet before doing anything on it or to it.
3. Write your name, class and date in the blanks above.
4. Circle the word "name" in instruction number two.
5. Draw four small squares in the upper right corner of this paper.
6. Put an "'/:' in each square.
7. Write your first name under the title of this paper.
8. Put a circle around each square above.
9. After the title of this paper, write "YES, YES, YES."
10. Draw a circle around instruction number eight.
11. Put an "'/:' in the lower left corner of this paper.
12. Draw a triangle around the "'/:' you just wrote.
13. On the reverse side of this paper, multiply 904 by 777.
14. Draw a rectangle around the word "paper" in instruction number four.
15. On the reverse side of this paper add 7980 and 8604.
16. Put a circle around your answer.
17. Draw a sketch of school counselor on the back of this paper.
18. Punch a hole in the top of this paper with your pencil point.
19. Do not follow any instructions except for numbers one and two.
20. STOP!! PLEASE REMAIN SILENT!!

REFLECTION/PROJECTION: Write a note to your school counselor by completing the following sentences (be sure to use the conventions of standard written English).

Dear PSC:

When I first looked at this test, I thought _____
 _____. While I was completing the *Pre-Test*, I _____

I learned I _____

When I think about taking tests, I _____
 _____. In the future when I
 get a test, I will _____

I would like to have help with _____

Lesson 2 Student Thinking Paper

Name: _____ Class: _____ Date: _____

OBJECTIVE ASSESSMENTS

Most objective tests are based on facts and are composed of the following types of items.

True or False:

T F Abraham Lincoln was the first President of the United States of America.

Matching: Draw a line from the state (of matter) to the form of water that it matches:

- | | |
|--------------------|-----------------|
| 1. Liquid State | (a) ice |
| 2. Solid State | (b) water vapor |
| 3. Gas(eous) State | (c) water |

Multiple-choice:

The capital of Missouri is:

- a. St. Louis
- b. Columbia
- c. Jefferson City
- d. Kansas City

Completion (fill-in-the-blank):

Water is composed of hydrogen and _____

NOTES AND QUESTIONS ABOUT OBJECTIVE TESTS (Use back of paper for more space):

Questions I have about objective tests: _____

Facts to remember: _____

Reflections/Projections (Use the back of your paper if you need more space):

The most helpful part of this part of the lesson for me: _____

When I am preparing for a test that I know will have objective questions, I will _____

When I am answering objective questions on a test, I will _____

Name: _____ Class: _____ Date: _____

ESSAY/SHORT ANSWER ASSESSMENTS

Essay/short answer test questions begin with or include **clue words**. **Clue words** are BIG hints about how you are supposed to answer a question. Pay close attention! For example:

Practice situation: *You did a great job of **outlining** a paragraph; **HOWEVER**, the question/prompt told you to **compare and contrast** the families of two characters in the paragraph? How would your teacher score your response?*

Practice answering essay questions by answering the questions below. Respond fully and accurately to the questions and the clue word. (In this case it is ok to make up answers as long as you do what the clue word tells you; however, this would be a fun family research project.)

Outline: Outline the procedure for making chocolate chip cookies.

Describe: Describe the results of the experiment you and your family conducted: baking chocolate chip cookies on a coated (non-stick) cookie sheet versus baking chocolate chip cookies on an **un**-coated cooking sheet.

Compare and Contrast: Compare and contrast the color, flavor and texture of chocolate chip cookies and peanut butter cookies.

Define: Define the term "Toll House Cookies."

Explain: Explain what is meant by the old saying, "I've never met a chocolate chip cookie I didn't like."

NOTES AND QUESTIONS: ESSAY/SHORT ANSWER TESTS (Use back for more space):

Questions I have about essay/short answer tests: _____

Facts to remember: _____

Reflections/Projections (Use the back of your paper if you need more space):

The most helpful part of this part of the lesson for me: _____

When I am preparing for a test that I know will include essay/short answer questions, I will

When I am answering essay/short answer questions, I will _____

Name: _____ Class: _____ Date: _____

PERFORMANCE-BASED ASSESSMENTS

Performance-based tests assess your ability to apply what you have learned about a topic to a new situation. Following is an example:

Answer the following questions about Neil's neighborhood. Show all of your work and write your answers directly on this page.

Neil's friend Ryan lives at the end of Cottonwood Street. Neil can't remember the house number.

Neil knows it is a 3-digit number. He also knows it starts with a 5 and has a 2 and a 9 in it.

Write the largest number it could be: _____

Write the smallest number it could be: _____

How much greater is the largest possible number for
Ryan's house than the smallest possible number for Ryan's house? _____

Neil knows: first house on the block is 500; the last is 595. Ryan's house # is _____

NOTES AND QUESTIONS ABOUT PERFORMANCE-BASED TESTS (Use back if needed):

Questions I have about performance-based tests: _____

Facts to remember: _____

Reflections/Projections (Use the back of your paper if you need more space):

The most helpful part of this part of the lesson for me: _____

When I am preparing for a test that I know will have performance-based questions, I will

When I am answering performance-based questions on a test, I will _____

DOING YOUR BEST

Name: _____ Class: _____ Date: _____

Directions: Read each statement about test-preparation and test-taking below. If the statement is true, circle the "T." If the statement is false, circle the "F." On the back of this Student Thinking Paper, rewrite all the "false" statements to make them "true" statements.

T	F	1. Take notes on what your teacher says weeks before the test.
T	F	2. In your notes, include and highlight key words used in textbooks.
T	F	3. Do homework only if you feel like it.
T	F	4. Save all of your studying for the day before the test. Then, it will all be fresh in your mind.
T	F	5. Try to think of which questions will be asked on the test.
T	F	6. Do not eat on the day of the test.
T	F	7. Stay up late the night before; anxiety will keep you awake during the test.
T	F	8. Prior to the test, ask your teacher for help if you need it.
T	F	9. Be calm and tell yourself "I'm prepared! I do the best that I can."
T	F	10. Don't bother to listen to directions given by your teacher.
T	F	11. Look over the entire test first.
T	F	12. Always spend the same amount of time on each question.
T	F	13. Answer every question unless wrong answers count against you.
T	F	14. Look for clue words.
T	F	15. Review-the test and your responses before handing it in.

POST-TEST

Name: _____ Class: _____ Date: _____

Directions: This is a timed test. You have exactly 5 minutes to read the entire test. Read everything very carefully to be sure you do not miss anything. You may begin reading now. Remember to read carefully! GOOD LUCK!

1. Write your name in the upper right corner of this test.
2. Circle the word "name" in sentence #1 above.
3. Sign your name under the title.
4. Put an "X" in the lower left corner of this test.
5. Draw a triangle around the "X" you just made in the lower left corner.
6. Cross out the vowels in the title.
7. Circle the consonants in the title.
8. Draw a rectangle around the title of this paper.
9. Put your pencil down briefly and take a quick stretch at your desk.
10. Out loud, say your first name aloud, but DO NOT SHOUT.
11. In your normal talking voice count backwards from 1 to 10.
12. IF YOU ARE THE FIRST PERSON TO THIS POINT, without shouting, say aloud, "I am the first person to this point, and I am following directions."
13. Underline all the even numbers on the left side of this test.
14. Say aloud, "I am nearly finished! I have followed directions."
15. At this point of the test, because you have worked hard, stand up and stretch for a quick moment.
16. Quickly but quietly go to the back of the room and touch the wall and then return to your seat.
17. Circle all the odd numbers on the left side of this test.
18. Go up to school counselor and shake his or her hand.
19. Continue to read the remainder of this test.
20. When you have finished, relax and watch to see if others are following directions.

Did you really follow school counselor's directions?

Always listen very carefully and do exactly what the teacher or school counselor says.

FOLLOWING DIRECTIONS IS A VERY SIMPLE THING TO DO; YET, MANY STUDENTS DO NOT LISTEN OR READ CAREFULLY AND DO NOT DO WELL ON ASSIGNMENTS OR TESTS. FOLLOWING DIRECTIONS IS VERY IMPORTANT. IT SAVES TIME AND ALLOWS YOU TO TAKE CHARGE OF YOUR SUCCESS AND MAKE TERRIFIC GRADES.

GETTING HELP IN MIDDLE SCHOOL/JUNIOR HIGH (MS/JH)

PSC Note: This lesson complements: MS/JH Question Box—2 lessons (AD.5.A-5th/6th grade). This lesson, Getting Help... features an adult (e.g., you OR middle school professional school counselor) who answers elementary school students' questions about MS/JH resources. The two (2) Middle School/Junior High Question Box lessons feature interaction between students in their last year(s) of elementary school and a panel of MS/JH students. Both perspectives are important as younger students address questions and misconceptions about their transition to MS/JH.

Purpose: One of the anxieties students have about entering middle/junior high school is that they won't know where to go if they need information or have a problem. In this activity, students discover where they can find help.

*PSC Note: Anticipatory anxiety about the mysteries of MS/JH begins a year **before** the final year in elementary school; thus, you may want to do a variation of this activity during the year before or at the very beginning of the year transition to MS/JH is made.*

Time: 50-60 minutes **Group Size:** Whole Class **Grade Level:** 5/6 (last year of elementary school)

Materials: A large (dispensable) calendar for the current year; circle in a bright color the date the students will begin MS/JH. [People Who Can Help](#) Student Thinking Paper; rolled-up sock

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Academic Development (AD)

Big Idea: AD.5.A Applying the Skills of Transitioning Between Educational Levels

Concept: Transitions

American School Counselor Association (ASCA): Domain/Standard:

Academic Development Domain

Standard A: Students will acquire the attitudes; knowledge; and skills that contribute to effective learning in school and across the life span

Link to Sample MCGP Units/Lessons (Note: The Unit listed is merely an example of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

5th Grade AD.5.A UNIT: [Transition to Middle School](#)



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
	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	<i>NOTE: This strategy supports the development of the universal skill of making successful transitions—from grade to grade, level to level and school to life. Learning that everyone has questions about a new situation and from whom they can get help will facilitate students' adjustment to changing expectations in all academic content areas as they progress through school grades and levels.</i>
X	Mathematics	
X	Social Studies	
X	Science	
X	Health/Physical Education	
X	Fine Arts	

Enduring Life Skill(s)

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

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

When asked to spontaneously identify someone who can help with a MS/JH problem; students are able to name MS/JH resource person from whom he or she can get help. Responses are stated using complete sentences and conventions of standard written and oral English AND in a confident voice that everyone can hear.

Lesson Preparation/Motivation

Essential Questions: HELP! I don't know where to turn for help! Who can help me?

Engagement (Hook): See Lesson Procedures

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>Advanced Preparation: Determine the date your students will begin MS/JH. Using a large (dispensable) calendar for the current year, circle in a bright color the date the students will begin MS/JH next school year (to be used during <i>Hook</i>).</p> <p><i>Throughout this lesson, systematically listen for what is NOT being said about anxieties of making the transition to MS/JH. Observe students to identify those who appear to have difficulty anticipating the future and formulating/asking question or seeking help. In addition, systematically observe as students who are hesitant to contribute to conversations.</i></p> <p>Hook: Use a (dispensable) calendar for the current year... circle in a bright color the date the students will begin MS/JH. Before saying anything; tear off the current month and the successive months until it is the month school starts next year.</p> <p>1. Transition from <i>Hook</i> to lesson by saying something like: WOW! Time passes so quickly! Here it is the first day of your MS/JH career. A new page! A new day...and LOTS of butterflies.</p> <p>Close your eyes and take mental snapshots of yourself on this; your very first day of MS/JH! You have just walked in the door wearing brand new clothes, carrying new supplies and holding your schedule.</p> <ul style="list-style-type: none"> • How do you feel? • What are you thinking? • What are you doing? • What questions do you have? • What information do you need? 	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Where is time going?</p> <p>1. Listen with curiosity to what your school counselor is saying (and wonder if his or her mind has gone on vacation).</p> <p>Put on "imagination-cap" and follow your school counselor's instructions as if it really were the first day of MS/JH. Take vivid pictures!</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Where do you get the information you need or get an answer to your questions? • You can't figure out where to go for help! What do you do? • What questions do you have that you won't/can't/are afraid to ask another student? • Whom do you seek because he or she is the most comfortable person with whom to talk? <p>2. Partner Processing: place students in pairs; describe and talk about the mental snapshots each took of their very first day of MS/JH; seek commonalities in thoughts and feelings and questions.</p> <p>3. Public Processing: invite students to discover common thoughts and feelings about MS/JH among classmates by talking together about the commonalities discovered during conversations with partners.</p> <p>4. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Common questions you and your partner have. List questions on board. (list is used in Step 6)</p> <p><i>PSC Note: Systematically listen for thoughts that indicate misconceptions about MS/JH. Use systematic observations during lesson to gain more information about how students' thinking developed and, as appropriate, to correct misconceptions.</i></p> <p>5. Tell students they are lucky—time passing so quickly was just a nightmare...and they really have lots of time to get questions answered before starting MS/JH...AND...lots of adults are ready to help them make the transition.</p> <p>Distribute the People Who Can Help Student Thinking Paper. Explain that it includes some of the questions/experiences other 5th/6th graders have had before going to MS/JH. We'll complete it together; when we finish, you'll have an excellent resource to use when you need help.</p> <p>Read each question; identify people who can help solve the dilemmas. Invite student input based on their prior knowledge; write responses for each situation on board. (Write numbers for questions/situations to help those with auditory perception challenges and/or emerging/ slower note-taking skills to keep-up or catch-up.)</p>	<p>2. Partner Processing: Describe and talk with your partner about what you imagine your first day of MS/JH will be like. Seek common thoughts/feelings and questions you have. Prepare to talk about the commonalities with classmates during public processing time.</p> <p>3. Public Processing: Participate in conversation with classmates about commonalities you and partner discovered. Make notes of similarities and differences.</p> <p>4. Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Shout-out common questions you and your partner have about MS/JH.</p> <p>5. Look over the <i>People Who Can Help</i> thinking paper; ask clarifying questions; write answers to questions/statements as they are discussed.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>6. Compare questions on list with student-generated questions (Step 4); erase questions that are answered on <i>People Who Can Help</i> thinking paper. As appropriate (some questions may not require students to seek a MS/JH resource person), instruct students to write the unanswered questions on their thinking paper as they are discussed.</p> <p>7. Give students time to write questions that have not been asked and/or list resource persons at middle school/junior high not mentioned on the <i>People Who Can Help</i> thinking paper.</p> <p>ASSESSMENT: Content: SHOW-ME...SOCK-IT-TO-US: (you'll need a rolled-up sock for Assessment: Content)</p> <p>Prior to the first toss of the sock, remind students—ok to pass—although student takes responsibility and confidently says [something like]: “I choose to pass for now.”)</p> <p>Tell students it’s time to play “Sock-It-To-Us!” Get ready...review thinking paper; put it away.</p> <ul style="list-style-type: none"> • Use rolled up sock, PSC asks question from thinking paper: • Toss sock to a student; • He or she answers question (standard English, complete sentences); • PSC asks next question; • Student (who just answered previous question) says “I invite _____ to answer the next question and tosses the sock to that person • And so it goes until sock has made the rounds. <p>Last person with sock says: I invite (school counselor) to answer this question: (last student [or any student]) asks question about MS/JH, tosses sock to you...you answer question.</p> <p>ASSESSMENT: Personalization of Content: Explain that becoming a MS/JH student might be a little scary AND it is a sign you’re growing up. It is a time to begin anew.</p> <p>Instruct students to get out/turn over their <i>People Who Can Help</i> thinking paper and find the Reflection/Projection section. Explain the directions:</p> <ul style="list-style-type: none"> • Write at least two thoughts about changes you want to make—as a student—as a person. • For one of those thoughts; write a specific goal for change. 	<p>6. Participate in comparison of questions on thinking paper with those you and classmates generated. Write unanswered questions on thinking paper as they are discussed.</p> <p>7. Write any questions you have that were not answered during the class conversations and discussions.</p> <p>ASSESSMENT: Content: Participate in “Sock-It-To-Us”:</p> <p>Remember: It is ok to pass—with responsibility (confidently say [something like] “I choose to pass for now)</p> <p>Review <i>People Who Can Help</i> thinking paper; turn it over or put it away for now.</p> <ul style="list-style-type: none"> • When sock is tossed to you; answer question; • When school counselor asks the next question; • Say “I invite ____ to answer this question and toss sock to that person. • Last person (or another student) with sock, asks school counselor a question and tosses sock to him or her for answer. <p>Be sure to use:</p> <ul style="list-style-type: none"> • Complete sentences; • Conventions of standard oral English • A confident voice; loud enough for everyone to hear. <p>ASSESSMENT: Personalization of Content: Think about MS/JH as an opportunity to begin anew.</p> <p>Find the Reflection/Projection section of <i>People Who Can Help</i> thinking paper.</p> <p>Follow along as your school counselor explains instructions; ask clarifying questions; complete reflections/projections.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> Who can/will you go to get support for making those changes? Use the back of paper if you need more room. <p>Before collecting <i>People Who Can Help</i> thinking papers; inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If not; write: PLEASE DO NOT SHARE at the top of paper.</p> <p>Collect thinking papers</p> <p>CLOSURE: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Tell us; please: One thing that makes you excited about going to MS/JH NEXT YEAR.</p> <p><i>After class; review responses to both sections of People Who Can Help thinking papers. Review for identification of accurate resource persons for specific problems. Review individual questions for appropriateness as well as to identify indications of lingering misconceptions in thinking about MS/JH.</i></p> <p><i>Review reflection/projection section for students' (age appropriate) level of awareness about making a plan for change in MS/JH AND 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p>	<p>If you want your responses to be private between you and your school counselor; write "PLEASE DO NOT SHARE" at top of papers.</p> <p>Give school counselor thinking paper.</p> <p>CLOSURE: Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Shout out one thing that excites you about going to MS/JH.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide Classroom Teacher with a brief overview of lesson and a copy of the student thinking paper: <i>People Who Can Help</i>.</p> <p>Summarize Systematic Observations: Identify what was NOT being said about transition anxieties of making the transition to MS/JH and persistent misconceptions about MS/JH. Identify students who appeared to have difficulty anticipating the future and formulating/asking question or seeking help. In addition, identify students who were hesitant to contribute to conversations.</p> <p>Consult with Classroom Teacher: Discuss your systematic observations of students. Identify students' misconceptions about MS/JH. Identify additional observations/concerns about individual students. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of accurate knowledge about MS/JH and/or anticipating the future. Is it evidenced in the classroom as lack of involvement in other classroom discussions? Determine if the difficulty is a "will" or a "skill" issue. Does the student know HOW to ask questions or project self into</p>
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MS/JH situations but lacks the confidence to take the classroom risks (will)? Or does the student lack the skill to imagine the future and/or formulate questions?

Collaborate with Classroom Teacher to plan appropriate interventions to assist students as they make the transition to MS/JH, especially those students who appeared to have excessive anxiety about MS/JH; whose responses indicated that their thinking about MS/JH was influenced by misconceptions; who had difficulty expressing themselves in group conversations or whose responses to thinking paper were inappropriate or lacked depth/sincerity. Interventions might include (and are not limited to) additional classroom guidance activities regarding transition to MS/J and/or Responsive Services (e.g., individual/group counseling regarding transitions and/or self confidence or more intensive parental involvement).

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

People Who Can Help

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

Directions: Resource persons are people who may be able to help you when you need help. Write the names of resource persons you might contact to get the information needed for each situation. You may have more than one resource person for each situation.

Situations	Resource Person
1. You are lost and you need directions.	_____
1. You were not in class and need the assignment.	_____
2. You left your backpack on the bus/in the car.	_____
3. You need help with an assignment.	_____
4. You have a personal problem and need advice.	_____
5. You want to organize a new club at school.	_____
6. You have a problem with the school bully.	_____
7. You are failing a class and need help.	_____
8. You forgot your locker combination.	_____
9. You want to try out for a sports team.	_____
10. _____	_____
11. _____	_____
12. _____	_____

Ask YOUR questions or list additional resource persons & how they can help.

13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____

Reflection/Projection: *Becoming a MS/JH student might be a little scary; however, it is a sign you're growing up. It is a time to begin anew. Write some (at least two) of your thoughts about the changes you want to make to become more of the **YOU** you want to be—as a student—as a person. For one of those thoughts, write a specific goal for change. Who can/will you go to get support for making those changes? (Use back of paper, too.)*

MIDDLE SCHOOL/JUNIOR HIGH QUESTION BOX

With slight modifications, these lessons may be consolidated into a single activity. The classroom teacher could solicit the questions from students instead of gathering them in a separate lesson. They are “bundled” because they provide an extended emphasis on the importance of asking questions. In addition, the Student Resource could be used in other lessons that solicit questions from students.

PSC Note: These 2 lessons complement/extend the lesson: Getting Help in MS/JH (AD.5.A-5th/6th grade). The MS/JH Question Box lessons feature interaction between students in their last year(s) of elementary and a panel of MS/JH students. The Getting Help in MS/JH lesson features an adult (e.g., you OR middle school professional school counselor) who answers elementary school students’ questions about MS/JH resources. Both (adults’ & students’) perspectives are important as younger students address questions and misconceptions about the transition to MS/JH.

Purpose: These two (2) lessons provide students the opportunity to submit anonymous questions about middle school/junior high (MS/JH) and have them answered by MS/JH students.

If students in your district visit the MS/JH the year prior to enrollment, providing the experiences of this activity before the visit will accomplish 2 tasks: students get most pressing questions answered AND become familiar with several MS/JH students. When they visit the MS/JH, they will be able to focus on additional information.

Time: Two 50-minute sessions **Group Size:** Whole Class **Grade Level:** 5 or 6 (last grade in the school)
(Major timing/group size decisions: How will this activity be conducted so as to include each student who will make transition to MS/JH next year? The number of students and grade level sections will enter into decisions. This is an opportunity to collaborate with classroom teachers. Important consideration: small enough group so that neither elementary students nor the panel of experts are intimidated.)

*PSC Note: Anticipatory anxiety about the mysteries of MS/JH begins a year **before** the final year in elementary school; thus, in addition to this activity, you may want to do a variation during the year before or at the very beginning of the year transition to MS/JH is made.*

Lesson 1: Questions! Questions! What Are Your Questions?

Materials: A question box (e.g., a decorated shoe box), [Questions! Questions! What Are Your Questions?](#)
PSC/Student Resource

Lesson 2: Questions? Questions? We Have the Answers!

Materials: [Middle School/Junior High: Here I Come!](#) Student Thinking Paper; Panel of Experts (four or five middle school/junior high school students): work with a middle school/junior high colleague to identify a panel of students to answer questions about life as a “middle-schooler” (or “junior-higher”); Composite list of questions for Panel of Experts and (elementary) students (see Lesson 1 procedures).

Missouri Comprehensive Guidance Program (MCGP): Strand/Big Idea/Concept

Strand: Academic Development (AD)

Big Idea: AD 5 Applying the Skills of Transitioning Between Educational Levels

Concept: AD.5.A. Transitions

American School Counselor Association (ASCA) Domain/Standard:

Domain: Academic Development (AD)

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Link to Sample MCGP Units/Lessons (Note: The Unit listed is merely an example of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

5th Grade **AD.5.A** **Unit:** [Transition to Middle School](#)



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
	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	<i>NOTE: This strategy supports the development of the universal skill of asking questions to solve a concern and/or alleviate anxiety about a new situation.— Learning to ask questions when transitioning to a new setting will facilitate students' adjustment to changing expectations when making transitions in all areas of their lives.</i>
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

See individual lessons

Lesson Preparation/Motivation

Essential Questions: What can be done about the butterflies fluttering about when middle school/junior high is mentioned?

Engagement (Hook): See Lesson 1

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON ONE: QUESTIONS! QUESTIONS! WHAT ARE YOUR QUESTIONS??</p> <p>Materials: Questions! Questions! What are your Questions Resource</p> <p>Prior to lesson create (or use an existing) question box. To communicate “questions are private and anonymous”, seal box and make a slot in the top so that students may drop in their questions.</p> <p>Advanced Preparation: work with a middle school/junior high colleague to arrange for several (4 or 5) students to serve as the panel of experts and answer questions about MS/JH. Obtain appropriate permission(s) for MS/JH students to travel to elementary school! If necessary, make preliminary</p>	<p>LESSON ONE: QUESTIONS! QUESTIONS! WHAT ARE YOUR QUESTIONS??</p>

Professional School Counselor Procedures:	Student Involvement:
<p>transportation arrangements for Panel of Experts. <i>PSC Note 1: Strive for alumni of the elementary school as panelists;</i> <i>PSC Note 2: Your work will be easier if you arrange for selected students to help you sort (elementary) students' questions after this lesson.</i></p> <p><i>Throughout this lesson, systematically observe students to identify those who appear to have difficulty generating questions. In addition, systematically observe as students who are hesitant to contribute to conversations.</i></p> <p><i>Hook:</i> Open Lesson 1 by telling a true (and somewhat dramatic or traumatic) heartfelt story about one of your scary transitions when you were their age; incorporate elements of anxieties many of them probably have about making the transition to middle school/junior high.</p> <ol style="list-style-type: none"> 1. Make transition from <i>Hook</i> to lesson by saying (something like) "I still get butterflies when I think about that time in my life. How about you—what color are the butterflies that flutter when thoughts of middle school/junior high enter your mind?" 2. Acknowledge that starting a new experience like middle school/junior high is often a bit scary! Other students have asked questions about classes such as: "Are the teachers nice?" "What if I don't understand something?" And questions about things not related to classes, for example: "Will all the girls be mean to the new girls?" "What if I don't have time to go to the restroom between my classes?" Each of these question (and any others) are legitimate questions—because, they are from students getting ready to make a transition to a new adventure—just like you! 3. SHOW-ME...THUMBS UP OR DOWN...Do you have questions about middle school/junior high? Explain: <ul style="list-style-type: none"> • Today, everyone has an opportunity to think of and write questions about ANY aspect of MS/JH. • All questions are anonymous • EVERY question is important because it is yours! 4. SHOW-ME...SHOUT-OUT (all-together; inside shouts): One question you have about MS/JH. 5. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): 5 scholars, please, shout out one question 	<p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> As school counselor tells his or her story about transitions, think about what your feelings might have been in the same situation. How are they similar to the feeling you have about middle school?</p> <ol style="list-style-type: none"> 1. Think about your middle school/junior high butterflies. Volunteer to describe them. If don't volunteer, listen and think about others' comments. 2. Listen & think as school counselor talks about questions other students have asked. Think about the questions you have about middle school/junior high. 3. Participate in SHOW-ME...THUMBS UP OR DOWN. Continue to think about the questions you have about MS/JH. 4. Participate in SHOW-ME...SHOUT-OUT (all-together; inside shouts): shout out 1 question. 5. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): shout out a question. If you do not get to

Professional School Counselor Procedures:	Student Involvement:
<p>about middle school/junior high.</p> <p>Continue with..."And...there are many more questions in each head in room."</p> <p>6. Distribute the <u>Questions! Questions! What are your Questions</u> resource: Instruct students:</p> <ul style="list-style-type: none"> • Cut the page of question marks apart. • Use a separate piece of paper and brainstorming skills to generate/write as many questions as they can in 90 seconds (remind students that brainstorming lists are quick; spelling/complete sentences do not matter). • At end of 90 seconds, review the brainstormed list, add additional questions as needed and mark the questions they want to ask the panel of experts; • Use the conventions of standard written English to review, refine and revise questions to submit to panel (remember: concise, clear language); • Transfer each question to the back one of the rectangles (using separate rectangles for each question facilitates the task of sorting questions and creating a composite list). <p>Remind students: any and all questions are "OK". Encourage each student to write a minimum of five questions.</p> <p>7. Collect questions. Explain that you will:</p> <ul style="list-style-type: none"> • Gather all the questions, (<i>and with the help of panel of experts[?]</i>) sort them out (e.g., combine duplicates, eliminate "fuzzy" questions); • Create a composite list of questions for the panel of experts. • Provide the composite list to the panel of experts • Give each of them (your students) a copy of the composite list of questions during the next lesson. <p>The panel of experts will answer as many questions as possible during the next lesson.</p> <p>ASSESSMENT: Content: Each student submits a minimum of 5 questions to ask panel of experts; questions are topic-relevant (related to MS/JH) and reflect knowledge and usage of conventions of standard written English.</p> <p>ASSESSMENT: Personalization of Content: On the back of a left-over "???" rectangle, tell students to complete the following: When I think about going to MS/JH next year I _____.</p>	<p>shout out your question, listen and think about others' questions. Do you have some of the same questions?</p> <p>6. Follow school counselor's instructions for the <i>Questions! Questions! What Are Your Questions?</i></p> <p>Remember: brainstorming means getting as many ideas as possible on paper—with no worries about duplication or conventions of standard English.</p> <p>Review, refine and revise questions to be asked of Panel of Experts; write each question on a separate rectangle.</p> <p>Keep writing until have a minimum of 5 questions.</p> <p>7. Listen, think about and ask clarifying questions about the process school counselor will use to create a composite list of questions.</p> <p>ASSESSMENT: Content: Did you write a minimum of 5 questions YOU have about MS/JH? Did you use the conventions of standard English?</p> <p>ASSESSMENT: Personalization of Content: On the back of a left-over "???" rectangle, complete the following: When I think about going to MS/JH next year I _____.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>CLOSURE: Invite (as time allows) students to read their personalization statements aloud so that classmates who have same thoughts will know they are not alone.</p> <p>Sorting Questions: If MS/JH panel of experts is going to help sort the questions, arrange a time to meet with them at the MS/JH (strong suggestion).</p> <ul style="list-style-type: none"> • Review (elementary) students' questions • Identify students' misconceptions re: MS/JH; • Identify categories into which questions fall (e.g., classroom, subject specific, procedures [e.g., illness going to lockers, cell phone policies), personal and/or social questions [e.g., mean girls, before/after school fears]); • Sort questions into categories; • Review questions in each category—combine duplicates and eliminate “fuzzy” questions. • In consultation with panel of experts (or your MS/JH colleague), review the list. • Be sure all important topics are covered • Add any questions that should be addressed. <p>Prepare final list; provide a copy to each member of the panel of experts:</p> <ul style="list-style-type: none"> • Encourage panel members to read and think about the questions prior to meeting with elementary students. • Remind experts to take list of questions with them to the elementary school. • Encourage panel members to make notes and/or take materials that will help answer the questions. <p>Make copies of the questions for your (elementary) students.</p> <p>LESSON 2: QUESTIONS? QUESTIONS? WE HAVE THE ANSWERS!</p> <p>Materials: List of questions for each student; Middle School/Junior High: Here I Come! Student Thinking Paper</p> <p>Advanced Preparation:</p> <ul style="list-style-type: none"> • Finalize transportation arrangements for Panel of Experts. • Communicate time and place of class meeting to all concerned; remind panel members to bring their list of questions and any notes they may have made about answers to questions. • Talk with your collaborating MS/JH colleague to identify any final needs/issues to be resolved. • Make a desk-tent nameplate for each expert. • Arrange for someone to meet experts when they arrive in building AND AFTER LESSON to accompany 	<p>CLOSURE: Volunteer to read completed personalization statement. If don't volunteer, listen and think about others' statements about MS/JH.</p> <p>LESSON 2: QUESTIONS? QUESTIONS? WE HAVE THE ANSWERS!</p>

Professional School Counselor Procedures:	Student Involvement:
<p>them to transportation back to MS/JH.</p> <ol style="list-style-type: none"> 1. Welcome experts to the class. Give experts their nameplates. Ask them to introduce themselves and relate their most vivid memories of their first week in middle school/junior high. 2. Distribute composite list of questions. <ul style="list-style-type: none"> • While distributing composite list to students, explain how decisions were made about the questions to include. • Invite panel members to make comments about questions and/or procedure (make sure each member of the panel has the list of questions). • Instruct students to look over list of questions; invite clarifying questions. • Tell students to listen, think and take notes on their list of questions papers. As they learn something they did not know before the experts talked, write it down and put a big asterisk next to it. 3. Explain and moderate the process of answering questions (be sure every panel member has an equal opportunity to answer questions, intervene if one or two panel members become over-eager about demonstrating knowledge). 4. If time allows, place students in groups so that each panel member meets with a small group to answer additional questions and/or expand on existing questions. 5. Summarize lesson; invite experts to make final comments; thank experts and invite several volunteers to express appreciation to experts and tell them one new idea they learned. <p>Direct panel members to the individual who will accompany them to their transportation back to the MS/JH.</p> <p>ASSESSMENT: Content: Distribute <i>Middle School/Junior High: Here I Come!</i> Thinking paper. Explain the first part of the thinking paper; instruct students to identify and list a minimum of 5 things they learned about MS/JH as a result of listening to the panel of experts.</p> <p>If students think of more than 5 ideas, instruct them to use the BONUS space (their reward for more than 5? Pride in knowing they listened and learned more than the minimum requirement—an indicator they will be a</p>	<ol style="list-style-type: none"> 1. Listen, remember experts' names and think about their first-week stories. Could they be your stories next year? 2. Look over composite list of questions; ask clarifying questions; prepare to take notes. 3. Listen, think and take notes as the MS/JH experts answer your class's questions. As you learn something you did not know before the experts talked, write it down and put a big asterisk next to it. Jot down any additional questions. 4. Participate in small group conversation with expert; ask questions; listen to/comment about other students' questions and/or comments. 5. Think about the lesson as a whole; volunteer to tell the experts something learned during their visit. <p>ASSESSMENT: Content: Follow school counselor's instructions; thoughtfully make a list of the things you learned--More than 5?--Add bonus learning in the space provided.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>successful MS/JH student!)</p> <p>ASSESSMENT: Personalization of Content: Call students' attention to the Reflection/Projection section of the <i>Middle School/Junior High: Here I Come!</i> Thinking Paper. Read and explain the open-ended statements; invite clarifying comments. (Statements: <i>Before this lesson, my butterflies about MS/JH were ____; now they are ____.</i> <i>When I think about going to MS/JH next year I ____.</i> <i>I used to think ____; now I know ____ (about MS/JH).</i> <i>I still want to know ____.</i>)</p> <p>CLOSURE: Invite several students to read one of their statements; invite comments and/or questions.</p> <p>Instruct students to staple thinking papers to list of questions (thinking paper on top).</p> <p>Before collecting thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper. Collect papers.</p> <p><i>After class, review students' responses on the Middle School/Junior High: Here I Come! Thinking papers for students' (age appropriate) level of awareness of themselves and making the transition to MS/JH. Summarize the questions students' included in the Reflection/Projection section to aid in planning future activities. Look over the page of questions...assess their note-taking skill. If time permits, extend reviews to a comparison of students' responses to the Middle School/Junior High: Here I Come! Thinking Paper with the notes they took to determine if there is a relationship. This may indicate need for note-taking lessons.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who wrote "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p> <p>***After lesson, each student writes a formal thank-you note to the Panel of Experts. If possible collaborate with classroom teacher to plan class time for writing notes.</p> <p>Use format and academic vocabulary for writing</p>	<p>ASSESSMENT: Personalization of Content: Find the Reflection/Projection section of thinking paper; listen to explanation, ask clarifying questions and complete the statements.</p> <p>CLOSURE: Volunteer to read one statement; if don't volunteer, listen to others' comments and learn from them. Compare similarities/differences.</p> <p>Staple papers as school counselor instructs</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper; give school counselor your papers.</p> <p>***Write a formal thank-you note to the Panel of Experts. Follow the guidelines you have learned in English-Language Arts for formal thank-you notes or the format your school counselor provides.</p>




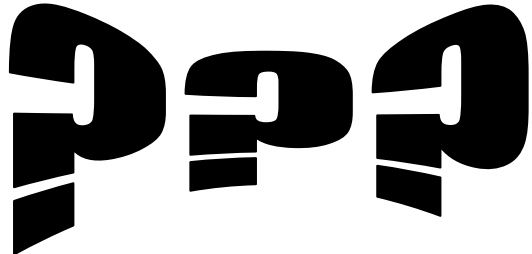
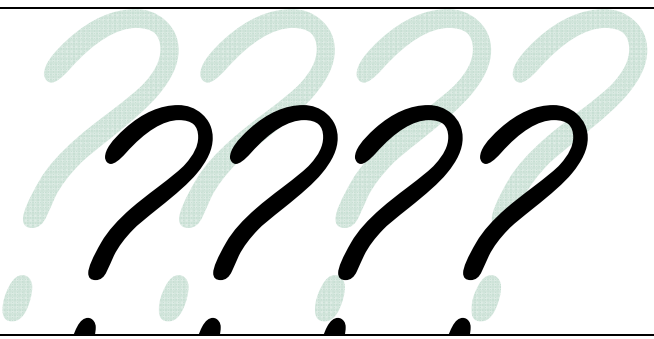
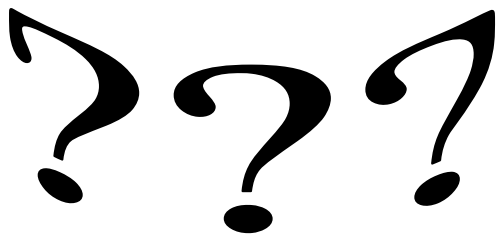
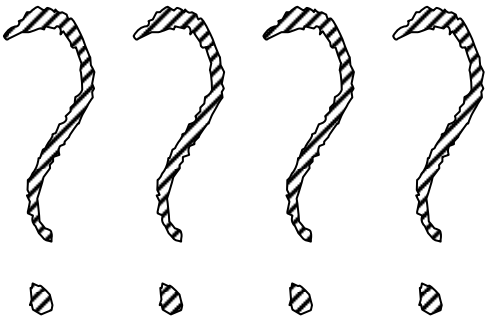

Professional School Counselor Procedures:	Student Involvement:
<p>formal letters all classroom teachers use. If there are not common elements used in teaching students to write thank-you notes, following is an example format:</p> <ul style="list-style-type: none"> • Date_____ • Greeting (Dear __:) • Body (Thank you _____. I learned _____. I [appreciated] _____. I plan to [use the information] _____. • Closing: (Have fun the rest of the year!) • (Sincerely,) • (Signature) 	

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

<p>Provide Classroom Teacher with an overview to the lesson and copies of materials used: the composite list of students’ questions about MH/JH and the Student Thinking Paper <i>Middle School/Junior High: Here I Come!</i></p> <p>Summarize Your Systematic Observations: Identify students’ persistent misconceptions about MS/JH. Identify students who appeared to have difficulty generating questions and students who were hesitant to contribute to conversations—in small groups and with whole class.</p> <p>Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of the hesitancy to ask questions and/or participate in discussions/classroom conversations. Determine if the difficulty is a “will” or a “skill” issue. Do the students know HOW to formulate and ask questions and lack the confidence to take the risk to contribute publicly (will)? Or does the student lack the skill to formulate/ask questions?</p> <p>Collaborate with Classroom Teacher: Discuss writing formal thank-you notes (e.g., allowing students class time to write notes and/or providing you the template/format used in classroom). Encourage classroom teacher to look over list of questions students have about MS/JH and, as appropriate, incorporate answers/comments in daily teaching. Collaborate with classroom teacher to plan appropriate interventions to meet learning needs to help students make the transition from elementary school to MS/JH. Interventions might include (and are not limited to) Responsive Services in the form of individual or small group counseling, additional classroom guidance activities such as preparation for MS/JH or the self-confidence to ask questions in large or small groups of class mates.</p> <p>If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students’ responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?</p>
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QUESTIONS! QUESTIONS! WHAT ARE YOUR QUESTIONS?

DIRECTIONS: Cut the cells apart; on the back of each rectangle, write one question about middle school/junior high. If you have more than 8 questions ask for additional paper. Any question is "OK"; however, please be sincere. Your questions will be combined with everyone's questions and given to our panel of experts—middle school/junior high students. You will get a copy of the questions given to the panel. **DO NOT SIGN YOUR QUESTIONS!** Put them in the Question Box. If you think of more questions later, write those on separate pieces of paper and put them in the special box in the school guidance and counseling office.

MIDDLE SCHOOL/JUNIOR HIGH: HERE I COME!

Name: _____ Class: _____ Date: _____

Five things I learned about middle school/junior high that I did not know before:

1. _____
2. _____
3. _____
4. _____
5. _____

BONUS:

REFLECTION/PROJECTION: Respond to the following open-ended statements:

Before this lesson, my butterflies about MS/JH were _____
_____ ; now they are _____.

When I think about going to MS/JH next year I _____

I used to think (about MS/JH) _____

_____ ; now I KNOW _____

I still want/need to know _____

A PENNY EARNED

Purpose: This lesson helps students understand there is a relationship between working and buying items they want and/or need. It complements the activity “Shopping Spree” (see *Shopping Spree* third grade activity for CD.7.A).

Time: 30 minutes **Group Size:** small group or class **Grade Level:** K-3

Note: This lesson lends itself well to providing older students an opportunity to apply concepts of budgeting and planning, i.e., financial awareness. An activity in the form of an extension to this lesson is provided at the end of this lesson. See [Extension for Older Students](#)

Lesson Materials: A “piggy bank” or other “saving money” container, coins to put into bank, Student Thinking Paper: [I Want and I Need](#); crayons/colored pencils

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand CD: Career Development

Big Idea: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.





Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA) Domain/Standard:

Domain: Academic Development (AD)

AD Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

This lesson may be used to complement any MCGP Unit/Lesson emphasizing workers, working, earning and saving money or a classroom unit addressing financial awareness, economics of working and earning money. The following MCGP Units/lessons are examples:

2nd Grade CD.7.A,B,C Unit: [Making Connections](#)  
3rd Grade CD.7.A,B,C Unit: [Targeting Careers](#)  

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

	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)

	Communication Arts	
X	Mathematics	1. addition, subtraction, multiplication and division
X	Social Studies	4. economic concepts
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect (for work)	X	Goal Setting		

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

Students draw an item they want and an item they need, a minimum of 3 jobs they can do to earn money for the items and where they will keep money they earn.

Lesson Preparation/Motivation

Essential Questions: Where do people get money to buy the things they need and want? How old do you have to be to earn money to buy the things you need and want?

Engagement (Hook): See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>(Take piggy bank to class with you)</i> <i>Systematically listen to students' thinking about earning money by working. Make note of misconceptions and/or difficulty participating in any aspect of this lesson.</i></p> <p><i>Hook:</i> Drop a few coins into the piggy bank without saying a word. After a few coins have been put in the bank, begin telling students that there once was a boy named Lamar who wanted a skateboard. If you were Lamar and you wanted a skateboard how would you get it? (Ask students to respond; write responses on board.)</p> <ol style="list-style-type: none"> 1. Transition to this lesson: Tell students that Lamar's parents told him that he may buy the skateboard—when he EARNs money to buy it. Evaluate their responses to the "HOOK" question (how they would get the skateboard). Put a \$ by responses that indicate earning and saving money for the skateboard. 2. Introduce lesson: Write the words "earn" and "save" on the board. Invite students to define the words. Emphasize that earning and saving go hand-in-hand to help us buy things we need and want. 3. Ask students to suggest extra jobs Lamar could do to earn the money such as cleaning up yards, walking dogs or making and selling a product. Ask students to remind themselves of the reason Lamar wants to work to earn money (to buy something he WANTS) 4. SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts). Why do the adults in your family want to work? List reasons on board. <p>Compare and relate the reason Lamar wanted to work to earn money with reasons the adults in their families want to work. Emphasize that adults have jobs so they can earn money to provide necessities (needs) as well as luxuries (wants) for their families.</p>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Watch with curiosity as school counselor drops coins into the bank.</p> <p>Volunteer to tell how you would get a skateboard.</p> <ol style="list-style-type: none"> 1. Evaluate responses: Which ones indicate earning and/or saving money to get the skateboard. 2. Contribute definitions of "earn" and "save". 3. Contribute ideas about ways Lamar can earn money. 4. Participate in SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts). Contribute ideas to each list. <p>In what ways are Lamar's reasons for doing extra jobs similar to the reasons adults in families work?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>5. Begin a two-column chart: label columns: NEEDS and WANTS. Invite students to define each word. Under NEEDS write (<i>necessities</i>) under WANTS write (<i>luxuries</i>). Explain the relationships of the words to each other.</p> <p>Ask students if they would put Lamar’s skateboard in the NEEDS or WANTS column. Write “skateboard” in the WANTS column.</p> <p>SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts): Every NEED you can think of in one minute; list responses under NEEDS. Repeat for WANTS.</p> <p>6. Give examples of necessities (needs) and luxuries (wants). Help students differentiate between need and want. Compare and contrast lists generated in Step 5. Invite clarifying questions from students. Correct (as appropriate) any misconceptions or indications of inability to differentiate between needs and wants. <i>Note: Your knowledge of the cognitive development of your younger children will determine the level at which they will be able to differentiate between “wants” and “needs”—the may need more concrete and/or hands-on examples.</i></p> <p>Emphasize that money to buy needs AND wants is a benefit of working.</p> <p>ASSESSMENT: Content: Distribute Student Thinking Paper <i>I Want and I Need</i>. Give students time to look it over; explain directions and invite clarifying questions.</p> <p>Remind students to include: pictures of items they need and want and a minimum of 3 jobs each can do to earn money. Draw a picture of where they will keep the money they earn (e.g., savings account @ bank, piggy bank, cigar box).</p> <p>Tell students to turn to a shoulder-partner and talk with each other about their wants and needs and how they will earn the money. Invite volunteers to tell the class about their earning and saving plans.</p> <p>Invite volunteers to share ideas with class.</p> <p>ASSESSMENT: Personalization of Content: Call students’ attention to the Reflection/Projection section of their thinking paper. Read the unfinished sentences and guide students as they complete them.</p>	<p>5. Volunteer to define NEEDS or WANTS.</p> <p>Is Lamar’s skateboard a NEED or a WANT? Is it a necessity for living every day or is it a luxury—something that would be NICE to have?</p> <p>Participate in SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts)</p> <p>6. Review the list of NEEDS and WANTS class generated during SHOW-ME...SHOUT OUT in Step 5. Think about how you can/will differentiate and evaluate needs and wants. Ask topic-relevant clarifying questions.</p> <p>ASSESSMENT: Content: Look over the thinking paper; ask clarifying questions if directions are unclear. Follow school counselor’s instructions with integrity (honestly and thoughtfully).</p> <p>Follow school counselor’s instructions; talk with shoulder partner about needs and wants and how money will be earned. Ask him or her for other ideas about earning money.</p> <p>Volunteer to share one idea for earning and saving money with the whole class.</p> <p>ASSESSMENT: Personalization of Content: Complete the Reflection/Projection section of thinking paper.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Invite volunteers to read one of their sentences to classmates.</p> <p>CLOSURE: SHOW-ME...SHOUT-OUT...ALL-AT-ONCE (inside shouts): One idea/learning that you will remember forever.</p> <p>SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts): (Essential Questions) Where do adults and young people get money to buy the things they need and want? How old do you have to be to earn money to buy the things you need and want?</p> <p>Review concepts of <i>working, earning money</i> and <i>planning</i> in order to buy necessities as well as luxuries. Emphasize that it is important for us to know what we want and need in order to plan for our future.</p> <p>Before collecting thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p><i>Before next lesson, review student thinking paper drawings of needs and wants, depiction of 3 jobs they can do to earn money and their reflection/projection sentences. Assess students' (age appropriate) level of awareness about wants/needs and earning money to buy what they need and want. In addition, review writing for age-appropriate command of conventions of standard written English and ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p> <p>Extension of Lesson for Older Students: Following is an example of an activity that will expand the thinking of older students by providing an opportunity for them to practice budgeting. Group students in teams to solve Lamar's money problem together.</p> <p>The task is to establish an earnings and saving plan for Lamar You are to determine how much Lamar will have to save to buy the skateboard and develop a plan</p>	<p>Volunteer to read one reflection/projection sentence.</p> <p>CLOSURE: Participate in SHOW-ME...SHOUT-OUT...ALL-AT-ONCE: One idea</p> <p>SHOW-ME...SHOUT-OUT...ONE-AT-A-TIME (inside shouts): Answer school counselor's questions.</p> <p>Listen and think about school counselor's review of the lesson. Consider the reasons you might want to work in the future.</p> <p>If you want your responses to be private between you and your school counselor, write "PLEASE DO NOT SHARE" at top of paper</p> <p>Older Students: Participate in the following activity as school counselor instructs.</p> <p>Meet with group members to begin task:</p> <p>Recall Lamar's want: a skateboard for which he has to earn the money to buy. Develop a plan and a timeline so he can buy the skateboard ASAP.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>with a timeline for earning and saving. The scenario:</p> <p>Lamar earns an allowance of \$6.00 per week. His parents established the following guidelines for his use of his allowance:</p> <p>Save (for 5 years) = 1/3 (can't spend this money) Share with others who have less than he = 1/3 Spend for things he wants = 1/3 (discretionary \$)</p> <ul style="list-style-type: none"> • How much does the skateboard cost? • If he doesn't do any extra jobs and he doesn't spend any of his discretionary money for things he wants like soda, how long will it take Lamar to save enough to buy the skateboard? • Estimate the amount Lamar could earn by doing each job identified in Step 3. • How many jobs would he have to do to earn enough for the skateboard? Estimate how long it would take him to earn the money. <p>Set-up an earning and savings plan for Lamar (use all of Lamar's sources of income).</p> <p>Each team describes earning and savings plan (including timeline) to classmates. Invite comments/critiques of plans.</p>	<p>What are the \$ amounts Lamar must put into each category (Save/Share/Spend) each week?</p> <p>Where can you find information about the cost of skateboards? If you were Lamar, what kind of skateboard do you think Lamar would you want? How much will it cost? Work with team members to complete the steps as directed by school counselor.</p> <p>Develop a plan and a timeline.</p> <p>Describe team's plan to rest of class; ask for feedback and comments about the plan.</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a copy of the lesson and the [*I Want and I Need*](#) thinking paper

Provide classroom teacher with a brief overview of the lessons and copies of materials used during lesson.

Summarize Systematic Observations: Identify persistent misconceptions that may adversely influence students' thinking about earning money by working and the importance of planning and saving for items they want/need. Identify students who were hesitant or had difficulty participating in any aspect of this lesson.

Consult with Classroom Teacher: Discuss your systematic observations. Consider age-typical/age-atypical cognitive development regarding cause and effect and other abstract relationships (youngest students may not be ready to make cognitive connection of work and earning money or planning beyond today). Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of awareness/understanding of working to earn money. Is it evidenced in the classroom as, for example, not taking responsibility for work?

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about money and working. Responsive Services involvement might be indicated (e.g., individual/group counseling working together and planning for a goal).

Encourage him or her to extend the learning by talking about work, workers and contributions of work and workers to everyday life (e.g., school workers, community workers, workers who deliver goods to the school). Point out that this activity complements classroom units regarding financial responsibility.

If the student behaviors are limited to classroom guidance lessons, consider reasons, e.g., What unique factors might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

I WANT AND I NEED...

Directions: In the upper part, draw a picture of something you want (luxury) **and** something you need (necessity); in the lower portion draw pictures of 3 jobs you can/will do to earn money either for something you want or something that will help your family buy things it needs. In the lower right-hand corner, draw a picture of where you will keep money until you save enough to buy what you want/need.

I WANT

I NEED

THREE JOBS I CAN DO TO EARN MONEY FOR MY NEEDS & WANTS

Draw a picture of where you will keep the \$\$ you earn (e.g., piggy bank).

Reflection/Projection: Complete the unfinished sentences below:

Adults and young people work to _____.

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

From now on, when I want something I _____.

CD.7.A. SHOPPING SPREE

Purpose: Students learn that one reason people work is to earn money to buy the things they need and want. The inter-relationship of self-knowledge, financial awareness and planning for purchases is emphasized in this lesson. They are introduced to the importance of prioritizing, setting goals and knowing how to budget their earnings in order to pay for things they want as well as the things they need WITHOUT going over-budget.

Note: This lesson complements *A Penny Earned* (CD.7.A) which focuses on earning and saving money for needs and wants. *Shopping Spree* and *A Penny Earned* complement classroom financial awareness lessons.

Time: 45-50 minutes

Group Size: small group or class

Grade Level: 3

Materials: Student Thinking Papers [*I Want it All...NOW!*](#) and [*I Want it all...But...I Do Not Have Enough Money for Everything!!*](#) Merchandise catalogs which target children as consumers; play money—in bundles of \$25.00—enough for each student to have \$25.00. Depending on time of year and students' prior knowledge of denominations of currency, use currency and coins in variety of combinations to equal \$25.00 in each bundle.

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD.7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.

Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA) Domain/Standard:

Domain: Career Development

CD Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample Units/Lessons (missouricareereducation.org/index.php?view=project&project=guideln)

This activity (Shopping Spree) does not have a “match” to a specific MCGP Unit/Lesson; however, it is an excellent activity to use when teaching about the relationship of personal interests and various occupations. As such, it might be used as an introduction to either of the following MCGP Units for 3rd & 4th grades.

3rd Grade CD.7 Unit: [Targeting Careers](#)



4th Grade CD.7 Unit: [Finding My Place in the Community](#)



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
	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	
X	Mathematics	1. Number Facts; Monetary values
X	Social Studies	4. Economic concepts (budgeting)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

Using catalogues and the Student Thinking Paper *I Want it ALL...NOW!*, students list item, cost, estimated tax, total cost for each item they want and calculate total cost of all items. After comparing cost of all items with amount of money they have, students identify their options and complete thinking paper. Responses indicate recognition of: money/goods relationship and the need to work to earn money for wants and needs.

Lesson Preparation/Motivation

Essential Questions: What is money? How do we get money? How do we use money in our lives?

Engagement (Hook): See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Throughout this lesson, systematically observe students' ability to relate the cost of items to the amount of money available to spend. Make note of students who appear unable to understand that money is earned through work.</i></p> <p><i>Hook:</i> Come into the classroom with a stack of catalogues that target children as consumers—one for every 2 students. Ask “Who would like to order some things from a catalogue?” As students indicate interest in the catalogues, distribute one at a time. (There will not be enough for everyone, so they will have to “partner-up”—an opportunity to talk about sharing resources.)</p> <ol style="list-style-type: none"> Following “hook” and when students are in pairs and exploring their catalogues, distribute the Student Thinking Paper <i><u>I Want it All...NOW!</u></i>. Explain how to complete the table for catalogue items they want. When most students have completed their lists, distribute the bundles of play money. Tell them to count their money; explain that they may buy as many items as they have money to buy. They may not go over the amount in their bundles. Compare and discuss the completed lists with the amount of money they have. <ul style="list-style-type: none"> Guide students through the questions at the bottom of <i>I Want it All...NOW!</i> Help students prioritize their wants and narrow choices to those they can purchase with \$25.00. Invite volunteers to comment on their discoveries. Distribute <i><u>I Want it all...But...I Do Not Have Enough Money for Everything!!</u></i> Thinking Paper. 	<p><i>Students:</i> During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Claim a catalogue and share it with a partner.</p> <ol style="list-style-type: none"> Listen to instructions school counselor gives; ask clarifying questions about anything you do not understand. Share the catalogues; on thinking papers, each person makes a list of items he or she wants. Count the money in bundles of play money. Do you have enough money to buy all of the items on your list? How will you decide which items to buy? <p>Complete the questions at the bottom of thinking paper as school counselor reads and explains them. Volunteer to tell the classmates discoveries about self and earning money.</p> <p>Remember to use complete sentences and talk with ALL in the class—i.e., look at other students AND speak loudly and clearly enough for all to hear.</p> Follow school counselor's instructions; ask clarifying questions; complete thinking paper thoughtfully.

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Instruct students to listed the items they can buy with the money they have. • Guide students through the questions at the bottom of the page. <p>ASSESSMENT: Content: Invite students to help review the lesson by contributing comments about prioritizing purchases and telling about their “I Learned...” discoveries (e.g., wants exceed money, can earn money for “wants”).</p> <p>ASSESSMENT: Personalization of Content: Instruct students to turn to a shoulder partner and explain the processes they used to prioritize items, what they chose to buy and how those choices relate to their interests. Invite several individuals to tell class how they made their choices.</p> <p>Point out that individual interests affect everyone’s priorities and how choose to spend money. Point out that interests differ from person to person.</p> <p>Tell students to staple their thinking papers together (<i>I Want it All</i> on top). Before collecting thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If it’s not “OK,” write “PLEASE DO NOT SHARE” at top of paper. Collect papers.</p> <p>CLOSURE: As lesson ends, ask the essential questions:</p> <ul style="list-style-type: none"> • What is money? • How do we get money? • How is money used in our lives? <p>Emphasize: As they learn more about themselves, making decisions will be easier. Self-knowledge is the key to planning priorities. When people work to earn money they can buy things they need and want. Emphasize earning, budgeting and saving money.</p> <p><i>Before next lesson, review thinking papers for completeness of charts and clarity of responses to open-ended questions. Assess age-appropriate command of conventions of standard English and students’ ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students.</i></p>	<p>ASSESSMENT: Content: Help school counselor review lesson: contribute ideas about prioritizing “I wants” and earning money for wants.</p> <p>ASSESSMENT: Personalization of Content: Follow school counselor’s instruction;</p> <p>Volunteer to explain the processes used to make choices.</p> <p>Place <i>I Want it All</i> thinking paper on top and staple thinking papers together. If you want your responses to be private between you and your school counselor, write “PLEASE DO NOT SHARE” at top of paper. Give papers to school counselor.</p> <p>CLOSURE: Volunteer to answer one of the questions.</p> <p>Think about the school counselor’s comments about knowing your own preferences and interests and how that knowledge can help you plan for and get what you want and need in the future.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of the lesson and copies of the thinking papers: [I Want it All...NOW!](#) and [I Want it all...But...I Do Not Have Enough Money for Everything!!](#)

Summarize Systematic Observations: Identify students who appeared unable to understand that money is earned through work and/or those who were unable to prioritize items. Identify students' persistent misconceptions about money (e.g., how money is gained, money is an unlimited resource or they can buy/have anything they want). Identify students who had difficulty completing either of the thinking papers and/or expressing their ideas in "public".

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of self-knowledge about interests and priorities; students awareness of working and earning money.

Collaborate with Classroom Teacher: This lesson might be used as an introduction to a classroom economics unit and the study of (developmentally appropriate) financial awareness. Encourage classroom teacher to seek opportunities to emphasize the vocabulary of earning money, interests, work as a means for earning money and jobs they might do to earn money (e.g., chores, help a neighbor rake leaves, pet-sitting). Collaborate with classroom teacher to plan appropriate interventions for students who had difficulty with any aspect of the lesson. Interventions might include (and are not limited to) additional classroom guidance activities about setting priorities, identifying interests and/or age-appropriate budgeting. Responsive Services involvement might be indicated; for example, those students who are not able to identify interests or make decisions that require limiting choices may benefit from individual or group counseling. More extensive parental involvement might be required.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

I WANT IT ALL...NOW!!

Item	Catalogue & Page #	Cost	Estimated Tax	Total Cost	Ranking
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
TOTAL COST OF ALL ITEMS					

How much money do you have? _____

What is the total cost of all of your items? _____

Do you have enough money to buy everything you want? _____

Prioritize your items—Write your ranking for each item in the last column. Draw a circle around the items you can buy with the money you have right now. Copy your priority items on the thinking paper: *I Want it All...But...I Do Not Have Enough Money for Everything!!*

I WANT IT ALL...BUT...I DO NOT HAVE ENOUGH MONEY FOR EVERYTHING!!

What are your priorities? List the items you will buy with the money you have right now:

Item	Catalogue & Page #	Cost	Estimated Tax	Total Cost	Ranking
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
TOTAL COST OF PRIORITY ITEMS					

Which items on your original list are still priorities for you? _____

What is the total cost of those items? _____ What are your options for getting the money to buy them? _____

How can you earn money for the things you want? _____

What is the relationship between earning money and getting the things you want?

I learned I _____

WHY DO I NEED TO LEARN___?

Purpose: In this lesson, students are introduced to career information and the relationship of school subjects to occupations/careers.

Time: 20-30 Minutes

Group Size: Whole Class

Grade Level: 2 or 3

Materials: Student Thinking Paper: [An Occupation Of Interest To Me—Today](#)

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.





Concept: CD.8.B. Education and Career Requirements

American School Counselor Association (ASCA): Domain/Standard:

Domain: Career Development

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

2 nd Grade	CD.8.B	Unit:	What Work Do Adults Do in Our Community?	 
3 rd Grade	CD.8.B	Unit:	Career Investigations for Jobs in the World of Work	 

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
	Goal 3: recognize and solve problems
	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	This classroom guidance lesson emphasizes the relationship of all academic areas to the world of workers. It is designed to create a foundation for understanding that what they are learning now is a step toward preparing for their preferred future.
X	Mathematics	
X	Social Studies	
X	Science	
X	Health/Physical Education	
X	Fine Arts	

Enduring Life Skill(s)

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

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

(Resource: Student Thinking Paper: *An Occupation Of Interest To Me—Today*) Students draw a picture of themselves in a job of interest—TODAY! (Tomorrow they may have another job of interest.) They demonstrate their knowledge & understanding of the relationship between school subjects and the world of workers by writing a two-paragraph narrative describing two (minimum) skills/ideas they are learning in school and how they would use the skills/ideas in a current job of interest. The content of students' paragraphs is organized logically and sequentially with a beginning, middle and end. Age-appropriate vocabulary (if following Common Core State Standards for ELA, Tier 1, 2 and 3 vocabularies [world of work is Tier 3 domain]) used to describe ideas in an interesting manner. Students use complete sentences and follow age-appropriate conventions of standard written English.

Lesson Preparation/Motivation

Essential Questions: Why study? Why do I have to go to school? What does social studies have to do with anything?

Engagement (Hook): See Lesson

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Systematically observe students as they complete thinking papers and whole-class discussions. Make note of students who have difficulty completing the thinking papers.</i></p> <p><i>Hook:</i> Begin this lesson with an alarming statement such as: “Have you heard the rumor??? No more school—ever!” Pause long enough for words to soak in and student thinking to emerge. Hmmmmmm! Let’s think...Sounds like fun...or does it? Encourage students to talk about consequences—short term/long term.</p> <p>Lead into the world of work and workers by inviting students to participate in a SHOW-ME...SHOUT-OUT (One-at-a-time, inside voices) all the occupations they can in one (1) minute. List occupations in a column on the board (leave enough room to add a 2nd and 3rd column as lesson progresses).</p> <ol style="list-style-type: none"> Following the “hook” and the generation of a list of occupations, invite students to talk about the consequences if these workers didn’t have a school in which they could learn the skills for their jobs. Write “Occupations” above the list generated during the “hook”. Write the heading “School Subject Used Most” above a second column and “School Subject Used Some of the Time” above a third column. Discuss meaning of the headings for each occupation. <p>Ask individual students to pick one of the occupations; ask other students to identify the subject and/or skills a worker in that occupation would need. Relate the advanced knowledge and skills required to</p>	<p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Whoopee! No More School! Think about it...What if that was true? Contribute to discussion of consequences.</p> <p>Participate in SHOW-ME...SHOUT-OUT...ONE-AT-TIME: likity-split...shout-out the names of occupations.</p> <ol style="list-style-type: none"> Include long and short-term consequences of not having schools for workers to learn knowledge and skills in responses. Select an occupation from the list and other students identify the subject/skills required.

the foundation knowledge and skill students are learning now. *Listen for misconceptions about workers and occupations (e.g., girls aren't firefighters or self-imposed limitations on options such as "I know I can't go to college.")*

ASSESSMENT: Content: Distribute the Student Thinking Paper: [An Occupation Of Interest To Me—Today](#). Explain the instructions.

Depending on students' developmental levels, decide whether they need specific prompts/structure for their paragraphs. For example, you may want to provide something similar to the following:

This is me working as a _____. I'd use _____ to _____. I would also use _____ because _____. In addition to _____ and _____, I'd probably use _____ in order to _____. I will have to learn more about _____.

ASSESSMENT: Personalization of Content: Invite 2 or 3 students to explain their hypothetical job and the skills they use.

After individual students explain their drawings, ask the entire class to think about the following questions:

- What interests you about the occupation you chose?
- How can you find out more about your hypothetical job (e.g., asking someone they see (or know) who works in the occupation, reading a book, taking a www.WWW field trip (search world wide web for information about World of Work and Workers).

CLOSURE: End class by asking the essential questions: Why study? Why do I have to go to school? What does social studies have to do with anything?

Before collecting their thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher **might** read the papers. Is that OK? If not "OK," write "PLEASE DO NOT SHARE" at top of paper. Collect students' thinking papers

After class, review students' drawings for (age appropriate) awareness of a (current) occupation of choice; review narratives for: 2 paragraphs, organization, use of interesting vocabulary; age-appropriate command of conventions of standard

Students' contributions reflect an ability to relate current learning to future job requirements.

ASSESSMENT: Content: Students demonstrate their knowledge & understanding of the relationship between school subjects and the world of workers by drawing a picture of them working in an occupation of interest. They write a 2- paragraph narrative describing how they will use 2 (minimum) skills or knowledge they are learning in school. *Note: See Assessment "box" above for specific guidelines for narratives.*

In pairs, students discuss their hypothetical jobs and the knowledge and/or skills required.

ASSESSMENT: Personalization of Content: Several students volunteer to tell the rest of the class about their Thinking Papers. Others volunteer to tell about how they will gain more information about their hypothetical job.

CLOSURE: Spontaneously respond to the questions, to indicate understanding of the need for school and the relationship of school subjects to the world of work and workers.

If you want responses to be private between the two of you, write "PLEASE DO NOT SHARE" at top of paper.

written English.

Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver those papers after your review.

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief outline of the lesson and a copy of the thinking paper [An Occupation of Interest to Me...Today.](#)

Summarize Systematic Observations: Identify persistent misconceptions about self, work and/or workers (e.g., gender stereotypes or self-limiting statements); identify students who had difficulty completing the thinking papers, were hesitant to express their ideas and/or appeared to have a limited knowledge of workers. Consider whether difficulty is a “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) the challenge OR if the inability to identify favorites is indicative of difficulty making decisions in other situations.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of lack of age-appropriate awareness of the world of work and workers; difficulty verbally expressing own ideas during class discussions/conversations and/or difficulty expressing ideas in writing.

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about the academic skill requirements of occupations. Responsive Services involvement might be indicated (e.g., individual/group counseling regarding self-confidence and/or expanding awareness of school and work. For a few students more intensive parental involvement might be required.

After reviewing students’ thinking papers, ask classroom teacher to return papers students. Encourage him or her to relate school subjects to workers who use the knowledge and skill to be successful in their jobs.

Student Thinking Paper for *Why Do I Need to Learn* _____?**AN OCCUPATION OF INTEREST TO ME--TODAY****Name:** _____ **Class:** _____ **Date:** _____

DIRECTIONS: In the top portion, draw a picture of you doing a job in an occupation that is of interest to you today. For example you may think it would be interesting to work as a professional basketball player (occupation); draw a picture of you doing your job as a professional basketball player. Or you may think it would be interesting to work as a fire fighter (occupation); draw a picture of you doing your job as a firefighter.

In the bottom portion, write a 2-paragraph narrative describing the skills or knowledge you need in your hypothetical job. Include at least 2 skills or knowledge you are learning in school. Reminder: proofread your narrative to be sure your narrative: is organized logically and sequentially; interesting words are used to describe your ideas, your paragraphs have a beginning, middle, end and transition words are used between paragraphs. Use complete sentences and conventions of standard written English.

MY HYPOTHETICAL JOB**SCHOOL SUBJECTS I USE IN MY HYPOTHETICAL JOB AND HOW I USE THEM**

THE GOOD LIFE FOR ME: LOOKING INTO MYSELF

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching related MCGP Concepts.

Purpose: In these 3 lessons, students explore ways in which schoolwork, work habits, and personality traits are relevant to present and future choices. Self-assessments are completed, and the results used to help students identify their present interests and abilities. They have an opportunity to apply this information to current personal goals for the present and future.

PSC Note: *While it is important for students to learn about their interests/abilities and the application of the information to the World of Work (W.O.W) as a guide for their initial explorations, it is equally as important to convey the reality that their interests/abilities are likely to change in the future. It is easy for misperceptions about exploration of the W.O.W in elementary schools to lead to the perception that students are being tracked, even though the opposite is true: the goal is to expand students’ awareness and understanding about themselves and careers.*

*A word about vocabulary: The words “career”, “occupation”, “job” and “work” are recurring words in Career Development. It is wise to introduce students to the subtle differences among the words. An easy way to remember the difference is: An **individual has a career** (e.g., an educator) which includes more than the work he or she does; the **world of work has occupations** (e.g., teacher) and **workers have jobs** (e.g., 4th grade teacher); job tasks are the **work of workers--WOW** (a 4th grade teacher teaches 4th graders about mathematics). While this distinction is not critical at this point in students’ lives, it will be helpful as they develop an increasingly complex understanding of the world of work and workers (W.O.W.).*

These lessons are closely related to the activities People Work for Many Reasons (CD.7.A); Thinking About Working Conditions (CD.7.A.) and Personality Profiles (CD.9.A).

Time: Four 50-60 minute lessons **Group Size:** Whole Class or Small Group **Grade Level:** 4-6

Lesson 1: The Future is Near! *Students learn the definitions of ability, aptitude, talent and interest and discuss the role of these personal characteristics in planning for the future. Imagined possibilities are explored. (May want/need to divide this lesson into two parts.)*

Materials: BIG calendar page for this month **fifteen (15) years from now** with today’s date circled in red (See Hook)

Lesson 2: The Future is Getting Closer! (Continuation of Lesson 1)

Materials: large pieces of chart paper (one for each group in Step) Student Thinking Papers: [*I Can Imagine Future Possibilities*](#) & [*A Comparison of 2 Occupations \(Venn Diagram\)*](#); Psc Resource: [*Sample Chart For Comparing Characteristics of workers in occupations*](#)

Lesson 3: My Future: It’s All About Me! *Students complete a self-assessment of the activities they like to do (or would like to do) and the activities they can do (or want to learn to do) and identify Career Pathways that fit their personal characteristics. The underlying focus is self-advocacy.*

Materials: Facsimile of a crystal ball; Student Thinking Papers: [*All About Me: I Like To...*](#) & [*All About Me: I Can...*](#); Student Thinking Paper/PSC Resource: [*Career Paths*](#)

Lesson 4: The Good Life..For ME *Students use self-assessment information to identify the Career Paths into which their interests and abilities fit*

Materials: Student Thinking Papers: [*The Good Life for Me: Looking Into Myself*](#) & [*Applying the Results of Looking Into Myself*](#) (download additional Career Path information from the Guidance eLearning Page (www.mcce.org)).

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.









Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA): Domain/Standard:

Career Development Domain

Standard: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	CD 7.A,B,C	UNIT: Finding My Place in the Community		
5 th Grade	CD.7.A,B,C	UNIT: Finding My Place in the World		
4 th Grade	CD.8.A.	UNIT: The Road to Careerville: Exploring Career Paths...		
5 th Grade	CD.8.A	UNIT: It's Magic! Understanding...Workers in Various Careers		

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

<input checked="" type="checkbox"/>	Goal 1: gather, analyze and apply information and ideas
<input checked="" type="checkbox"/>	Goal 2: communicate effectively within and beyond the classroom
<input type="checkbox"/>	Goal 3: recognize and solve problems
<input type="checkbox"/>	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)
<input checked="" type="checkbox"/>	Communication Arts	1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
<input checked="" type="checkbox"/>	Social Studies	6. relationships of the individual and groups to institutions and cultural traditions (<i>World of Work and Workers</i> *) 7. the use of tools of social science inquiry (surveys, <i>self-assessment</i> *) *added
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
<input checked="" type="checkbox"/>	Courage		Compassion		Tolerance
<input checked="" type="checkbox"/>	Respect	<input checked="" type="checkbox"/>	Goal Setting		

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

See individual lessons.

Lesson Preparation/Motivation

Essential Questions: I'm only ____ years old! Why do I need to learn about myself and the World of Work? I don't have any control over my future—do I??? I know what I am going to be—a professional football player—Why do I need to think about any other careers?

PSC: This is a tricky question—remember...all professional athletes were the age of these students at one time—talking about need for Plan B falls on deaf ears; help students, instead, focus on personal characteristics (Abilities, Aptitude, Talents, Interests, Work Habits) and academic skills (reading contracts, calculating statistics) of professional athletes. These are all transferrable skills professional athletes need to develop so no one takes advantage of them.

Engagement (Hook): See individual lessons.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON 1: THE FUTURE IS NEAR</p> <p>Materials: Drawing paper and markers/crayons for students; a BIG calendar page showing this month—15 years in the future—with today's date circled.</p> <p><i>PSC Note:</i> Throughout this lesson, observe systematically as students work. Be aware of and make note of students' involvement in self-projection especially those students who demonstrate an inability to make appropriate projections (e.g., projections are not age-appropriate for +15years or depict violent or illegal activity). Note those who choose not to participate in discussions. Remind students of the importance of listening and thinking about other students' thoughts and ideas.</p> <p><i>Hook:</i> biiggg calendar page for current month...fifteen (15) years in the future and today's date circled in red. OH MY!! Time goes so quickly. It is already "MM/DD/YYYY"!! Ham it up...didn't you know it is no longer YYYY???? Lead them to Step 1 of Lesson 1—projecting self 10 years into the future.</p> <ol style="list-style-type: none"> Transition to Lesson: Continue the <i>Hook</i> by instructing students to close their eyes and... Imagine (allow time for students to <i>imagine</i>) Imagine what you are doing on this very date, at this very time fifteen (15) years from now. How old are you? Where do you live? What are you doing? What do you usually do during the day? What do you do in the evening? How do you spend your time during the weekend? 15-Year Projection: Distribute blank paper and tell students to label paper: 15Years from Now...I am ____ Years Old; fold paper into 4 sections; in each section illustrate (quick sketch/stick figures) their 15-year self-projections (give students instructions section by section; invite clarifying questions): <ul style="list-style-type: none"> Section 1: Where do you live? Section 2: Divide 2nd section into 2 parts: (a) 	<p>LESSON 1: THE FUTURE IS NEAR!</p> <p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Listen/observe/project into future as school counselor holds up and talks about how quickly time flies.</p> <ol style="list-style-type: none"> Put your "imagination cap" on and project self fifteen (15) years into future; listen/answer (in your head) school counselor's questions about your life fifteen (15) years from right now. Fold paper as instructed; continue using "imagination cap" to help you follow school counselor's directions for each section of paper. Ask clarifying questions as needed.

Professional School Counselor Procedures:	Student Involvement:
<p>sketch what are you doing on this very day, at this very time (b) usual activities during day (If working, what is your occupation? If studying/going to school for what occupation are you preparing?);</p> <ul style="list-style-type: none"> • Section 3: Evening activities; • Section 4: Weekend activities. <p>3. Small Group Conversations: Group students in quads and instruct them to have a conversation with each other about their self-projections. Guide their group conversations with encouragement to talk about such things as: comparing present activities and projected activities, interests—now/then, world of learning (what they study) or world of work roles (how they earn money).</p> <p>4. Public Sharing: Invite 3 or 4 students to tell about one of their projections (e.g., weekend activities).</p> <p>5. Vocabulary Development: Write on the board: Ability, Aptitude, Talent and Interest. Invite students to contribute their ideas about definitions for each word. <i>PSC: FYI—the on-line version of Merriam-Webster's Student Dictionary © 2007 (Merriam-Webster, Incorporated) and the Merriam-Webster English-Learner's Dictionary define the words as follows:</i></p> <ul style="list-style-type: none"> • <i>Ability: the quality or state of being able—the power to do something</i> • <i>Aptitude: 1. ability to learn; 2. a natural ability</i> • <i>Talent: 2. the natural abilities of a person; 3. a special often athletic, creative, or artistic ability [http://www.wordcentral.com/home.html]</i> • <i>Interest: something (such as a hobby) that a person enjoys learning about or doing [http://www.learnersdictionary.com/search/interests]</i> <p>6. Discuss Ability, Aptitude, Talent and Interest: Briefly discuss the meaning of each word, emphasizing:</p> <ul style="list-style-type: none"> • Students will hear these words more and more often as they get older. • One does NOT have to be born with an aptitude or talent to be successful at an activity • Aptitude and talent MAY make it easier to learn something new; however... • The right kind of practice and hard work are important factors, too. <p>Invite students to give an example of something they learned to do well by working hard and practicing</p>	<p>3. Work with 3 classmates (quad = 4 students [you + 3 others]) and talk about your projections. If can't think of anything to talk about, follow school counselor's suggestions.</p> <p>4. Volunteer to tell about a projection OR listen and ask questions as others tell about their projections.</p> <p>5. Contribute to definition of at least one of the words school counselor wrote on board.</p> <p>6. Listen to/think about the meaning to YOU of the school counselor's comments about the words.</p> <p>Volunteer to give an example of a skill it took time and practice to master.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>over and over (e.g., riding a bicycle, playing piano, playing soccer, drawing skills (art) or math facts).</p> <p>7. Planning for Future: Continue with a conversation about planning for the future, stressing such ideas as:</p> <ul style="list-style-type: none"> • People often make career choices based on their abilities, aptitudes, talents and interests; thus... • It is important for every person to identify their abilities, aptitudes, talents and interests so he or she can make choices that fit. • It is important to identify the abilities, aptitudes, talents and interests of people working in occupations currently of interest in order to know what areas to strengthen or develop further; • What they are learning in school is important for daily living, even though those skills may not be essential to specific occupations (e.g., knowing about fractions may not be required everyday by a lawyer, however, knowing fractions helps with cooking and gardening); • Education is preparation for the world of work. • Work habits established now will most likely be the same work habits they use in their chosen careers. <p>NOTE: <i>If time permits, you may want to begin the second lesson; the transition from this lesson to Step 2 of Lesson 2 should be easy; use CLOSURE process for this lesson and collect students' projection drawings for your review; adjust succeeding lessons accordingly.</i></p> <p>ASSESSMENT: Assessment is deferred until Lesson 2</p> <p>CLOSURE: Tell students to turn their projection papers over and write one question this lesson and their futures brought to their minds.</p> <p>State the Essential Questions: <i>You're ____ years old! Why do you need to learn about yourself and the World of Work? You don't have any control over my future—do You??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>Tell students they will hear those questions again; encourage them to think about the answers as they participate in these activities.</p> <p>Collect projection drawings</p> <p><i>Before the next lesson, review students' 15-year projections into the future for relevance and accuracy. Review questions they wrote; use information to help</i></p>	<p>7. As school counselor talks about planning for the future, relate his or her words to own life. Ask clarifying questions and/or offer clarifying comments as appropriate.</p> <p>ASSESSMENT: Assessment is deferred until Lesson 2</p> <p>CLOSURE: Reflecting on everything you learned in this lesson, write one question you would like to have answered about your future.</p> <p>Give projection drawing to school counselor.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>plan ways to make future lessons relevant to their questions. Note those that require a direct answer; answer during the Hook for the next lesson.</i></p> <p>LESSON 2 THE FUTURE IS CLOSER! (Continuation of Lesson 1)</p> <p><i>Take projection drawings to class with you; distribute during Hook.</i></p> <p>Materials: large pieces of chart paper (one for each group in Steps 4 & 5); several dark markers for each group; Student Thinking Papers: <i>I Can Imagine Future Possibilities</i> & <i>A Comparison of 2 Occupations (Venn Diagram)</i>; <i>Psc Resource: Sample Chart For Comparing Characteristics of workers in occupations</i></p> <p>Hook: As you distribute students' 15-year projection drawings, comment on the projections in general; as appropriate, correct and/or discuss misconceptions that might influence "smart thinking" about their futures. Answer questions students wrote that require a direct answer.</p> <ol style="list-style-type: none"> Transition from Hook to this lesson: Invite students to volunteer to tell the class the most important idea they remember from the previous lesson. Introduce this lesson by summarizing their comments, filling in with key ideas they omitted (especially if they do not mention Ability, Aptitude, Talent and Interest). Explain that the focus of this lesson is matching their personal characteristics with those of the workers in a career/occupation they can imagine for themselves. Personal Characteristics of Self & Workers: (Note: The student thinking paper <i>I can Imagine Future Possibilities</i> is the content assessment activity for this lesson). Place students in work groups of 4. <ul style="list-style-type: none"> While students are getting into groups, repeat the Essential Questions: <i>You're ____ years old! Why do you need to learn about yourself and the World of Work? You don't have any control you're your future—OR do you??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i> Ask: SHOW-ME...HANDS UP if you thought about the questions since the last lesson. Invite two people 	<p>LESSON 2 THE FUTURE IS CLOSER! (Continuation of Lesson 1)</p> <p>A Reminder to Students: Speak loudly and clearly enough for everyone to hear your great ideas. Use conventions of standard English for all writing and speaking.</p> <p>Hook: Review 15-year projections; listen inquisitively to school counselors comments about the drawings and his or her answers to questions asked (in writing) during the last lesson.</p> <ol style="list-style-type: none"> Volunteer to tell classmates the most important idea from the last lesson. Think about an occupation/career in which you can imagine working. Join the work group to which you are assigned. Listen to school counselor's questions—Participate in SHOW-ME...HANDS-UP: volunteer to answer on of the questions.

Professional School Counselor Procedures:	Student Involvement:
<p>to volunteer an answer to one of the questions.</p> <ul style="list-style-type: none"> • Instruct students to recall imagination projections (Hook & Step 1) and the careers they were thinking about for themselves. Students select one career/occupation they can imagine for themselves. • Distribute the student thinking paper <i>I Can Imagine Future Possibilities</i>. Explain the directions; invite clarifying questions. • Thinking about workers in their imagined careers, students are to identify a minimum of: 3 work habits 3 abilities 3 aptitudes 3 talents 3 interests, The educational qualifications <p>Encourage group members to help each other.</p> <ul style="list-style-type: none"> • If they have difficulty identifying any of the sets of characteristics, encourage the use of prior knowledge about the career/occupation and their imaginations to think of what the characteristics might be. • When they have listed the worker characteristics of a worker in their imagined occupation, instruct them to circle the personal characteristics they already possess. <p>3. Vocabulary Review: “unique”, “in-common” and “Venn diagram”.</p> <p>4. Compare Personal Characteristics: (Students continue in same work groups.) When work group members have completed their thinking papers, instruct students to work in pairs (and use a Venn diagram) to compare personal characteristics of their imagined careers.</p> <ul style="list-style-type: none"> • Distribute the <i>Venn diagram thinking paper</i> (or have students create their own Venn diagrams). • Pairs label the circles with the occupations being compared. Students work together to list the unique personal characteristics identified for each occupation and the personal characteristics the occupations have in common. • Distribute a large piece of chart paper and several dark markers to each quad. When pairs complete task, join with the other pair in their quad, identify imagined occupations of each person. On the chart paper, make a list of the in-common personal characteristics for all four occupations. • Take chart-paper list and markers to next group. <p>5. Combine In-Common Characteristics: While</p>	<p>Select an occupation/career of current interest to you. That career becomes your personal focus of thinking paper, <i>I Can Imagine Future Possibilities</i>.</p> <p>Look over the thinking paper; ask clarifying questions.</p> <p>Complete the thinking paper with the help (as needed) of other members of their quads. Identify the occupation in which each will imagine working.</p> <p>Work together/help each other identify a minimum of: 3 work habits 3 abilities 3 aptitudes 3 talents 3 interests and the educational qualifications for each occupation.</p> <p>Circle the personal characteristics already possessed.</p> <p>3. Contribute to vocabulary review of “unique”, “in-common” and “Venn diagram”</p> <p>4. Continue in the same work group.</p> <p>Divide into pairs for first part of this activity.</p> <p>Compare the personal characteristic of each other’s imagined career. Label and complete a Venn diagram to graphically represent in-common and unique personal characteristics of the two occupations.</p> <p>When instructed to do so, join with the other pair in quad.</p> <p>Compare all 4 occupations. Generate a list of in-common (characteristics that are common among workers in the four occupations).</p> <p>5. When instructed to do so, join another work group to form an octet.</p>

Professional School Counselor Procedures:	Student Involvement:															
<p>student are working on tasks in Step 4 and in preparation for Step 5, draw a sample chart on board; (see example below and PSC Resource Sample Chart for Comparing Characteristics of Workers in Occupations)</p> <table border="1"><tr><th>Unique Characteristics</th><th>In-Common Characteristics</th><th>Unique Characteristics</th></tr><tr><td>1</td><td></td><td>5</td></tr><tr><td>2</td><td></td><td>6</td></tr><tr><td>3</td><td></td><td>7</td></tr><tr><td>4</td><td></td><td>8</td></tr></table> <p>Join two quads to form octets; post lists of in-common characteristics of workers in occupations created by each quad.</p> <ul style="list-style-type: none">• Give each octet a large piece of chart.• Explain the sample 3-column chart drawn on board. Instruct students use their dark markers to replicate the chart on their chart paper; in the middle column (use lists created by each quartette in Step 4) list in-common personal characteristics of workers in the occupations identified by each member of the octet (8 total occupations). Eliminate duplicate characteristics.• Divide 1st and 3rd columns into four cells each (8 total); each student writes the name of his or her imagined career at the top of a cell and adds the unique personal characteristics of workers in that occupation. (There will be overlap among the unique characteristics.)• When complete, octets post charts.• Give students an opportunity to mill about and read what other students have written; especially, what others have written about their own imagined careers. <p>6. Discuss the charts; pointing out similarities among the charts' middle columns. During discussion, help students gain awareness of work habits and in-common/unique personal characteristics that lead to success in each occupation. Point out:</p> <ul style="list-style-type: none">• Work habits and in-common personal characteristics allow students to be successful in MANY careers.• Unique personal characteristics of workers in occupations help individuals narrow their choices.• It is important to explore and imagine self in many careers. <p>ASSESSMENT: Content: (See Step 2)</p> <p>ASSESSMENT: Personalization of Content: Call students' attention to their <i>I Can Imagine Future</i></p>	Unique Characteristics	In-Common Characteristics	Unique Characteristics	1		5	2		6	3		7	4		8	<p>Post each work group's list of in-common characteristics.</p> <p>Working in octets, follow school counselor's model to create a large 3-column chart on the paper provided.</p> <p>Members of group contribute to the list of the in-common personal characteristics of workers in the 8 occupations.</p> <p>Each group member adds the title of his or her imagined occupation/career in one of the cells and adds unique personal characteristics of that occupation to the chart.</p> <p>Post charts where school counselor indicates. Mill around; observe/note similarities and differences (e.g., different characteristics listed for similar occupations).</p> <p>6. Participate in discussion—ask questions and/or make comments about the ideas the school counselor discusses. Think about the personal meaning of each idea.</p> <p>ASSESSMENT: Content: (Step 2)</p> <p>ASSESSMENT: Personalization of Content: Listen and reflect on the new knowledge you gained about</p>
Unique Characteristics	In-Common Characteristics	Unique Characteristics														
1		5														
2		6														
3		7														
4		8														

Professional School Counselor Procedures:	Student Involvement:
<p><i>Possibilities</i> thinking paper and the Reflection/projection section at the bottom of the page (repeated here FYI). Explain and read the sentence stems; invite clarifying questions.</p> <p>I learned I ____; I hope I ____; In the future ____; My future is ____; I want to learn more about ____</p> <p>When students finish reflections/projections, tell them to turn to a shoulder-partner and read their reflections and projections to each other; ask each other questions about dreams for future and compare similarities and differences in responses. If time permits, invite several students to read one of their sentences.</p>	<p>self and personal characteristics of workers in occupation of current interest. Ask clarifying questions. Complete the reflections and projections.</p> <p>Follow school counselors directions for talking with your shoulder-partner about the dreams each of you have for your futures.</p> <p>Volunteer to read one of your sentences to the class. If don't volunteer, listen inquisitively to what others want for their futures; compare ideas to your ideas.</p>
<p>Collect <i>I Can Imagine Future Possibilities</i> thinking papers</p>	<p>Give school counselor thinking paper.</p>
<p>CLOSURE: Conduct a quick whip-around.</p> <ul style="list-style-type: none"> Beginning with a specific person and continuing to the right (or left), each student reads one of his or her reflection sentences (Assessment: Personalization of Content). Remember: Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”). If time does not allow a whip-around, invite volunteers to read one of their reflections. Encourage students to become observers of the world of work and workers (WOW) and to begin a running record of the workers observed. Make mental or written notes about the work habits, abilities, aptitudes, talents and interests of workers in specific occupations. Encourage observation of a worker in one of the careers of interest to them. 	<p>CLOSURE: Participate in whip-around OR volunteer to read a reflection. Remember: Speak loudly and clearly enough for everyone to hear great ideas.</p> <p>Think about workers to be observed; decide where to keep a running record of workers observed (e.g., small spiral notebook or special section of planner or)</p>
<p><i>Before Lesson 3, review thinking papers for students' accuracy in identifying the requirements of the occupations/careers they chose. Review reflections and projections for students' level of awareness about themselves and personal characteristics. Assess their use of age-appropriate conventions of standard written English and ability to articulate ideas in 1st person language. Return thinking papers during next lesson.</i></p>	
<p>LESSON 3: MY FUTURE: IT IS ALL ABOUT ME! (Take students' completed <i>I Can Imagine Future Possibilities</i> thinking papers from Lesson 2 to class [distribute in Step 4])</p> <p>Materials: Facsimile of a crystal ball; Student Thinking Papers: All About Me: I Like To..., All About Me: I</p>	<p>LESSON 3: MY FUTURE: IT IS ALL ABOUT ME!</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard English in written and oral</p>

Professional School Counselor Procedures:	Student Involvement:
<p><u>Can...</u> & <u>Career Paths</u></p> <p>Hook: Place facsimile of a crystal ball (CB) where all students can see it. Perform hocus pocus and tell C.B. to SHOW-ME the future of everyone in this class...complain that the crystal ball is cloudy..."What's wrong with this crystal ball???" Question the crystal ball; end with CB saying "It's not about me—it's all about THEM!"</p> <ol style="list-style-type: none"> Transition from Hook to lesson: Ask students to hypothesize about what it meant when CB said: "It's all about them!" Invite 3 or 4 students to tell the class their hypotheses. Review of Lessons 1 & 2: Ask students to recall key points about their imagination projections (<i>Lesson 1: The Future is Near!</i>); the activities about the abilities, aptitudes, talents, interests and work habits of workers in careers/occupations of interest and comparing their personal characteristics with the in-common and unique characteristics in their imagined occupation/career (<i>Lesson 2: The Future is Closer!</i>). Review: Students' Observation of WOW: Ask students to think about the workers they observed in the world of work (WOW). Invite 3 or 4 volunteers to tell about the personal characteristics they observed. Introduce this Lesson: Reference the title of this lesson "MY Future: It IS All About ME". Distribute completed Lesson 2 thinking papers, <i>I Can Imagine Future Possibilities</i>; comment as appropriate about their collective responses (no names/neutral & instructive comments). Explain: <ul style="list-style-type: none"> <i>Lessons 1 & 2: The Future is Near and The Future is Closer</i> introduced them to the kinds of personal characteristics possessed by workers in careers of current interest to them. This lesson is all about them and their personal characteristics: abilities, aptitudes, talents, interests and work habits. Vocabulary Review: Write the words <i>abilities, aptitudes, talents, interests</i> and <i>work habits</i> on the board. <ul style="list-style-type: none"> Review the definitions. Remind students about the inter-relationships among their abilities, aptitudes, talents, interests, work habits and their success—in school and in the workplace. Invite questions and/or comments from students. 	<p>expressions of ideas.</p> <p>Hook: Watch/listen with curiosity as school counselor attempts to get crystal ball (CB) to reveal every student's future.</p> <ol style="list-style-type: none"> Volunteer a hypothesis about meaning of "It's all about them!" If do not volunteer, listen/think about other students' hypotheses. Do you agree or disagree? Recall projections in Lesson 1 and what discovered about workers in careers of interest. If you did not volunteer in Step 1, take the risk: volunteer to tell your classmates one key point you remember. If did not volunteer in Steps 1 or 2, courageously volunteer to tell your classmates about WOW observations. Look over the thinking paper completed in Lesson 1 as a reminder of the personal characteristics of workers in a career of current interest. Listen/think as school counselor introduces this lesson. In head, recall the definitions of the personal characteristics the school counselor writes on the board. Ask questions or add comments that will help clarify misconceptions or add new information.

Professional School Counselor Procedures:	Student Involvement:
<p>6. Thinking Paper: Distribute the <u>All About Me: I Like to...</u> Student Thinking Paper (this thinking paper is about students' interests)</p> <ul style="list-style-type: none"> • Give students a few minutes to look over the list of activities. • Explain the directions, emphasizing the marks to use to indicate current interest/non-interest in an activity; invite clarifying questions. • Allow students 5-7 minutes to complete thinking paper. <p>Between Steps 6 & 7, ask the Essential Questions again and invite 3 students to respond: <i>You're ____ years old! Why do you need to learn about yourself and the World of Work?</i> <i>You don't have any control over my future—OR do you??? You know what you're going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>7. Thinking Paper: Distribute the <u>All About Me: I Can...</u> Student Thinking Paper (this thinking paper is about students' abilities).</p> <ul style="list-style-type: none"> • Give students a few minutes to look over the list of activities. • Emphasize that the activities on this Student Thinking Paper are things they can already do or want to learn to do (or have no interest in learning to do). • Explain the directions, emphasizing the marks to use to indicate current abilities; invite clarifying questions. • Allow students 5-7 minutes to complete thinking paper. <p>8. Discuss Responses with Partner: In pairs, instruct students to discuss their responses, including the ease with which they were able to indicate either interests or abilities.</p> <ul style="list-style-type: none"> • Tell students to tell their partners the name of the occupation/career they imagined for themselves in Lesson 2. • Compare their (individual) responses on each thinking paper: • Identify the areas that are the same on their individual lists (interests and abilities match) • Make a list of interests/abilities that match • Identify activities on both lists that indicate non-interest and/or perceived inability. • Make a list of activities that indicate non-interest and/or perceived inability. 	<p>6. Look over the activities listed on the thinking paper <i>All About Me: I Like to....</i> Ask clarifying questions about unfamiliar activities or directions; complete thinking paper.</p> <p>Volunteer to answer one of the questions posed by school counselor.</p> <p>7. Look over the abilities listed on the thinking paper <i>All About Me: I Can....</i> Ask clarifying questions about unfamiliar abilities or directions; complete thinking paper.</p> <p>8. Talk with a partner about each other's responses to the 2 thinking papers. Follow school counselor's suggested ideas for conversation with partner.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Discuss similarities between partner's' lists and their lists (and vice-versa). • Compare their interests and abilities with the personal characteristics of the workers in their imagined occupation/career. <p>9. Class Conversation: Invite a class conversation about results and ideas that came to their minds as they discussed their individual results with their partners. Point out:</p> <ul style="list-style-type: none"> • Importance of recognizing activities in which they are not interested • Acknowledgement of a current non-interest helps them discover patterns and/or inconsistencies in their current (and future) thinking and feeling about careers of interest (if one is not interested in learning about grammar, he or she (most likely) would not be happy (or effective) as a teacher. <p><i>PSC Note: Students may or may not be familiar with Career Paths; if this is their first experience with them, elaborate on explanation.</i></p> <p>10. Career Paths: Review the purpose of Career Paths. Explain:</p> <ul style="list-style-type: none"> • They help students categorize the world of work in order to learn more about the many careers that match their abilities, aptitudes, talents, interests and work habits. • Not everyone would be happy (or successful) working in every career path—give an example of the disparity between your chosen career path and one in which you would be neither happy nor successful. <p>ASSESSMENT: Content: Each student demonstrates knowledge of the six Career Paths and his or her personal work-related characteristics by categorizing a minimum of fifteen (15) of his or her “LIKES”, “WOULD LIKE TOs” and/or “CANS” into two or more Career Paths.</p> <ul style="list-style-type: none"> • Ask each pair of students (Step 8) to join with another pair of students. Distribute the Career Paths Student Thinking Paper/PSC Resource. • Give students time to look over the descriptions of the Career Paths. Invite questions. • Ask students to think back to the imagined occupation/career they studied in Lesson 2 and Step 8 above. Which Career Path would the personal characteristics of workers in that occupation/career be most suited? Write the name of the occupation/career in the “best-fit” 	<p>9. Participate/contribute to whole-class conversation about thinking papers and observations made during conversations with partners. Consider the activities in which you are not interested; how will this information help you as you consider the many choices in the WOW?</p> <p>10. As school counselor talks about Career Paths, relate his or her words to own life. Ask clarifying questions and/or offer clarifying comments as appropriate.</p> <p>ASSESSMENT: Content: Demonstrate knowledge of Career Paths</p> <p>With Step 8 partner, join another pair to form a quad.</p> <p>Look over thinking paper; ask clarifying questions about Career Paths.</p> <p>Listen to and think about school counselor's explanation and instructions for <i>Career Paths</i> thinking paper; ask clarifying questions about directions that are unclear.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Career Path. (Grammar time: Remind students “most” and “best” are superlatives so there is only one [even though the worker’s personal characteristics are more suited for some Career Paths than others and some may be a better fit than others])</p> <ul style="list-style-type: none"> Explain the directions for the thinking paper; provide several examples of an ability, aptitude, talent, interest or work habit that would fit 2 Career Paths and not a third. Working with the others in their quads, students help each other complete their individual thinking papers (this helps students learn more about their peers as well as themselves). Encourage students to use their completed <i>All About Me: I Like to...</i> and <i>All About Me...I Can...</i> thinking papers, the personal characteristics of workers in their imagined occupation and any additional personal characteristics as stimuli for completing this thinking paper. <p><i>Observe students as they work with partners. Make note of those who have difficulty speaking up or taking too much responsibility for partners’ thinking, e.g., consistently tells partner what to write.</i></p> <p>ASSESSMENT: Personalization of Content: On the backs of their <i>Career Paths</i> thinking paper, instruct students to respond to the following reflection stems: I discovered that my areas of interest _____. I was surprised I _____. After doing this activity with the class, I _____. Learning about the world of work and me is _____. My future is ALL ABOUT ME; therefore, I _____.</p> <p>As time permits, invite students to read one of their reflections.</p> <p><i>Collect completed Career Paths thinking papers.</i></p> <p>As students are handing in papers, ask the Essential Questions again; invite 4 students to answer one question: <i>You’re _____ years old! Why do you need to learn about yourself and the World of Work? You don’t have any control over my future—do You??? You know what you’re going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>CLOSURE: Summarize as appropriate:</p> <ul style="list-style-type: none"> Encourage students to share the results of their <i>I Like Toand I Can...</i> thinking papers activity with their adult(s) at home. 	<p>Work with (i.e., contribute, help and encourage) other group members as each member categorizes at least 15 personal work-related characteristics into two or more Career Paths. Remember—you are to respond for yourself—your responses will be unique to you.</p> <p>Categorize at least 15 personal work-related characteristics into two or more Career Paths.</p> <p>ASSESSMENT: Personalization of Content: Complete reflection stems as instructed; volunteer to read one of your reflections to your classmates.</p> <p>Give completed <i>Career Paths</i> thinking papers to school counselor.</p> <p>Volunteer to answer one of the questions school counselor poses.</p> <p>CLOSURE: Think about when and where thinking papers will be shared with “your adults”. Commit to WOW observations and keeping a running record of workers observed.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Urge students to continue to be observers of the world of workers. • Continue their running records of the workers they observe and the personal work-related personal characteristics they demonstrate; see who can observe the most workers. <p><i>Before next lesson, review thinking papers for students' ability to match interests and abilities with appropriate career paths. Assess responses to open-ended statements (Assessment: Personalization of Content) for age-appropriate awareness of relationship of personal characteristics and the World of Work. Review/make note of students' age-appropriate command of conventions of standard written English and their ability to articulate thoughts and feelings in 1st person language.</i></p> <p>LESSON 4: THE GOOD LIFE...FOR ME <i>PSC Note: Take the completed Career Paths student thinking paper [Lesson 3] to class with you; distribute in Assessment: Content step.)</i> Materials: Student Thinking Papers: The Good Life for Me: Looking Into Myself & Applying the Results of Looking Into Myself (download additional Career Path information from the Guidance eLearning Page (www.mcce.org)).</p> <p><i>Hook:</i> Use the crystal ball (CB) (Lesson 3). Again, attempt to persuade CB to predict what everyone in class will be happy doing in the future. When it doesn't work...say, (something like...)</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT...with words—one-at-a-time: Why can't I get CB to work? When several students have offered their suggestions continue with review emphasizing self-advocacy, i.e., their future is theirs and it is their responsibility to make it a good life—no matter what the choice. 2. Sharing with adults at home: hold up your hand if you talked with your adult(s) about your results on <i>I Like To ...and I Can...</i> thinking papers. Invite several students to tell about their adults' reactions. 3. Observing the World of Workers (WOW): invite several volunteers to tell about their WOW observations. Ask for a show of hands re: who started a running record of WOW observations. How many occupations are on their lists? Encourage students to continue and/or start their running records. <p>ASSESSMENT: Content: This content assessment is</p>	<p>LESSON 4: THE GOOD LIFE...FOR ME</p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p><i>Hook:</i> The crystal ball (CB) is not cooperating—again...</p> <ol style="list-style-type: none"> 1. Participate in SHOW-ME...SHOUT-OUT Offer suggestions about why CB isn't telling what everyone in class will be happy doing in future. 2. Volunteer to tell about the reactions of “your adult” when you talked about your thinking papers. If don't volunteer, listen and think about others' comments. 3. Volunteer to tell about the WOW observations. If don't volunteer, listen and think about others' comments. Remember: keep a running record of WOW observations. <p>ASSESSMENT: Content: Recall (in head) the previous</p>

Professional School Counselor Procedures:	Student Involvement:
<p>based on the 3 prior lessons; it is a summative assessment of the students' learning about themselves and the World of Workers (WOW).</p> <ul style="list-style-type: none"> • Distribute completed <i>Career Paths</i> thinking papers; allow time for students to review their responses. • Explain that another way to use information about self and careers is to engage in leisure activities that allow individuals to use their personal characteristics. Nobody wants to work ALL the time! • Instruct students to turn over their papers and list a minimum of three (3) school activities in which they can engage based on their abilities, aptitudes talents and/or interests, (e.g., science club, volleyball or basketball team, choir, gardening club). • Suggest to 5th / 6th graders that they think about Middle School/Junior High activities, too. <p>Invite several students to share their ideas with the entire class so all can hear choices they have not considered.</p>	<p>2 lessons; think about the most important thing learned.</p> <p>Review completed <i>Career Paths</i> thinking paper.</p> <p>Follow school counselor's instruction; create a list of school activities you might enjoy.</p> <p>Volunteer to share 1 activity in which you will participate and to what personal characteristic (e.g., interest[s]) the activity relates.</p>
<p>ASSESSMENT: Personalization of Content:</p> <p>A. All students will demonstrate their ability to synthesize, analyze and personalize data they gathered about the world of work and workers (WOW) and themselves during Lessons 1 & 2.</p> <p><i>Depending upon the developmental level of students' attention span, you may want to read each statement to students and take a break mid-way through OR break the thinking paper into segments by telling students to complete statements x-x; check-in with them and then "assign" another set of statements.</i></p> <ul style="list-style-type: none"> • Distribute the Student Thinking Paper: <i>The Good Life for Me: Looking Into Myself</i>. • Give students time to look over the thinking paper; explain directions; invite clarifying questions about directions and/or the statements. Allow about 12 minutes for students to complete thinking paper. <p><i>PSC NOTE: as students are completing thinking paper, systematically observe each individual's approach to completing the paper; be aware of students who have difficulty completing specific statements, especially statements related to acknowledgement of their abilities as well as those who are unable to identify areas to improve.</i></p>	<p>ASSESSMENT: Personalization of Content</p> <p>A. Synthesize, analyze and personalize data (information) gathered about self and WOW...What does it mean?</p> <p>Look over <i>The Good Life for Me: Looking Into Myself</i>. Ask clarifying questions about specific statements or the instructions. Respond with the first things that come to your mind—review responses/add more information after "first thought" responses.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>B. Students apply the results of their synthesis, analysis and personalization (A) by writing a letter to self. Distribute the student thinking paper: <i>Applying the Results of Looking into Myself</i>.</p> <ul style="list-style-type: none"> • Give students time to look over thinking paper; explain directions and invite clarifying questions. Allow approximately 16 minutes to complete letter. • When students have completed letters to self, invite volunteers to read all or parts of their letters. <p>Before collecting <i>The Good Life for Me: Looking Into Myself & Applying the Results of Looking Into Myself</i> thinking papers, inform students that you will be reading their letters and their classroom teacher might read them. Is that OK? In the event Tell students who want their responses to be private to write “PLEASE DO NOT SHARE” at top of letter. Collect papers</p> <p>CLOSURE: Once again, ask the Essential Questions and invite answers from all; use responses as a summary of lessons; fill in the gaps if key points are not mentioned.</p> <p><i>You’re ____ years old! Why do you need to learn about yourself and the World of Work? You don’t have any control over my future—do You??? You know what you’re going to be—a professional football player—Why do you need to think about any other occupations/careers?</i></p> <p>Encourage students to continue their WOW observations and keeping a running record of the occupations they observe.</p> <p><i>After class, review students’ responses for each of the thinking papers noting persistent misperceptions about their personal characteristics (e.g., saying/writing indications of helplessness in re: the future or a seeming lack of ability to identify positives and an eagerness to identify negatives).</i></p> <p><i>Review The Good Life For Me for students’ age-appropriate depth of thinking about the self-knowledge they gained and their awareness of how to use that information to plan their present and future world of work and leisure activities. Make note of students who seem to have gained new level of self-knowledge as well as those who appear to have made light of the activities.</i></p> <p><i>Review students’ letters to themselves for their (age-</i></p>	<p>B. Apply synthesis, analysis and personalization of data to the future.</p> <p>Look over the thinking paper <i>Analyzing the Results of Looking into Myself</i>. Ask clarifying questions.</p> <p>Follow school counselor’s instructions and write a letter to self about the good life—FOR YOU. Letter will include a plan of action to assure the attainment of goals.</p> <p>Volunteer to read a part of letters to classmates.</p> <p>If you want your responses to be private between you and school counselor, write “PLEASE DO NOT SHARE” at top of letter. Give papers to school counselor.</p> <p>CLOSURE: Contribute answers to the questions and participate in the whole-class discussion. Remember to talk <i>with</i> classmates and be sure the person sitting farthest from you can hear your great thoughts.</p> <p>Commit to continuing WOW observations and keeping a running record of occupations observed.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>appropriate) ability to identify discoveries about self, to project themselves into the future AND to develop a basic plan of action.</i></p> <p><i>As you review students' responses to the thinking papers, make note of students' (age-appropriate) ability to:</i></p> <ul style="list-style-type: none"> <i>• respond accurately/appropriately to the prompts;</i> <i>• include the specified elements in their responses (especially the points to be included in their letters to self</i> <i>• follow the conventions of standard written English</i> <i>• articulate ideas in first-person language (to own their thoughts and feelings).</i> <p><i>Return papers to classroom teacher for distribution to students. Honor the privacy of students who write "Please do not share" on papers. Personally deliver letters to those students after your review.</i></p>	

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of the lessons and copies of materials used during lesson: [I Can Imagine Future Possibilities](#), [A Comparison of 2 Occupations \(Venn Diagram\)](#); Psc Resource: [Sample Chart For Comparing Characteristics of workers in occupations](#), [All About Me: I Like To...](#) & [All About Me: I Can...](#); [Career Paths](#), [The Good Life for Me: Looking Into Myself](#) & [Applying the Results of Looking Into Myself](#) (

Summarize Systematic Observations: Identify students who had difficulty with content aspects of lessons:

Identify those who:

- Appeared to lack ability to identifying personal discoveries about self, to project self into the future AND develop a basic plan of action.
- Made projections; however, they were not age-appropriate for +15years or depicted violent or illegal activity.
- Could not or did not match interests and abilities with appropriate career paths and
- Appeared unable to integrate self-knowledge with planning their present and future world of work and leisure activities.
- Lacked age-appropriate awareness of relationship of personal characteristics and the World of Work.

Identify students who had difficulty processing the content of lessons, for example students who:

- Chose not to participate in discussions.
- Did not appear to respect other students' thoughts and ideas.
- Had difficulty speaking up
- Took too much responsibility for partners' thinking, e.g., consistently told partner what to write.

Make note of students age appropriate ability to:

- Respond accurately/appropriately to the prompts
- Include the specified elements in their responses (especially the points to be included in their letters to self
- Follow the conventions of standard written English
- Articulate ideas in first-person language (to own their thoughts and feelings)

Consult with Classroom Teacher: Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom concerns as well? If so, collaborate to further identify the extent and source of the concerns. How is it evidenced in the classroom? What intervention has he or she implemented? Success? Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to participate and learn content but lacks the motivation/confidence to take the risk to contribute in a group setting (**will**)? Or does the student lack the **skill** or background knowledge to participate?

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about the world of work and/or self knowledge, skills of group participation. Are Responsive Services indicated? For example with individuals benefit from more intensive involvement (e.g., individual/group counseling about identifying/owning personal characteristics and using the knowledge to make short-term plans. More intensive parental involvement might be indicated.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students’ responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

Name: _____ Class: _____ Date: _____

I CAN IMAGINE FUTURE POSSIBILITIES

When I imagine my future, one of the many careers I imagine for myself is:

(Think about this career as you complete your thinking paper.)

People who work as _____ perform many different job tasks. Three tasks they have to do well are:

1. _____
2. _____
3. _____

Work habits matter, too! Three important work habits for a _____ are:

1. _____
2. _____
3. _____

Ability, aptitude, talent and interests will contribute to my success in any career. If I choose _____ as my career, I should have or develop certain personal characteristics, for example:

ABILITIES

1. _____
2. _____
3. _____

TALENTS

1. _____
2. _____
3. _____

APTITUDES

1. _____
2. _____
3. _____

INTERESTS

1. _____
2. _____
3. _____

In addition to personal characteristics, being a _____ requires the following training and/or education after high school: _____
_____.

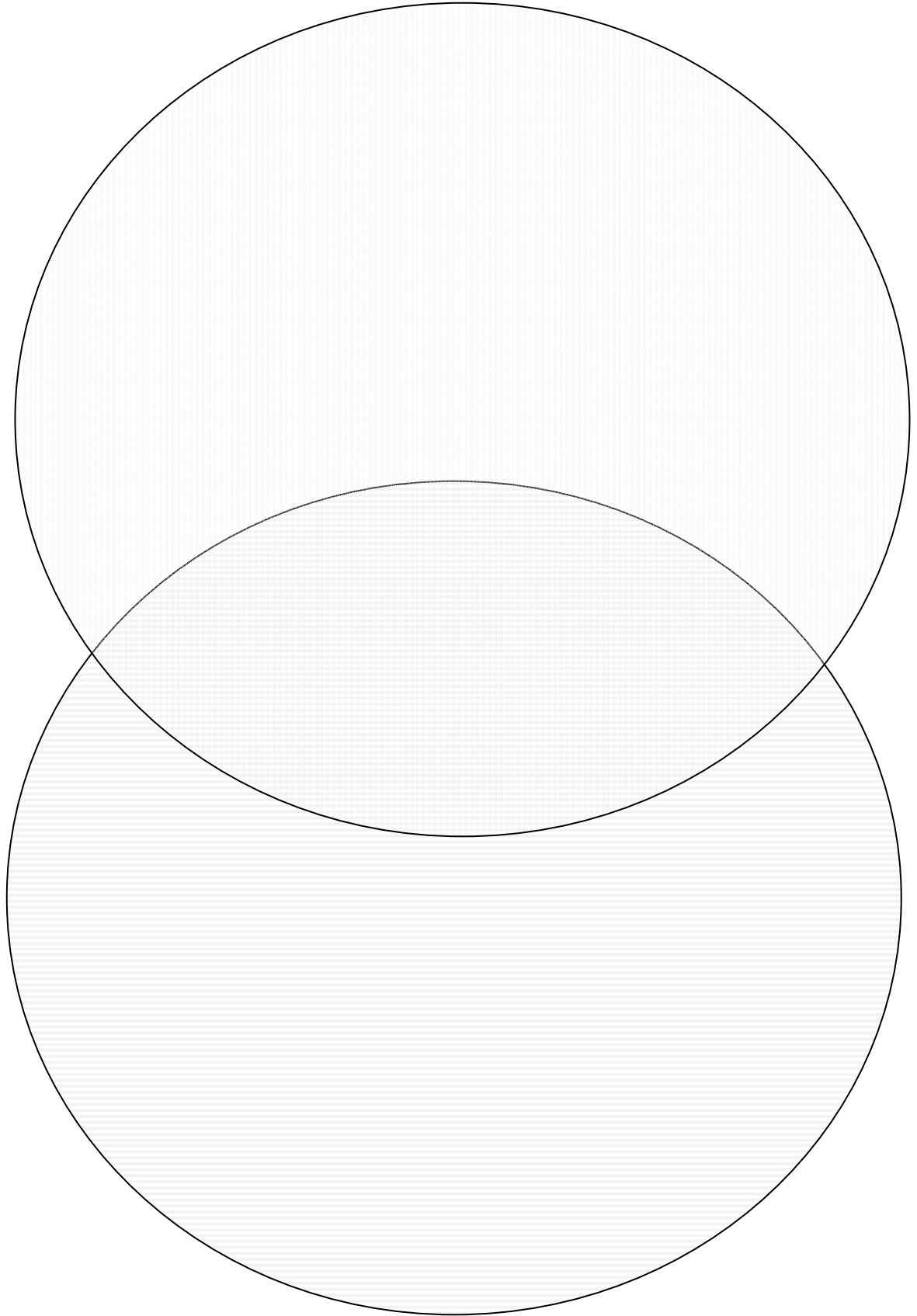
Reflections/Projections: I learned I _____.

I hope I _____. In the future _____
_____. My future is _____
_____. I want to learn more about _____.

Name: _____ and _____ Class: _____ Date: _____

A COMPARISON OF _____ AND _____

☐ **Abilities** ☐ **Aptitudes** ☐ **Talents** ☐ **Interests** ☐ **Work Habits & Qualifications**



SAMPLE CHART FOR COMPARING CHARACTERISTICS OF WORKERS IN OCCUPATIONS

Occupation: _____ Unique Personal Characteristics	In-Common Personal Characteristics	Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics
Occupation: _____ Unique Personal Characteristics		Occupation: _____ Unique Personal Characteristics

ALL ABOUT ME: I LIKE TO...

Name: _____ Class: _____ Date: _____

Directions: Place a **check mark (✓)** next to the things you like to do now, an arrow (**→**) next to the things you would like to do in the future and an **X** next to activities in which you have no interest.

<u>✓</u> I LIKE TO DO	<u>→</u> I WOULD LIKE TO DO IN THE FUTURE	<u>X</u> NO INTEREST
_____ 1. Work on a cure for cancer	_____ 19. Take photographs	_____ 36. Do things for others
_____ 2. Read the newspaper	_____ 20. Raft and fish	_____ 37. Read about solar energy
_____ 3. Invent things	_____ 21. Play a musical instrument	_____ 38. Think about others before myself
_____ 4. Write news stories	_____ 22. Visit a farm	_____ 39. Construct things
_____ 5. Paint	_____ 23. Work outdoors	_____ 40. Study nature
_____ 6. Conduct science experiments	_____ 24. Learn about grammar	_____ 41. Help people solve their problems
_____ 7. Deal with challenging problems	_____ 25. Learn about teaching business classes	_____ 42. Cook
_____ 8. Learn about business	_____ 26. Visit auto repair shops	_____ 43. Debate
_____ 9. Act in plays	_____ 27. Visit a computer-oriented office	_____ 44. Operate equipment
_____ 10. Be a leader	_____ 28. Visit the library	_____ 45. Study germs that make people sick
_____ 11. Sing in a choir	_____ 29. Explore new places	_____ 46. Be accurate
_____ 12. Learn about agriculture	_____ 30. Discover how people think & feel	_____ 47. Work with animals
_____ 13. Organize and sort things	_____ 31. Solve problems	_____ 48. Wear a uniform
_____ 14. Study water	_____ 32. Care for injured animals and pets	_____ 49. Do the same thing over and over
_____ 15. Do math problems	_____ 33. Work with hand tools	_____ 50. Work in a garden
_____ 16. Design and draw	_____ 34. Learn about families and being a wise consumer	
_____ 17. Keep accurate records	_____ 35. Spend time in the city	
_____ 18. Watch a repair person fix a television		

ALL ABOUT ME: I CAN...

Name: _____ Class: _____ Date: _____

Directions: Place a check mark (✓) next to the things you can do now and an arrow (→) next to the things you want to learn to do and an X next to the things in which you have no interest. Add any of your current abilities or things you want to learn that are not listed.

<u>✓</u> I can	<u>→</u> I want to learn	<u>X</u> No Interest
_____ 1. grow fruits and vegetables	_____ 28. fix a broken toy	
_____ 2. work well with others	_____ 29. be outside in any weather	
_____ 3. follow written/oral directions	_____ 30. talk to people and explain things carefully	
_____ 4. write a story	_____ 31. keep a budget	
_____ 5. usually get what I want	_____ 32. take something apart and put it together	
_____ 6. look at a person and know what kind of clothes look best on him or her	_____ 33. study a procedure & find a better way.	
_____ 7. write a sentence	_____ 34. rewrite an advertisement in the newspaper to make it sound better	
_____ 8. repair certain things	_____ 35. protect the environment	
_____ 9. design a set for a play	_____ 36. solve problems faster than my friends	
_____ 10. solve math problems easily	_____ 37. feel comfortable interviewing people	
_____ 11. do science projects easily	_____ 38. understand when people need to talk about their problems	
_____ 12. start a project and finish it	_____ 39. spend time with people and not be bored	
_____ 13. plan activities for others	_____ 40. feel comfortable working outside on a job	
_____ 14. "type"	_____ 41. be creative in most things that I do	
_____ 15. see something and explain it to others	_____ 42. express myself	
_____ 16. use a calculator	_____ 43. work well in a laboratory environment	
_____ 17. sell things to benefit the school	_____ 44. draw or paint	
_____ 18. understand that people have moods	_____ 45. _____	
_____ 19. teach or supervise outdoor sports	_____ 46. _____	
_____ 20. write a play	_____ 47. _____	
_____ 21. work with metric numbers	_____ 48. _____	
_____ 22. draw a picture of what someone describes		
_____ 23. plant flowers and trees		
_____ 24. play a musical instrument		
_____ 25. understand how drugs affect my body		
_____ 26. spell words correctly		
_____ 27. perform science experiments		

CAREER PATHS

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

PSC NOTE: The Guidance e-Learning Center (www.mcce.org) is an excellent source for materials as well as links to other resources. Download full-color Career Path (and Career Cluster) posters at:

www.missouricareereducation.org/for/content/career/

Directions: Using your responses to the Student Thinking Papers *It's All About Me: I Like to...* and *It's All About Me: I Can...*, categorize a minimum of fifteen (15) of your "LIKES", "WOULD LIKE TOs" and/or "CANS" into two or more appropriate Career Paths. This will give you a general idea of W.O.W. areas to explore as you think about careers of interest to you.

Fixing & Building: *People who like to figure out how things work and build things.*
Examples of my interests/abilities that relate to the Fixing and Building Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Health: *People who like to care for animals and people.*

Examples of my interests/abilities that relate to the Health Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Nature: *People who like to work outdoors with plants and animals.*
Examples of my interests/abilities that relate to the Nature Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Helping: *People who like to make things better for others.*

Examples of my interests/abilities that relate to the Helping Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Creative: *People who like to draw, write or perform.*

Examples of my interests/abilities that relate to the Creative Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Business: *People who like to do math, sell things, or use computers*

Examples of my interests/abilities that relate to the Business Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

**THE GOOD LIFE FOR ME:
LOOKING INTO MYSELF**

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

Directions: Complete the following statements:

My Abilities, Aptitudes, Talents and Interests

1. I like the following kinds of activities: _____

2. I have a special talent/aptitude for _____
3. My favorite school subjects: _____
4. School subjects in which I want to do better: _____
5. My least favorite activities are _____
6. Some things that are important to me are _____

7. In the classroom I do my best work when _____

8. In the classroom I do my worst work when _____

9. When I am not in school, I like to _____
10. My hobbies/interests are: _____
11. When I look into MY crystal ball of the future, I see myself _____

12. I am most interested in careers in the following Career Paths: _____
_____. Specifically, I am interested in the following careers: _____

13. I already know I'm good at: _____
14. With training or education, I can probably be good at: _____

15. These school subjects are very important to my success: _____

16. My current work habits _____

APPLYING THE RESULTS OF LOOKING INTO MYSELF

Directions: Write a letter to your self: Include the following in your letter:

- ☐ Discoveries you made about yourself and your abilities, aptitudes, talents and interests, current work habits.
- ☐ Describe the “good life” for you
- ☐ Your “right now” goals for the future (they will most likely change in some way).
- ☐ What you need to do to reach your goals:
 - Do more of...
 - Do less of...
- ☐ Your plan to reach goals
- ☐ Help you need to reach goals. From whom do you want help?

Date:

Dear Self,

THINKING ABOUT WORKING CONDITIONS AND ME

Purpose: In this series of two (2) lessons, students become aware of working conditions in which they may or may not enjoy working in the future. All jobs have good and not so good aspects based on individual preferences. Through self-assessment and discussion, students identify their current personal preferences in regard to working conditions. Students, thus have another aspect to consider when evaluating future careers.

PSC Note: These 2 lessons (especially the self-assessment survey Working Conditions: Survey of My Current Preferences) complement the series of CD.7.A lessons: "Work Satisfies Needs".

Time: Two 30 -45 minute lessons (modify to use as single lesson) **Group Size:** Whole Class **Grade Level:** 4-6

Lesson 1: Working Conditions? Why Should I Think about Working Conditions? Lesson 1 focuses on defining *working conditions* and students' self assessment of current preferences for working conditions.

Materials: [Working Conditions: Survey of My Current Preferences](#) (Pages 1 and 2) Student Thinking Paper

Lesson 2: Working Conditions! What are My Current Preferences? Lesson 2 activities help students analyze the results of their self-assessments and apply self knowledge to future formal and informal observations of the World of Work.

Materials: Completed self assessment *Working Conditions: Survey of My Current Preferences* (Lesson 1 Pages 1 & 2) and [Summary of Results](#) (Page 3 of Survey)

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.

Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA): Domain/Standard:

Development Domain

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample MCGP Units/Lessons:

4 th Grade	CD.7.A, B, C	UNIT: Finding My Place in the Community		
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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
	Goal 3: recognize and solve problems
	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 (including grammar, usage, punctuation, spelling, capitalization) 4. writing formally...and informally.... (<i>reflection statements</i>) 6. participating in...discussions of issues and ideas
	Mathematics	
X	Social Studies	6. relationships of the individual and groups to institutions and cultural traditions (<i>World of Work and Workers</i>) 7. the use of tools of social science inquiry (... surveys ...)
	Science	
	Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

	Perseverance	X	Integrity: self-honesty		Problem Solving
	Courage		Compassion		Tolerance
X	Respect for self & work		Goal Setting	X	Curiosity

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

See individual lessons.

Lesson Preparation/Motivation

Essential Questions: What is it REALLY like to work somewhere? What makes one setting a “better” place to work than another—even though workers are doing the same jobs? How will I know what the right working conditions are for me?

Engagement (Hook): See Individual Lessons

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON 1: WORKING CONDITIONS? WHY SHOULD I THINK ABOUT WORKING CONDITIONS?</p> <p><i>Throughout the lesson, assess students’ abilities to articulate (publicly and in writing) personal thoughts/feelings (opinions) about working conditions through systematic observations. Monitor students’ expression of ideas—make mental note of students who have difficulty with any aspect of lesson.</i></p> <p><i>Hook:</i> Start the lesson by saying (something like): <i>I just talked with my friend who is a computer technician—this morning her boss told her that she has to work late every night this week, all weekend and be ready to leave on Monday morning to go to Singapore. Her boss told her to prepare for 12-14 hour days while she’s there. She’ll have to be gone from her family for at least 2 weeks and maybe more. She makes a lot more money than I do, but I wouldn’t take any amount of money to work under those conditions! She never knows what her hours will be from week to week. She and her colleagues love the variety and the travel.</i></p> <p>1. Transition from the Hook to the lesson with: SHOW-ME...THUMBS UP, down or neutral: What do you think or feel about my friend’s job? Invite students to put their “thumb statements” into words.</p> <p>Explain that your friend’s OCCUPATION is “computer technician”. Her JOB includes the tasks all computer technicians AND the working conditions described. Other people in the same OCCUPATION do the same work in different working</p>	<p>LESSON 1: WORKING CONDITIONS? WHY SHOULD I THINK ABOUT WORKING CONDITIONS?</p> <p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> As school counselor is talking about her friend’s job and working conditions, think about what ways her friend’s working conditions would affect your family. Would you like for your mother to have a job like hers?</p> <p>1. Participate in SHOW-ME: Thumbs up, down or neutral by responding with a show of thumbs. Volunteer to publicly share your thoughts/feelings.</p> <p>Would you like to be a computer technician? Would you like working in the friend’s job (working conditions)?</p>

Professional School Counselor Procedures:	Student Involvement:
<p>conditions...their jobs as computer technician may require them to work 8:00am-5:00pm hours or they may never have to travel. Working conditions may make the difference between someone being really happy or being really unhappy in his or her occupation.</p> <p>2. Vocabulary development: Write “Job Satisfaction” and “Working Conditions” on board. Ask students what those words mean to them. Have they ever heard the terms before? List definitions on board.</p> <p><i>PSC Note: If you used any of the lessons in the series “Work Satisfies Needs”, relate working conditions to their knowledge of job satisfaction needs.</i></p> <p>3. Influence of Working Conditions on Job Satisfaction: Depending upon their responses, explain the influence of working conditions on one’s job satisfaction by comparing the working conditions of teachers in your building with the working conditions of your friend. Include the influence of “bosses” as a working condition.</p> <p>4. Distribute the <i>Working Conditions: Survey of My Current Preferences</i> Student Thinking Paper.</p> <p>Explain the purpose and directions for the thinking paper. Invite clarifying questions. Emphasize:</p> <ul style="list-style-type: none"> • This survey will help identify preferred working conditions. • There is no right or wrong answer; each person’s answers will probably be different from anyone else’s. • Mark each question with a “Y” for yes, “N” for no, and “M” for maybe. • Class will complete each section together so that questions may be asked about meaning of sections. <p><i>Complete as much of the survey as time permits during this lesson.</i></p> <p><i>PSC Note: Students’ independent reading ability will determine the level of assistance students need to complete each section of the Thinking Paper. To assure that it is a self-assessment of preferences for working conditions [and not a test of reading skill, you may need to read the items to students.</i></p> <p><i>As students complete thinking paper, systematically observe each individual’s approach to completing the paper; be aware of students who have difficulty making Yes-Maybe-No choices, asking questions or</i></p>	<p>2. If did not volunteer in Step 1, contribute to definition(s) of “Job Satisfaction” and/or “Working Conditions”.</p> <p>3. As school counselor is talking about working conditions, think about the meaning of his or her words to your own ideas about your current career preferences. Ask clarifying questions and/or comment about working conditions.</p> <p>4. Look over the <i>Working Conditions: Survey of My Current Preferences</i> Student Thinking Paper.</p> <p>Listen/think and ask clarifying questions about the purpose and/or directions for the thinking paper.</p> <p>Follow school counselor’s instructions; complete thinking paper with class.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>volunteering public comments.</i></p> <p>ASSESSMENT: Content: Assessment occurs throughout the lesson. Monitor students' involvement in process—make mental note of students who have difficulty with any aspect of lesson.</p> <p>ASSESSMENT: Personalization of Content: Invite several volunteers to tell their classmates one thing learned about self during this lesson.</p> <p>CLOSURE: Pose the questions (tell students to think about their responses in their heads). Pause for thinking time.</p> <ul style="list-style-type: none"> • What is it REALLY like to work somewhere? • What makes one setting a “better” place to work than another—even though workers are doing the same jobs? • How will I know what the right working conditions are for me? <p><i>Collect the surveys for safe-keeping until the next lesson.</i></p>	<p>ASSESSMENT: Content: Throughout lesson, demonstrate involvement and knowledge of content being presented by volunteering to respond to school counselor's questions about meanings of words and the influence of working conditions on job satisfaction.</p> <p>ASSESSMENT: Personalization of Content: Volunteer to tell classmates one discovery you made about self during this lesson. If do not volunteer listen thoughtfully to others' contributions—compare them to what you might have said.</p> <p>CLOSURE: As the school counselor asks each question, respond in your head. Continue to think about the questions as workers are observed every day in their jobs.</p> <p>Give school counselor surveys.</p>
<p>LESSON 2: WORKING CONDITIONS! WHAT ARE MY CURRENT PREFERENCES?</p> <p><i>Take completed/partially completed Lesson 1 Working Conditions: Survey of My Current Preferences to class; distribute in Step 2.</i></p> <p>Materials: Page 3 (Summary of Results) of thinking paper <i>Working Conditions: Survey of My Current Preferences</i>.</p> <p>Hook: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...Since the last lesson, what did you observe about occupations and working conditions?</p> <ol style="list-style-type: none"> 1. As you start today's lesson, encourage students to think about the Essential Questions; They will be answered at the end of today's lesson: <ul style="list-style-type: none"> • What is it REALLY like to work somewhere? • What makes one setting a “better” place to work than another—even though workers are doing the same jobs? • How will I know what the right working conditions are for me? <p>Return <i>Working Conditions: Survey of My Current Preferences</i> surveys to students.</p> 	<p>LESSON 2: WORKING CONDITIONS! WHAT ARE MY CURRENT PREFERENCES?</p> <p>Reminder for Students: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Hook: Contribute to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts) by telling one observation, e.g., “I observed that workers at __ seemed happier and more customer-friendly than workers at ____.”</p> <ol style="list-style-type: none"> 1. Keep the Essential Questions in mind as working conditions are discussed during this lesson.

Professional School Counselor Procedures:	Student Involvement:
<p><i>If students did not complete the Survey of My Current Preferences Student Thinking Paper during the last lesson, complete before going on.</i></p> <ol style="list-style-type: none"> 2. Review/tabulate data gathered with self-assessment of preferences. Place students in pairs; partners support and assist each other as they complete tasks. <ul style="list-style-type: none"> • Ask students to look over their responses. • Count & enter number of <i>yes-no-maybe</i> answers for each section (1-8). • <u>Summarize Data</u>: <ul style="list-style-type: none"> ○ Enter data in Table; ○ Enter the number of <i>yes-no-maybe</i> answers for each section in the appropriate column; ○ Add the numbers in each row (yes-no-maybe) and enter total in last column; • Circle items you marked with “Y” in each section. • Study results with partner: Compare responses; identify two or three occupations that might fit current preferred working conditions. 3. Summarizing preferences (continue working in pairs): <ul style="list-style-type: none"> • Distribute Page 3 of Survey: <u>Summary of Results</u> • Refer students to “Y” items circled on Pages 1,2; • Instruct students to summarize “Y” items in appropriate section of the <i>Summary of Results</i>; • Talk with partner about “Y” items. How do they fit with perceptions of self for each section? • Invite several pairs to talk about their results; • Invite a conversation about ways they can use the results of the survey. 4. Explain (Invite students to comment as you explain): <ul style="list-style-type: none"> • The purpose of this self-assessment of preferred working conditions is to help organize thinking about personal preferences. • The results are NOT cast in concrete as life-directions. • The results provide “hooks” on which to hang new knowledge about self and personal work preferences. • Mostly "yes" answers, indicate the likelihood of more flexibility when selecting careers, jobs and work settings. • Mostly "no" answers, indicate the likelihood of less flexibility when selecting careers, jobs and work settings. • As they get older and gain new experiences and knowledge, their thoughts and feelings about certain working conditions will most likely change. 	<p>Complete <i>Working Conditions</i> survey, if did not complete during first lesson.</p> <ol style="list-style-type: none"> 2. Look over responses on the survey; follow school counselor’s instructions for tabulating data. <p>In what occupations might you be happy?</p> <ol style="list-style-type: none"> 3. Listen/think/ask questions/make on-topic comments as school counselor explains how to think about the results of the working conditions self-assessment. 4. Listen, think and comment/ask questions as school counselor is explaining how you can use the results of the survey as you learn more about the world of work and yourself.

Professional School Counselor Procedures:	Student Involvement:
<p>ASSESSMENT: Content: SHOW-ME...with words in a quick whip-around:</p> <ul style="list-style-type: none"> • Begin with a specific person and continue to the right (or left); • Each student contributes either a definition of the term “working conditions” OR an example of a working condition; • Remember: Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”). <p>Following whip-around, invite volunteers to explain their current responses to the following questions:</p> <ul style="list-style-type: none"> • What is it REALLY like to work somewhere? • What makes one setting a “better” place to work than another—even though workers are doing the same jobs? • How will you know what the right working conditions are for you? <p>Emphasize (again) that their thoughts and feelings will change with time and new knowledge about the World of Work (WOW) and self.</p> <p>ASSESSMENT: Personalization of Content: Call students’ attention to their (Summary of Results) and the Reflections/Projections section at the end of the page. Explain the open-ended sentences as necessary; invite clarifying questions and instruct them to complete the reflections in a way that demonstrates the following:</p> <ul style="list-style-type: none"> • Thoughtful, honest and “on-topic” responses. • Expression of thoughts and feelings in 1st person singular language. • Age-appropriate command of conventions of standard written English <p>Encourage the inclusion of additional thoughts and feelings about working conditions and their personal preferences; tell students to use backs of papers, too.</p> <p>As time allows, invite volunteers to read ONE of their reflection sentences.</p> <p>CLOSURE: Repeat (rhetorically) the essential questions (pause for thinking time after posing each question):</p> <ul style="list-style-type: none"> • What is it REALLY like to work somewhere? • What makes one setting a “better” place to work than another—even though workers are doing the same jobs? • How will I know what the right working conditions are for me? <p>Remind students to continue to seek answers to these questions as they explore the world of work)</p> <p>One more time (and if time allows): SHOW-ME...shout-out (one-at-a-time; inside shouts), one</p>	<p>ASSESSMENT: Content: Contribute to SHOW-ME whip-around by publicly stating either a definition of “working conditions” OR an example of one working condition.</p> <p>Remember, everyone has option to “pass”-WITH-RESPONSIBILITY (it is “ok” to pass—must say [something like] “I choose to pass for now”).</p> <p>Volunteer to answer one of the questions posed. Listen/think as school counselor talks about thoughts and feelings over time; i.e., there will probably be a change in what think and feel today about working conditions.</p> <p>ASSESSMENT: Personalization of Content: Complete Reflection section at the end of thinking papers.</p> <ul style="list-style-type: none"> • Be thoughtful, honest and “on-topic”; • Write in 1st person singular language; • Use conventions of standard written English. <p>Volunteer (especially if have not volunteered today) to read one reflection statement. (Remember to use a strong, convincing voice that everyone in room can hear.)</p> <p>CLOSURE: Listen/think as school counselor pose rhetorical questions and talks about keeping them in mind as making decisions about future careers.</p> <p>Participate in SHOW-ME...shout-out (one-at-a-time; inside shouts), by telling everyone one idea that stands</p>

Professional School Counselor Procedures:	Student Involvement:
<p>idea that stands out for you from these lessons.</p> <p>Before collecting thinking papers for this lesson, instruct students to staple the 3 pages. Inform students:</p> <ul style="list-style-type: none"> • Papers will be returned to classroom teacher; • Responses to the survey will be reviewed and their reflections read; • When papers are given to classroom teacher he or she might read their responses. Is that OK? • If not, write “PLEASE DO NOT SHARE” in BIG letters at top of thinking paper. Those papers will NOT be returned through classroom teacher. <p>Collect thinking papers.</p> <p><i>PSC: Review thinking papers for:</i></p> <ul style="list-style-type: none"> • Depth and appropriateness of responses. • Ability to summarize preferences. • Ability to articulate thoughts and feelings in 1st person language. • Age-appropriate command of conventions of standard English <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally give papers to those students.</i></p>	<p>out from these lessons.</p> <p>Staple the 3 pages of the thinking paper together. Listen/Think about what school counselor explains about his or her review of your thinking papers and how they will be returned.</p> <p>If prefer that responses be private between you and school counselor, at the top of your paper write in BIG letters: “PLEASE DO NOT SHARE!”</p> <p>Give completed thinking paper to school counselor.</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief summary of these lessons and a copy of [Working Conditions: Survey of My Current Preferences](#) (pages 1 & 2 of Survey) and [Summary of Results](#) (page 3 of Survey) Student Thinking Paper.

Summarize Systematic Observations: Identify individuals who had difficulty making Yes-Maybe-No choices, asking questions or volunteering public comments. Identify students who had difficulty articulating (publicly and in writing) personal thoughts/feelings (opinions) about working conditions as well as students who had difficulty with any aspect other aspect of lesson.

Consult with Classroom Teacher: Talk with the classroom teacher about your systematic observations of students as they worked on the activities. Consider especially those who consistently had difficulty making Yes-Maybe-No choices, asking questions or volunteering public comments or had consistent difficulty with any other aspect of the lessons—cognitively, behaviorally or affectively. Does he or she validate your observations as being classroom concerns/behaviors as well? Determine if the difficulty is a “will” or a “skill” issue; for example, does student know **HOW** to participate in class discussion or other situations that require statement of personal opinion but lacks the motivation or confidence to take the risk to speak in public (**will**)? Or does the student lack the **skill** to identify/discuss preferences and/or make choices about preferences?

Collaborate with Classroom Teacher: Plan appropriate interventions together. Interventions might include (and are not limited to) additional classroom guidance activities developing awareness of self and the world of work , making choices or integrating personal information with World of Work (WOW) information. Responsive Services in the form of individual or small group counseling addressing issues such as self-confidence, decision-making or self-knowledge might be indicated.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What unique factors that might be influencing these students’ responses during classroom guidance lessons? Have behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

WORKING CONDITIONS: SURVEY OF MY CURRENT PREFERENCES

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

All jobs have good and not so good aspects. Only you can decide which not so good aspects you are willing to accept in order to enjoy the good aspects of any job.

The purpose of this survey is to encourage you to think about your thoughts and feelings about certain working conditions.

Directions: Circle "Y" for YES, "N" for NO or "M" for MAYBE for each question. **There is no right or wrong answer.** Actually, you should **not** answer yes **or** no to all questions.

1. WOULD YOU LIKE TO WORK WITH... Y N M musical instruments Y N M people Y N M animals Y N M numbers Y N M plants Y N M words & books Y N M machines Y N M Ideas SUB-TOTAL: Y _____ N _____ M _____	2. COULD YOU... Y N M sit in one place for hours at a time Y N M work alone Y N M work with other people Y N M speak pleasantly regardless of how you feel Y N M be pleasant to someone who is unpleasant Y N M do the same thing repeatedly and still be accurate and quick SUB-TOTAL: Y _____ N _____ M _____
3. WOULD YOU LIKE TO... Y N M work outdoors Y N M have close contact with other people Y N M work inside Y N M work with other people Y N M move around a lot Y N M make new things Y N M stay in one place Y N M work with very small objects Y N M drive a car or truck Y N M work with people who are in trouble and need your help Y N M tell other people what to do Y N M responsible for seeing that people do their jobs. Y N M do many different things in the same day Y N M plan your own work and follow your plan Y N M persuade other people to do what you want them to do. SUB-TOTAL: Y _____ N _____ M _____	4. CAN YOU... Y N M keep accurate records Y N M follow written directions Y N M follow oral directions Y N M do a job as directed Y N M get your work done even if the boss is away Y N M leave your personal problems at home Y N M put up with a lot of noise Y N M put up with unpleasant odors Y N M work at a job that requires a lot of physical endurance SUB-TOTAL: Y _____ N _____ M _____

Name: _____ Class: _____ Date: _____

5. IF YOU COULD EARN A LOT OF MONEY, WOULD YOU BE WILLING TO...	6. WOULD YOU BE WILLING TO...?
Y N M work 10 to 12 hours a day Y N M work very early in the morning Y N M work in the evening Y N M work on the night shift Y N M work on weekends if necessary Y N M travel and be away from home a lot Y N M earn a college degree Y N M enroll in a career/technical program Y N Y N M continue your education or training	Y N M be neat and clean all day Y N M dress professionally every day Y N M wear a uniform while you are working Y N M join a union Y N M be on time for work Y N M be reliable in your attendance on the job Y N M work without pay while you are learning the skills of a job Y N M get your hands and clothing dirty Y N M work at a job that can be dangerous
SUB-TOTAL: Y _____ N _____ M _____	SUB-TOTAL: Y _____ N _____ M _____
7. WOULD YOU BE PHYSICALLY ABLE TO...?	8. ARE YOU THE KIND OF PERSON WHO COULD...?
Y N M bend, stoop, and reach Y N M lift and carry heavy things Y N M climb a ladder Y N M use hand tools Y N M use a computer Y N M walk/ stand for hours at a time Y N M hear what other people are saying Y N M use your eyes on close work for hours at a time Y N M see with 20/40 vision or better Y N M see different colors	Y N M keep doing the same tasks and do them well Y N M work with people who are sick or injured Y N M make decisions and accept the blame if they are wrong Y N M give orders in such a way that other people will follow them Y N M think up new ideas and new ways of doing things Y N M remain calm in an emergency Y N M meet deadlines and have work ready when it is due
SUB-TOTAL: Y _____ N _____ M _____	SUB-TOTAL: Y _____ N _____ M _____

SUMMARY: Enter Y-N-M sub-totals for each section (columns); total Y-N-M rows; enter in last column.

	1	2	3	4	5	6	7	8	Total
Yes									Y
No									N
Maybe									M

If you have many "Yes" and "Maybe" answers, it is more likely you will be happy in many different types of working conditions. If you have many "No" answers, your options are more limited.

Circle your "yes" items in each section. Look for patterns.

SUMMARY OF RESULTS

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

Based on your review of your “yes” responses, summarize your preferences below. Review the Career Pathways and identify pathways that include your current preferences. List the Career Pathways under Section 8.

1. I would like to work with:

2 I could:

3. I would like to:

4. I can:

5. If I could earn a lot of money, I'd be willing to:

6. I would be willing to:

7. Physically, I would be able to:

8. I'm the kind of person who could:

REFLECTIONS/PROJECTIONS: (use back of paper as needed):

I am surprised I _____.

Even though I know my current preferences can and will change as I get older and learn more, based on this survey, it appears I would NOT like to work in a job if I had to _____.

On the other hand, this survey indicates I would enjoy working in a job where I can _____.

WORK SATISFIES NEEDS

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Competency.

Purpose: Worker job satisfaction is the primary focus of these 3 lessons. Students interview each other to discover their own views of work and working. In addition, students interview workers in the community to learn about the workers’ views of work and working. As students interview and are interviewed, they identify academic subjects that help workers do their jobs well.

Lesson 1: What is Worker Job Satisfaction? *This lesson introduces students to the terms “work satisfaction”, “job satisfaction” and “worker job satisfaction. Work as a means to meet individual needs is addressed through students interviewing each other about the jobs they do at home and school.*

Materials: Student Thinking Paper: [Job Satisfaction Interviews: Home and School Jobs](#) and Student Resource: [Interviewing Skills Pocket Guide](#)

Lesson 2: Researching Worker Job Satisfaction *Lesson 2 extends Lesson 1 from students interviewing each other to students interviewing workers in the community (including 2 family members). Students engage in a mini-research project about the factors that influence workers’ job satisfaction and school subjects that help the workers do their job tasks. They use World of Work (W.O.W.) interviews to collect data. During lesson 3, students work in small groups to summarize, present and discuss their data.*

Materials: Prior to Lesson 2, use the worker survey to interview 2 or 3 workers in your community. Complete the thinking paper for use during the Hook for this lesson; [W.O.W. \(World of Work\) Worker Survey](#) Student Thinking Papers [Career Pathways Pocket Guide](#) Student Resources (Cut apart) and [Thank-you Note to Workers](#) Student Resource (stationery on which to write thank-you notes)

Lesson 3: Why are These Workers Happy in Their Work? *During lesson 3, students work in pairs, quartets and octets to summarize, present and discuss the data collected during their interviews. In addition, students place the factors that influence workers’ job satisfaction into individual Career Paths; thus building further understanding of the differences among workers in each of the six Career Paths. Class members have an opportunity to mill-around to view the findings of other groups.*

Materials [Comparing Workers’ Job Satisfaction](#) and [Career Paths Of Workers Interviewed](#) Student Thinking Papers (copy of each thinking paper for each pair of students); large chart tablet paper and a dark marker for each group of 4 students.

Time: Two 50-60 minute lessons (may extend to 3 lessons) **Group Size:** Whole Class **Grade Level:** 4-6

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.

Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA): Domain/Standard:

Career Development Domain

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample MCGP Units/Lessons (Note: this is not all possible related Units/Lessons—It is merely an example of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4th Grade CD.8.A, B UNIT: [The Road to Careerville: Exploring Career Paths and Requirements](#)



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
	Goal 3: recognize and solve problems
	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 (Interviewing workers)
	Mathematics	
X	Social Studies	4. Economic concepts (<i>benefits of working</i>) 7. The use of tools of social science inquiry (surveys)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

See Individual Lessons

Lesson Preparation/Motivation

Essential Questions: Is money the only reason people work? What factors influence the satisfaction that workers get from working? What factors influence workers' lack of satisfaction/unhappiness in their work? What are personal needs? How does work help us satisfy our personal needs? What makes you love (or hate) the jobs you do at home and school?

Engagement (Hook): See individual lessons

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON 1: WHAT IS WORKER JOB SATISFACTION?</p> <p>Materials: students need pencil/paper + a piece of notebook paper “cut” in half length-wise (to resemble reporter’s note pad); Job Satisfaction Interviews: Home and School Jobs Student Thinking Paper and the Interviewing Skills Pocket Guide Student Resource (cut apart before class);</p> <p><i>PSC Note: Emphasize the difference between WHERE adults work and WHAT their job title is. For example, when asked about a parent’s job, a common response of students is “My dad/mom works at _____.” When queried further, many students are unable to name and/or describe the job.</i></p> <p><i>Throughout this lesson, systematically observe the level of students’ ability to identify and articulate PERSONAL needs met by doing jobs—at home and/or at school. In addition, observe students as they work with</i></p>	<p>LESSON 1: WHAT IS WORKER JOB SATISFACTION?</p> <p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>partners; make note of level of engagement in the process of interviewing, cooperatively working with partner to help each other complete tasks and level of involvement in whole class conversations.</i></p> <p>Hook: When you enter class say something like (emphasize personal needs satisfied by your work as a professional school counselor): <i>“I want every student to know that I love being a school counselor. When one of you runs up to me in the morning with news about your life, I feel appreciated. When someone asks me a question and I am able to help him or her find a helpful answer, I feel like I am contributing to the world. I don’t get paid very much money, but that’s not the reason I chose to be a professional school counselor! I chose to be a professional school counselor because I need to feel like I am helping other people in my work and making the world a better place—at least for my students.”</i></p> <p>Transition from Hook to lesson: Have you ever wondered why people like their work? Today, we start a new WOW (World of Work) adventure—finding out about the reasons workers keep working and why some people might be unhappy in their jobs.</p> <p>1. Vocabulary development: Write the words “Career” “Job” and “Occupation” and “Work” on the board. Help students distinguish among the three. An easy way to remember the difference is:</p> <ul style="list-style-type: none"> • An individual has a career (e.g., an educator) which includes more than the work he or she does; • The world of work has occupations (e.g., teacher) • Workers have jobs (e.g., 4th grade teacher) • Job tasks are the work of workers—WOW (a 4th grade teacher teaches mathematics to 4th graders). <p>While this distinction is not critical at this point in students’ lives, it will be helpful as they develop an increasingly complex understanding of the world of work and workers (another WOW).</p> <p>2. Identify Adults’ Jobs: Ask students to identify family members or other adults they know who have jobs and turn to a shoulder partner. Instruct them to tell partner the name(s) of the worker(s) and describe the job of the worker(s). Invite 3or 4 volunteers to describe one worker and his or her job to the rest of the class members.</p> <p><i>While students explain jobs, assess their depth of knowledge about “jobs”...listen for words students use to describe worker. Are specific job tasks</i></p>	<p>Hook: Listen to/think about the meaning to YOU of the school counselor’s comments about why he or she loves being a school counselor.</p> <p>Listen with curiosity.</p> <p>Transition to lesson: Listen to/think about school counselor’s rhetorical question and comments</p> <p>1. Contribute to definition of at least one of the words school counselor wrote on board.</p> <p>2. Work with a partner; follow school counselor’s instructions; talk about workers in family and their jobs.</p> <p>Volunteer to tell classmates about one of the workers and his or her job. If don’t volunteer, listen and think about others’ comments.</p>

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<p><i>described? Do they name the worker's job site (Jackson Animal Clinic)? Do they name the occupation (Veterinarian)? This information will help give you direction for discussion)</i></p> <p>3. Why Do People Work? Vocabulary Development: Explain "job satisfaction/dissatisfaction" & "factors" (begin interchanging term "factors" with "reasons" to help students acquire the vocabulary of researchers.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Why do people work? Write responses on board. If they students have difficulty thinking of reasons/factors, remind them of the <i>Hook</i> and satisfaction you get from being a professional school counselor. If students do not identify one or more of the following, add the factor to list:</p> <ul style="list-style-type: none"> • earn money • be useful • help others • make a difference • be a leader/boss • be appreciated • be successful (feel competent) • be with other people <p>Instruct students to imagine they have a job and to think about the list of factors that influence how people think and feel about their work. Which of the factors listed would be personally important on the job? Tell students to write down the factors that are personally important and circle the MOST important reason/factor.</p> <p>SHOW-ME...SHOUT-OUT...one-at-a-time with words: the most important reason—for you. As students respond, place an * next to factors "shouted-out" and add factors that are not listed. Discuss factors that were added to list.</p> <p>4. Define/Discuss "worker job satisfaction": Write the words "Worker Job Satisfaction" on the board. Ask students to hypothesize about the meaning. Invite 3 or 4 students to tell the class their hypotheses. Use their hypotheses to emphasize:</p> <ul style="list-style-type: none"> • People work to satisfy many needs. Everything we listed in Step 3 is a human need; • We all have needs; • Some needs are more important to us than others; • Not everyone has the same needs (point out that not all identified [Step 3 SHOW-ME...SHOUT-OUT] the same need as their most important); • Working helps people feel useful to the world. 	<p>3. As school counselor explains new terms, listen and think about some things you like to do and some things you do not like to do.</p> <p>Contribute a reason people work to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts).</p> <p>Participate in discussion—ask questions and/or make topic-relevant comments about the ideas the school counselor discusses. Think about the personal meaning of each idea.</p> <p>Make a list of personally important reasons (they may come from list on board AND/OR other ideas—rule: You own what you write!). Circle the most important one.</p> <p>Participate in SHOW-ME...SHOUT-OUT: Contribute most important reason for working—for you.</p> <p>4. Volunteer a hypothesis about the meaning of "Worker Job Satisfaction". If do not volunteer, listen/think about other students' hypotheses. Do you agree or disagree?</p> <p>Listen to/think about the meaning to YOU of the school counselor's comments about worker job satisfaction.</p>

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<p>5. Assignment—Interviews: Tell students that after the next lesson they will be interviewing four workers (2 family members and 2 workers in the community) about their satisfaction with their jobs. Through the interviews, they will learn more about the factors that influence workers' satisfaction or dissatisfaction with their jobs.</p> <p>6. Practice Interviewing: Continue by telling students that in order to be confident during the process of interviewing adults, today they get to practice by interviewing classmates about 2 jobs they do at home or at school.</p> <p>Distribute the Interviewing Skills Pocket Guide Student Resource. Give students a few minutes to look over the skills. Demonstrate interviewing skills by role-playing process with a volunteer:</p> <ul style="list-style-type: none"> • Ask question; • Wait for answer; • Take notes; • Write exactly what person says; • Ask for more information (e.g., tell me more, describe what you think while you do the job). • Thank the interviewee (follow-up with a thank you note). <p>ASSESSMENT: Content: Student interviews Place students in pairs: Distribute the Job Satisfaction Interviews: Home and School Jobs Student Thinking Paper:</p> <ul style="list-style-type: none"> • Give students a few minutes to look it over • Explain that the thinking paper is where they will summarize their partner's responses. • Distribute the ½ pieces of notebook paper (or have students "cut" their own). • Explain that the ½ piece of paper is similar to the notebooks reporters use to take notes during an interview. They will take notes on that paper and summarize responses on the thinking paper. Help students translate statements into questions or probes, e.g., <ul style="list-style-type: none"> ○ How would you describe the job you do? ○ What are the main tasks of the job? ○ The skills we learn in school are important in the jobs we do at home and at school. In your opinion, which school subjects help you the most (in this job)? ○ What are your reasons for doing this job? ○ Tell me a little bit about what you really like about this job. ○ What don't you like? ○ What are your overall thoughts and feelings 	<p>5. While school counselor talks about doing interviews with workers—think about one or two workers you want to interview.</p> <p>6. Listen with curiosity as school counselor talks about confidence and practicing interview process.</p> <p>Look over the <i>Interviewing Skills Pocket Guide</i>;</p> <p>Volunteer to role-play interview with school counselor; if do not role-play, think about the interviewing skills as they are demonstrated and ask clarifying questions about any that are unclear.</p> <p>ASSESSMENT: Content: Meet-up with your assigned partner. Look over the <i>Job Satisfaction Interviews: Home and School Jobs</i> thinking paper. Ask clarifying questions about unfamiliar words or the directions</p> <p>Translate statements on thinking paper into questions to ask during interview of partner.</p>

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<p>about this job?</p> <ul style="list-style-type: none"> ○ What factors contribute to your response? <p>Stress the importance of being honest about the needs that are met for doing a particular job and their feelings about the job. For instance,</p> <ul style="list-style-type: none"> • Students may state they perform certain tasks because their parents tell them to do the task; • They may hate the job or love it or not have feelings either way; • They complete the task to make parents happy (helping others is a need); • Providing honest information is the only way students can learn about self. <p>Explain the procedure, for example (if necessary and/or if there is an uneven number of students, demonstrate an interview with a student):</p> <ul style="list-style-type: none"> • Elly is first interviewer; she interviews Diego about his first job and takes notes on her “reporter’s paper”. • Diego then interviews Elly about her first job and takes notes on his “reporter’s” paper. • Cycle is repeated for each person’s second job. <p>Tell students:</p> <ul style="list-style-type: none"> • At the close of first interview process will stop to check in and get feedback about the process of asking and being asked questions; students will have an opportunity to ask clarifying questions and or make topic-relevant comments. • At the end of every interview after the first, we pause briefly to address student questions or for my comments/observations. • Before beginning the next interview, interviewee helps interviewer summarize responses; interviewer writes summary on thinking paper. <p>Instruct students to complete the top two lines of the thinking papers. Each pair of students decides which of the two will be the first interviewer; interviewers use “reporter’s paper” to take notes.</p> <p>Begin the cycle; as students work together systematically observe and make mental notes of strengths as well as concerns observed. Use observation during pauses between interviews. <i>Note: if time precludes 4 interviews in one day, conduct 2 today and the other 2 during next lesson.</i></p> <p>ASSESSMENT: Personalization of Content: Interviewers give interviewees the summary of their interview. On the back of the thinking paper, students</p>	<p>Be honest about attitude toward home and school jobs. Your thoughts and feelings about the jobs you do now are clues to the kinds of jobs that will bring satisfaction in the future.</p> <p>Listen to/observe as school counselor explains the process of the interviews</p> <p>Ask clarifying questions as school counselor talks about “pauses” in the cycle.</p> <p>Complete the top two lines of thinking paper—you are named as interviewer on your paper; partner is interviewee.</p> <p>Decide who will be first interviewer; begin cycle.</p> <p>When school counselor asks for feedback about the interview process, think about what felt comfortable and what felt un-comfortable. Provide suggestions for what might have made the process better. Ask topic-relevant questions.</p> <p>ASSESSMENT: Personalization of Content: Exchange papers with partner. Follow school counselor’s directions and complete the reflection as</p>

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<p>complete the following reflection: <i>This interview helped me learn more about the needs I satisfy by doing jobs at home and/or at school. For example, I discovered I This will help me</i></p> <p>Give students a moment to ask partner if there is any information he or she does NOT want shared with the class—honor students’ privacy requests.</p> <p>Invite several students to volunteer to tell classmates one thing they learned about the persons they interviewed.</p> <p>Collect <i>Job Satisfaction Interviews: Home and School Jobs</i> student thinking papers.</p> <p>CLOSURE: SHOW-ME...SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): name a school subject that helps you do your home and school jobs.</p> <p>Preview the next lesson: Ask students to watch/listen to interviews on television/radio and pay attention to the interviewers and interviewees questions and responses. Tell students that during the next lesson they will prepare to interview adult workers to discover the factors that lead to their satisfaction/dissatisfaction on the job.</p> <p><i>Before the next lesson review students’ completed interviews and reflection statements (on back of Job Satisfaction Interviews: Home and School Jobs thinking papers). Assess the interviewer’s general awareness of the interview process and the accuracy and thoroughness of information gathered (i.e. responses indicate an ability to gain information required by interview statements). Thinking papers demonstrate interviewer’s ability to identify school subjects that help interviewee accomplish tasks as well as the interviewee’s needs that are met by the jobs at home or school. Reflection statements indicate individual’s acquisition of self-knowledge and how the information will be of help now and/or in the future.</i></p> <p>LESSON 2: RESEARCHING WORKER JOB SATISFACTION</p> <p><i>Prior to this class interview two or three workers in the community using the W.O.W. Worker Survey Student Thinking Paper students will be using during this lesson. Roughly compile the data—use in Hook. Take completed Lesson 1 job satisfaction interviews to class; distribute during review of Lesson 1.</i></p> <p>Materials: W.O.W. Worker Survey Student Thinking</p>	<p>he or she dictates.</p> <p>Ask partner if there is any information he or she does NOT want shared with class—respect request! Volunteer to tell one thing you learned about partner’s jobs at home or school.</p> <p>Give school counselor thinking paper.</p> <p>CLOSURE: Contribute to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts) by naming a school subject that helps you do your home and school jobs.</p> <p>Listen with curiosity about the next lesson; commit to watching interviews on television. Observe workers in the community and consider which ones you would like to interview about their jobs after the next lesson.</p> <p>LESSON 2: RESEARCHING WORKER JOB SATISFACTION</p> <p>Reminder for Students: Speak loudly and clearly enough for everyone to hear your great ideas; use conventions of standard English in oral and written activities.</p>

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<p>Paper and the Career Pathways Pocket Guide (cut the <i>Career Pathways Pocket Guide</i> apart) and Thank-You Note to Workers Student Resources</p> <p><i>During this lesson, continue to systematically observe students as they participate in the activities. Make note of those who appear to have difficulty organizing thoughts for interviews as well as those who by virtue of demonstrated cognitive maturity might serve as role models during demonstrations and/or in small group situations.</i></p> <p>Review of Lesson 1: Open class with comments about their completed Lesson 1 thinking papers; say something like: WOW! I am excited that you are the ones who will be in the work force when I am ready to retire! I can tell from comments like _____ (draw ideas from students' interviews [anonymously] that indicate reflections about self and the world of work.</p> <p>Distribute (to the persons interviewed in Lesson 1) their completed <i>Job Satisfaction Interviews: Home and School Jobs</i>. Allow students time to look over the summaries of their responses to the questions.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): one idea that stands out from the last lesson.</p> <p><i>(If there was not enough time in Lesson 1 for students to interview/be interviewed about their 2nd home/school job, complete those interviews now)</i></p> <p>Lesson 2 Hook: Make your completed W.O.W. Worker Survey visible to all students. Draw a replica of the chart on the board. Add data to chart as you tell class about what you learned. Say something like: "I interviewed some really interesting workers this week. I interviewed a ___, a ___ and a ___;"</p> <p>Continue adding data as you talk about your discoveries about the workers, the school subjects that help them do their jobs, the factors that influence their satisfaction or dissatisfaction with their jobs and a 1-10 ranking of this job's fit for YOU.</p> <p>Transition to Lesson 2: Explain to students that the interviews you conducted are the start of data collection for a research study about worker job satisfaction: identifying the factors that influence the job satisfaction of workers in our community. Tell them that they are going to be members of the research team; they will continue the data collection for the study and contribute their results to the group data.</p>	<p>Review Lesson 1: Look over the completed <i>Satisfaction Survey: Home and School Jobs</i> from the first lesson. Ask questions and/or comment as appropriate.</p> <p>Participate in SHOW-ME...SHOUT-OUT: one outstanding idea from Lesson 1.</p> <p>Complete interviews as school counselor directs.</p> <p>Lesson 2 Hook: Think about the workers your school counselor interviewed.</p> <p>Follow along as he or she adds data about the interviews to the chart.</p> <p>Transition to Lesson 2: What does being a member of a research team mean?</p>

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<p>Distribute (to the persons interviewed in Lesson 1) their completed <i>Satisfaction Survey: Home and School Jobs</i>. Allow students time to look over their responses to the questions.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Finish the sentences: One thing I discovered that makes me love a job I do at home or school is____. One thing I discovered that makes me hate a job I do at home or school is____. Use students responses to begin discussion of factors that make workers love or hate their work.</p> <ol style="list-style-type: none"> Distribute the W.O.W. Worker Survey Student Thinking Paper. Give students a few minutes to look over the survey. Tell them that they will be participating in a research student to discover the factors that influence workers' job satisfaction or dissatisfaction. They will collect data by interviewing workers to find out what they like or don't like about their work; in addition, they will collect data about school subjects and how specific school subjects help them do their jobs. They will be using the skills of interviewing to gather the data and then combine their data with the data for 7 other students collected. for the class worker satisfaction (remind them to use the Interviewing Skills Pocket Guide [Lesson 1: Step 6]). Explain Survey Headings: Make sure each student understands the headings on the survey. <ul style="list-style-type: none"> Relate the headings to the questions they asked each other during their interviews. Use the chart on the board and your data as examples of responses for headings on W.O.W. Worker Survey. Invite clarifying questions. (Younger students may need more practice interviewing before conducting interviews on their own). <p>As you distribute the Career Pathways Pocket Guide Student Resource, point out the blank on their thinking papers for the Career Path for each worker interviewed. Explain that the <i>Career Pathways Pocket Guide</i> will help identify the workers' Career Paths.</p> <p><i>Be aware of students who may be hesitant to talk with adults about their jobs. Encourage their courage by helping them understand the long-term benefits to them--by discussing occupations with adults, they will have better understanding of the world of work AND the work that will make them happy</i></p> 	<p>Participate in SHOW-ME...SHOUT-OUT: volunteer to complete one of the sentences.</p> <ol style="list-style-type: none"> Look over the W.O.W. Worker Survey and review your <i>Interviewing Skills Pocket Guide</i>. Think about the survey headings (the questions to ask workers interviewed). If unsure about how to ask the questions during interviews, ask clarifying questions. Look over the <i>Career Pathways Pocket Guide</i>—it will be helpful when deciding which Career Path the workers' job is in. Remember to use the <i>Interviewing Skills Pocket Guide</i> [Step 5]) as a reminder before conducting an interview. <p>Look over the <i>Career Pathways Pocket Guide</i>; locate the "Career Path" blanks on the thinking paper.</p>

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<p>3. Identify Adults to be Interviewed (2 family members/2 workers in community): Place students in pairs (may continue with Lesson 1 partners if they worked well together). Guide partners to help each other identify 4 adults (2 family members and 2 workers in the community) they want to interview.</p> <ul style="list-style-type: none"> • Broaden their options by asking them to think about the workers in the places they go with parents and/or businesses in their neighborhoods (e.g., dentist, clerk in grocery store, teller at bank). • Encourage students to seek workers in jobs about which they want to know more. • Tell students to write the job titles or names of workers to be interviewed on the <i>W.O.W. Worker Survey</i>. • Instruct pairs to help each other make a plan for contacting workers and conducting interviews. • Assign partners to be the <i>accountability person</i> for each other, i.e., to support each other in remembering and conducting interviews. (They may want to conduct some interviews together [each person must take the lead for 4 interviews]). <p>4. Writing Thank-You Notes to Workers Interviewed: Distribute Student Resource: Thank-You Note to Workers. The last step on the <i>Interviewing Skills Pocket Guide</i> is “write a thank-you note....” Explain the importance of following their interview with a thank-you note to the worker for taking his or her time to talk with student. Possible format:</p> <ul style="list-style-type: none"> • Date • Greeting • Thank you for time • I learned ____ • Thank you again. I enjoyed ____ • Closing <p>Tell students they may use the “stationery” provided or thank-you cards they have at home. Instruct them to write and deliver thank-you notes within 24 hours (ideally) of the interview. A part of each accountability person’s job is to remind partner to write notes. This is a “no-excuses assignment”!</p> <p>ASSESSMENT: Content: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): a big idea from Lessons 1 & 2 that you will remember forever and ever.</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...SHOUT-OUT...On a blank piece of notebook paper or personal white-boards..In writing or in a</p>	<p>3. Work with a partner; think about the many workers seen each day.</p> <p>Identify 2 family members and 2 workers in the community to interview; write job titles or names on the survey.</p> <p>Work with partner to develop a plan for contacting workers and conducting interviews.</p> <p>Partners will be the accountability person for each other, i.e., partners will remind each other to schedule/conduct interviews and complete thinking paper before next lesson with school counselor.</p> <p>4. Listen to school counselor’s instructions about writing thank-you notes. Ask clarifying questions if unsure about procedure and/or what to say in note.</p> <p>Accountability person: It’s part of your job to remind partner to write notes. This is a “no-excuses assignment”!</p> <p>ASSESSMENT: Content: Participate in SHOW-ME...SHOUT-OUT: a big idea that you will remember—forever.</p> <p>ASSESSMENT: Personalization of Content: Participate in SHOW-ME...SHOUT-OUT in writing or a picture: one feeling you have when thinking about</p>

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<p>picture: one feeling you have right now when you think about interviewing adults...</p> <p>CLOSURE: Remind students that when they conduct WOW surveys, they will be conducting research to seek answers to the following over-arching questions:</p> <ul style="list-style-type: none"> • Is money the only reason people work? • What factors influence workers' satisfaction in their work? • What factors influence workers' dissatisfaction (unhappiness) in their work? <p>The questions you ask workers will answer the questions for the sets of 4 workers interviewed.</p> <p>Remember: You do not know the answers to the questions yet!! In research, the answers to the questions are NOT known until all data have been collected (interviews), compiled (charts, next lesson) and analyzed (findings and conclusions).</p> <p>Before we close, review the steps of your plan to complete the WOW surveys of 4 workers and...</p> <p>SHOW-ME...SHOUT-OUT (all-together; inside shouts): Who is your accountability person?</p> <p>LESSON 3: WHY ARE THESE WORKERS HAPPY IN THEIR WORK?</p> <p><i>Prior to Lesson 3: Through classroom teacher, remind students to complete and have available during classroom guidance lesson their W.O.W. Worker Surveys.</i></p> <p>Materials: 1 copy of 3-page Results: Worker Job Satisfaction Interviews for each pair of students: (Page 1: Comparing Worker Job Satisfaction, Page 2: Career Paths of Workers Interviewed and Page 3: Suggestions for Summarizing Worker Job Satisfaction Interviews) Student Thinking Papers; students will need their: completed W.O.W Worker Survey and Job Satisfaction Interviews: Home and School Jobs thinking papers (Lesson 1).</p> <p><i>Hook:</i> "Today, we find out the results of your research about factors that influence workers' job satisfaction (happiness). In addition, we will find out how school subjects help workers do their jobs well. First..."</p> <ol style="list-style-type: none"> How did data collection go? Invite several volunteers to tell the other students what they thought and felt about the data collection process (interviewing workers) for their research. For example, was it easy or difficult to get information 	<p>interviewing adults.</p> <p>CLOSURE: Put on researcher hats (imaginary). Remember: researchers think objectively and are consistent in their data collections procedures, i.e., they ask every person the same questions.</p> <p>Put on researcher hats (imaginary): Keep the overarching questions in mind as data are gathered during your interviews.</p> <p>Remember: You do not know the answers to the questions yet!!</p> <p>Contribute to SHOW-ME...SHOUT-OUT (all-together; inside shouts)... <u>(the name of your accountability person)</u></p> <p>LESSON 3: WHY ARE THESE WORKERS HAPPY IN THEIR WORK?</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use conventions of standard English in oral and written work.</p> <p><i>Hook:</i> Listen to/think about the meaning to YOU of the school counselor's comments about the results of worker job satisfaction surveys. Comment or ask questions as appropriate.</p> <ol style="list-style-type: none"> Get out completed worker surveys and the Career Paths pocket guide; review the results of the survey and contribute to class discussion about workers interviewed. Volunteer to tell about what it was like to interview the workers (e.g., fun, easy and relaxing,

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<p>from the adults; were they (students) nervous asking questions? Ask what they learned about interviewing as a result of interviews. Encourage students to share honest feelings.</p> <p>Comment/discuss as appropriate to prepare students for processing results of <i>W.O.W. Worker Surveys</i>.</p> <p>SHOW-ME...THUMBS-UP if you have written your 4 thank-you notes. If you have not...please let me know (later) when you WILL write your thank-you notes and/or what help you need to get them written. This is a “no-excuses assignment”.</p> <p>2. Ask Essential Questions (rhetorically): Is money the only reason people work? What satisfaction (other than money) do workers get from working? What makes some people unhappy in their work?</p> <p>Invite several volunteers to tell the other students about preliminary ideas they have about the feelings workers expressed about their jobs. Did most people like or dislike their jobs? Why did they feel that way?</p> <p>3. Instruct students to look at their completed <i>W.O.W. Worker Surveys</i>. Briefly discuss the various occupations and/or jobs of the persons interviewed.</p> <p>Explain that they will work in pairs, then quartets, then octets to identify in-common and unique job satisfaction needs that are met by workers’ jobs.</p> <p>4. Introduction to Data Analysis: Vocabulary development: Write “Data” and “Analysis” on the board. Invite students to define the words separately. Add to their definitions and explain that they collected (gathered) data when they conducted their interviews.</p> <ul style="list-style-type: none"> • Review the research components of this assignment: <ul style="list-style-type: none"> ○ Asking questions; gathering data (interviews); ○ Entering/tallying data (thinking paper chart); ○ Summarizing and analyzing data (results); ○ Deciding what data tell us (conclusions); ○ Talking about results and conclusions with others (peer review). <p>5. Group students in pairs with their accountability persons from Lesson 2; provide each pair with one copy of 3-page thinking paper : Results: Worker Job Satisfaction Interviews (Page 1: Comparing Worker Job Satisfaction Factors, Page 2: Career Paths of Workers Interviewed and Page 3 Suggestions for Summarizing Worker Job Satisfaction Interviews)</p>	<p>hard).</p> <p>Participate when school counselor says: SHOW-ME...THUMBS-UP to let him or her know that 4 thank-you notes have been written. If not, it is your responsibility to talk with school counselor about plan to get-it-done. This is a “no-excuses assignment”.</p> <p>2. Answer school counselor’s rhetorical questions in head.</p> <p>If did not volunteer in Step 1, volunteer to tell classmates 1 or 2 preliminary ideas about workers and their feeling about their jobs.</p> <p>3. If you did not volunteer in Step 1 or 2, gather courage and contribute to discussion about the workers interviewed.</p> <p>4. Volunteer to define either “Data” or “Analysis.</p> <p>As school counselor reviews the research components, listen and compare to other research in which you may have engaged. Make topic-relevant comments and/or ask clarifying questions.</p> <p>5. Meet up with Lesson 2 accountability person; together, look over the <i>Comparing Worker Job Satisfaction Factors</i> and <i>Career Paths of Workers Interviewed</i>;</p> <p>Follow along as school counselor explains how to complete each step of the data entry process</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> Explain procedure for completing each page (see note on page 1: <i>Comparing Worker Satisfaction Interviews</i>). Point out: in Steps 1 & 2, partners will work separately to complete the parts of EACH thinking paper related to the workers they interviewed. Partners work together in Step 3. Invite clarifying questions about process of completing <i>Comparing Worker Job Satisfaction Factors</i> and <i>Career Paths of Workers Interviewed</i>. <p><i>PSC Note: It may be more developmentally appropriate for younger students if each step is completed before going to the next.</i></p> <p>6. Pairs complete tasks. When they are ready to complete page 3 (describe and summarize data) students may need direct instruction (see Suggestions for Summarizing Worker Job Satisfaction Interviews, Page 3 of thinking paper).</p> <p>7. Pairs prepare to present findings to another pair of students: Guide/support students as they prepare to present findings to another pair (2 minute limit).</p> <p>8. Worker Job Satisfaction Factors: Similarities and Differences among Career Paths: Instruct pairs to join with another pair (to form a quartet). In quartets:</p> <ul style="list-style-type: none"> Each pair presents its findings about workers' job satisfaction to the other pair. (limit to 2 minutes) Follow each presentation with a brief Q&A. When both pairs have presented findings, quartets discuss results. Distribute a large piece of chart paper and 2 dark markers to each quartet. Tell students to divide chart paper into 6 sections and label each section with the name of a Career Path. Using their completed job satisfaction and career path thinking papers, students take turns (2 at-a-time) writing the job satisfaction factors of the workers interviewed in the appropriate career path (factors may be listed in more than one Career Path). List school subjects that help workers in each Career Path perform their job tasks well. <p>When chart is completed students will be able to visualize the satisfaction workers interviewed receive in each of the Career Paths and the school subjects that help the workers perform their work tasks.</p>	<p>Ask clarifying questions about any part of the directions that are unclear.</p> <p>6. Work with partner to complete the tasks. Ask for assistance from school counselor when you get "stuck"!</p> <p>7. Prepare to present findings to another pair of students.</p> <p>8. In quartets, partners make 2 minute (max) presentations of findings to the other pair. As the other pair is presenting, think of questions you might want to ask.</p> <p>After dividing chart paper into 6 sections, write the name of a Career Path in each section; write the job satisfaction factors/needs of workers under appropriate Career Path. If no one in quartet interviewed workers in a particular Career Path, indicate by writing (something like): "No interviews conducted".</p> <p>After listing the job satisfaction factors, list school subjects that influence workers' success in each Career Path. (Ask for more chart paper if needed.)</p>

Professional School Counselor Procedures:	Student Involvement:
<p>9. Discuss findings: What did students learn about the factors that influence workers' job satisfaction? Are the factors the same for workers in all Career Paths?</p> <p>10. Join two quartets to form octets; post Career Path charts for all in group to see. Instruct students to compare the charts for in-common and unique job satisfaction factors for workers.</p> <p>11. Give students an opportunity to mill about and read the job satisfaction needs of the workers students in other groups interviewed.</p> <p>12. After milling around tell students to review their own job satisfaction factors (<i>Job Satisfaction Interviews: Home and School Jobs</i> Lesson 1 thinking paper). Guide students in comparing the group charts and their own job satisfaction needs, pointing out similarities/differences among the data posted on charts and between the data on the charts and the data on their own <i>Satisfaction Surveys</i>.</p> <p>ASSESSMENT: Content: Completed <i>W.O.W. Worker Surveys, Comparing Worker Job Satisfaction</i> and <i>Career Paths of Workers Interviewed</i> thinking papers are students' demonstration of knowledge about factors that influence job satisfaction/dissatisfaction of workers. In addition, beginning skill in conducting research to answer questions is measured by their interviews (data collection), organization and tabulation of data (results), studying data for trends and patterns (analyzing results), drawing conclusions and reporting results.</p> <p>Pose the over-arching questions one more time; invite volunteers to respond:</p> <ul style="list-style-type: none"> • Is money the only reason people work? • What factors influence the satisfaction/happiness workers get from working? • What factors influence workers' lack of satisfaction/unhappiness in their work? • What are personal needs? • How does work help us satisfy our personal needs? • What makes you love (or hate) the jobs you do at home and school? <p>Discuss/link/summarize responses.</p> <p>ASSESSMENT: Personalization of Content: Students complete the reflection questions about their interviews with workers (found at bottom of <i>W.O.W. Worker Surveys</i>). Invite several students to read their reflections to their classmates. Provide</p>	<p>9. Contribute to discussion of findings by telling classmates 1 thing you learned after analyzing data.</p> <p>10. Form octets and post charts. Study each chart in your octet—what are your observations? Similarities? Differences? Agreement? Disagreement? Talk with members of octet about observations.</p> <p>11. Mill around; study other groups' findings; ask questions.</p> <p>12. Review your responses to the <i>Satisfaction Survey</i> about factors that influence your own job satisfaction. Compare data among the posted charts and between data on posted charts and own data.</p> <p>ASSESSMENT: Content: Thoughtful and complete responses on the <i>W.O.W. Worker Surveys, Comparing Worker Job Satisfaction</i> and <i>Career Paths of Workers Interviewed</i> demonstrate knowledge of job satisfaction. Skills of conducting simple research processes are measured by being able to follow a step by step approach to answering questions.</p> <p>Volunteer to respond to the questions posed by the school counselor.</p> <p>ASSESSMENT: Personalization of Content: Complete the reflection questions about interviews with workers (found at bottom of <i>W.O.W. Worker Surveys</i>). If haven't volunteered during this lesson—do it NOW—volunteer to read your reflection to classmates.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>summary/linking comments as students share.</p> <p>CLOSURE: If time allows, do a quick “whip-around”-- start at specific place in group (e.g., middle) and give every student an opportunity to contribute one idea or feeling that stands out about job satisfaction (remember—ok to pass—although student takes responsibility—“I pass, today.”)</p> <p>Encourage students to continue to find out more about careers of interest by being curious WOW observers and to explore career information resources available in the school counselor’s office or the school library.</p>	<p>CLOSURE: When it is your turn in the “whip-around”, state one idea or feeling about job satisfaction that stands out for you. State idea or feeling using a complete sentence AND speak loudly enough for EVERYONE in room to hear...it is ok to pass; must say in equally confident voice “I pass today.”</p> <p>Continue to be curious about what workers do at work and why they are happy (or unhappy) in their work.</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

These three lessons are ideal for collaboration with classroom teachers. The activities may be used as a performance event after studying research skills in the classroom. In addition, they form a foundation for Show-Me Social Studies Standards that address economic concepts by helping students gain a basic understanding of worker job satisfaction factors and the related benefit of making a contribution to our world through the work one does.

Provide classroom teacher with a brief overview of the lessons and copies of materials used during lessons: Student Thinking Papers; [Job Satisfaction Interviews: Home and School Jobs](#), [W.O.W. \(World of Work\) Worker Survey](#), [Comparing Workers’ Job Satisfaction](#) and [Career Paths Of Workers Interviewed](#); Student Resources: [Interviewing Skills Pocket Guide](#), [Career Pathways Pocket Guide](#) and [Thank-you Note to Workers](#) (stationery)

Summarize Systematic Observations: Review observations and notes made throughout the lessons:

- Identify **students who worked well with partners** during interviews of each other, who worked cooperatively with partner to facilitate the completion of partner tasks and who demonstrated a high level of involvement in whole class conversations. These students could serve as role-models in other group situations.
- Identify students’ **persistent misconceptions** about work and worker satisfaction, e.g., students who appeared to hold persistent negative attitudes about work as a means of personal satisfaction;
- Identify students who appeared to **lack the ability to identify and articulate PERSONAL needs** currently met by doing jobs well—at home and/or at school
- Identify students who **did not appear to take assignment as a learning opportunity**, e.g., who did not complete interviews or whose interview results appeared to be made up.
- Identify students who appeared to have **a limited awareness of the interview process** and whose responses indicate an inability to gain information through interviewing or an inability to identify school subjects that help workers accomplish work tasks
- Identify students whose reflection statements indicate an **inability to integrate the acquisition of self-knowledge** (e.g., personal needs met by current activities) with planning present and future activities.
- Identify students who consistently had **difficulty participating in any aspect of lessons**, for example, had difficulty expressing themselves in group conversations, who consistently took over groups or kept task groups from accomplishing assignments because of distracting behaviors, students who rarely (if ever) contributed to class conversations or whose responses to thinking papers were inappropriate or lacked depth/sincerity

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of the challenges. Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to discover and use self-knowledge and/or interview skills yet lacks the motivation and/or confidence to take the risk to interview others or talk about personal strengths/preferences (will)? Or does the student lack the skills of identifying personal characteristics and conducting information seeking interviews of adults?

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions.

Interventions might include (and are not limited to) additional classroom guidance activities about interviewing skills, identifying personal needs and integrating information to help plan present and future activities.

Responsive Services involvement might be indicated for individuals, e.g., individual/group counseling related to self-confidence, identifying personal needs, skills of gaining information through interviews with adults. In some cases, more intensive involvement of parents may be indicated.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

INTERVIEWING SKILLS:

- ☐ Ask question;
- ☐ Wait for answer;
- ☐ Take notes;
- ☐ Write exactly what person says;
- ☐ Ask for more information (e.g., tell me more, describe what you think while you do the job);
- ☐ Thank the interviewee;
- ☐ Follow-up with a thank you note.

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W.O.W.* WORKER SURVEY

* World of Work

Name: _____ **Class:** _____ **Date:** _____**Directions:** Interview four (4) adult workers about their jobs. Summarize the information in the table.

Job Tasks	What school subjects does the worker use on the job?	What is the greatest personal satisfaction the worker gets from this job? What does worker like most/least about job? Overall, is worker satisfied or dissatisfied with job? What factors influence worker's satisfaction and/or dissatisfaction about the job?	How does this job fit YOU (student)? Scale=1-10 1 low/10 high
1. Family Member: _____ Job Title _____ Career Path _____			
2. Family Member: _____ Job Title _____ Career Path _____			
3. Name of Worker _____ Job Title _____ Career Path _____			
4. Name of Worker _____ Job Title _____ Career Path _____			

Reflection (write responses on back): I learned ____ about the job satisfaction needs of workers. Comparing my job satisfaction needs with those of the workers I interviewed, I would be happiest working in a job _____. I would NOT be happy working in a job _____. My favorite school subjects are: _____. The workers I interviewed who use _____ in their jobs were: ____, ____, _____. I learned I _____. I want to learn more about the following jobs: ____, ____, ____, ____, _____. In conclusion _____.

Career Pathways

Use these mini-descriptions to help identify Career Paths of workers you interview

Fixing & Building: *People who like to figure out how things work and build things.*

Health: *People who like to care for animals and people.*

Helping: *People who like to make things better for others.*

Nature: *People who like to work outdoors with plants and animals.*

Creative: *People who like to draw, write or perform for other people.*

Business: *People who like to do math, sell things, or use computers*

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THANK YOU!

THANK YOU!

THANK YOU!

THANK YOU!

RESULTS: WORKER JOB SATISFACTION INTERVIEWS

Comparing Worker Job Satisfaction Factors

Name: _____ and _____ Class: _____ Date: _____

DIRECTIONS FOR COMPARING WORKER JOB SATISFACTION FACTORS AND CAREER PATHS OF WORKERS THINKING PAPERS (*this thinking paper and the thinking paper, Career Paths Of Workers Interviewed, are complementary and are completed simultaneously by partners*).

1. One person writes job titles and names workers he or she interviewed in the top row of the table below while partner adds his or her interview information to the next thinking paper: *Career Paths of Workers Interviewed*.
2. Partners switch papers and follow same procedure for second thinking paper.
3. Partners work together to enter information in chart below:
 - In the **first column**, list the job satisfaction factors/needs identified by the workers you and your partner interviewed (eliminate duplicate factors);
 - Place an **"X"** in column for each worker who identified the factor (see example).

Job Satisfaction Factors/Needs	Worker 1	Worker 2	Worker 3	Worker 4	Worker 5	Worker 6	Worker 7	Worker 8
Working with others		X	X		X		X	

RESULTS: WORKER JOB SATISFACTION INTERVIEWS**Career Paths of Workers Interviewed**

(See Directions for the thinking paper: Comparing Worker Job Satisfaction Factors)

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

PSC NOTE: The Guidance e-Learning Center (www.mcce.org) is an excellent source for materials as well as links to other resources. Download full-color Career Path (and Career Cluster) posters at: www.missouricareereducation.org/for/content/career/

DIRECTIONS: Write the job titles and names of workers interviewed in the appropriate career paths.

Fixing & Building: People who like to figure out how things work and build things.

Workers interviewed (and their job titles) in the Fixing and Building Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Health: People who like to care for animals and people.

Workers interviewed (and their job titles) in the Health Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Nature: People who like to work outdoors with plants and animals.

Workers interviewed (and their job titles) in the Nature Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Helping: People who like to make things better for others.

Workers interviewed (and their job titles) in the Helping Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Creative: People who like to draw, write or perform.

Workers interviewed (and their job titles) in the Creative Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Business: People who like to do math, sell things, or use computers

Workers interviewed (and their job titles) in the Business Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

RESULTS: WORKER JOB SATISFACTION INTERVIEWS

Suggestions for Summarizing Worker Job Satisfaction Interviews

With your partner, describe and summarize the information the two of you gathered about worker job satisfaction.

You may complete the following sentences OR write your own description and summary using the following sentences as examples for your description:

The data collected through worker interviews conducted by _____ & _____ indicated the following:

1. The job satisfaction factors/needs _____, _____ and _____ were shared by _____ of the 8 workers interviewed. The Career Paths represented by the workers interviewed were: _____, _____ and _____.
2. Is money the only reason people work? YES NO
We found that of the eight (8) workers we interviewed, _____ identified factors other than money as the most important reason they work. Examples of most important factors workers identified were: _____, _____ and _____.
3. We discovered that _____ of the eight (8) workers interviewed expressed positive feelings about their work and _____ of the 8 workers expressed negative feelings about their work.
4. The following factors influenced workers' **satisfaction** with their jobs: _____, _____ and _____.
5. The following factors influenced workers' **dissatisfaction** with their jobs: _____, _____ and _____.
6. Workers were asked what school subjects helped them do their jobs well. The results of the school subject question, suggests the following:

7. In addition, we learned the following about work and working from the workers we interviewed: _____

YOU CAN: BE SUCCESSFUL!

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness about the topic of effective work/study skills—the Habits of Success; in addition, the lessons provide an example of a performance event. The Student Thinking Papers and PSC Resources may be used to supplement other lessons you are teaching related MCGP Concepts.

PSC Note¹: This series of four lessons lends itself well to collaboration with classroom teacher, music teacher and art teacher. It might even be expanded to include the critical examination of advertising and the covert persuasion used to convince an audience to buy a product. Is it true or false/right or wrong or...? You may want/need to modify the “Take-One” Student Thinking Paper and modify procedures to shorten the lessons.

PSC Note²: Lesson 1 and the first part of Lesson 2 address school and work habits of success. The remainder of Lesson 2 and Lessons 3 & 4 are designed as a performance event to demonstrate understanding of the Habits of School and Work Success. With slight modifications, [Lessons 1 and 2 may be used as a single activity](#).

Purpose: Some students view success as unattainable and become learning discouraged. This series of lessons helps students understand their roles in determining their own success. Students learn/re-learn their study and work habits make a difference in their success (or lack of success) in school and in the World of Work (WOW). Students learn about the school and work benefits of universally effective school and work success habit They assess their current level of application and are provided a check-list they may use on a daily basis to monitor their application of the skills. Self-advocacy is emphasized throughout the lessons.

Lesson 1: Can We Predict Success? *The relationship of Habits of School and Work Success* to self-advocacy and planning for one’s own school and work success.*

Materials: Student Thinking Papers: [Work Success Habits: Pre-Assessment](#) And [Habits of School Success: How They Help](#)

**a number of writers have used the term “habits of success”; a web search takes you to links for a variety of websites; Arthur Costa & Bella Kallik’s 16 Habits of the Mind complement the teaching of this series of lessons about the habits of success (<http://www.instituteforhabitsofmind.com/>).*

Lesson 2: Take One, Part 1: *Students review/expand information about Habits of School Success. They work in teams and begin the process of creating a commercial for one of the Habits of School Success.*

Materials: Student Thinking Paper: [Take One](#); Student Resource: [Habits of School Success: Checklist](#); Chart paper (to allow all team members to have visual reminder [group memory] of team’s discussion; to be saved and reviewed during the succeeding work sessions), Poster Board, Markers, Crayons

Lesson 3: Take One, Part 2: Start from Where You Are! *Teams complete 60 second commercials.*

Materials: Arrange for photocopies to be made during the lesson of each team’s script for team. Student Thinking Paper: [Take One](#) and student-generated materials from Lesson 2 (Students complete work started in Lesson 2)

Lesson 4: Show-Time: *Each team presents its 60 second commercial to whole class.*

Materials: Timer, Camera to make video recordings* of commercials; Teams’ scripts/props and other materials required for “airing” of commercials; [Work Success Habits: Post-Assessment](#); [Habits Of School Success: My Self-Assessment](#) Student Thinking Paper

***Review school/district’s policy regarding photographing students (video or still). What permissions are required? Who is responsible for obtaining/verifying/recording permissions? Comply!**

Time: Four (4) 50-60 minute lessons

Group Size: Small group or whole Class

Grade Level: 4-6

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.











Concept: CD.9.A. Personal skills for job success

American School Counselor Association (ASCA): Domain/Standard:

Career Development Domain

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	CD.9.A, CD.9.B	Unit:	Working Together	 
6 th Grade	CD.9.A, CD.9.B	Unit:	Evaluating One's Personal, Ethical, Academic and Work Habits	 
The following Units/Lessons address study habits related to success in school and on the job.				
4 th Grade	AD.4	Unit	Tick-Tock Goes the Clock	 
5 th Grade	AD.4	Unit	Successful Students!	 
6 th Grade	AD 4	Unit	The Successful Student (Lessons 1 & 2)	 

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
	Goal 3: recognize and solve problems
	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 (including grammar, usage, punctuation, spelling, capitalization) 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations.
	Mathematics	
X	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition/performance of one or more of the visual or performed arts 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

Enduring Life Skill(s)

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

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

See Individual Lessons

Lesson Preparation/Motivation

<p><i>Essential Questions:</i> What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <p><i>Engagement (Hook):</i> See individual lessons.</p>
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Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 1: CAN WE PREDICT SUCCESS?</p> <p>Materials: See book titles listed in <i>Hook</i>; Student Thinking Papers: Work Success Habits: Pre-Assessment And Habits of School Success: How They Help</p> <p><i>Throughout these lessons, systematically observe students as they participate in their assigned small groups. Be aware of students who mask their lack of participation with such behaviors as: seemingly looking at thinking papers--hat pulled over eyes masks closed eyes; appearing to write notes during discussion—actually doodling).</i></p> <p>Hook: Enter classroom with an armload of books about how to be successful, such as, Sean Covey’s <i>The 7 Habits of Happy Kids</i> (2008, Simon & Schuster Children's Publishing) and Marianne Richmond’s <i>Hooray for you!: A celebration of "you-ness"</i> (2003, Sourcebooks Inc.), and Charlene Costanzo’s <i>The twelve gifts of birth</i> (1999, William Morrow (HarperCollins)</p> <p>Say something like “Do you know that there are many people rooting for you and your success? Most of whom you don’t even know! Just look at all these books...</p> <ol style="list-style-type: none"> Transition from Hook to lesson: Ask students to hypothesize about reasons strangers might want them to be successful. Invite 3 or 4 students to tell the class their hypotheses. If “Because I’m worth it” is not a response, point out the importance of believing everyone including themselves is worthy of success. <p>Point out that in this very school, there are adults whom they know who are ready to help them on their own journey to success.</p> <ol style="list-style-type: none"> Introduce Lessons: In this and the next 3 lessons, the emphasis will be “YOU CAN: BE SUCCESSFUL”. They: <ul style="list-style-type: none"> Assess their present thinking about work success; Identify and assess Habits of School Success; Create and produce commercials about habits of success; Develop a plan for monitoring application of the Habits of School Success. SHOW-ME SHOUT-OUT (one-at-time; inside 	<p>LESSON 1: CAN WE PREDICT SUCCESS?</p> <p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Volunteer a hypothesis about why strangers want all students to be successful. If do not volunteer, listen/think about other students’ hypotheses. Do you agree or disagree?</p> <p>Listen to and think about school counselor’s statement that there are adults at school who ready to help every student be successful...in school and in life. What do the words mean for you?</p> <ol style="list-style-type: none"> As school counselor talks about the next lessons, listen AND think about what you know and want to learn about making yourself successful. Contribute one thing you want to learn about success to the SHOW-ME SHOUT-OUT Contribute an idea to the class conversation with

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<p>shouts)... What do you want to learn about making yourself successful? Summarize and use their comments to transition to next part of lesson.</p> <p>Explain to students that school success predicts job success. Talk with students about the relationship between work/study habits and school success. Emphasize:</p> <ul style="list-style-type: none"> • Most students do poorly in school because of poor work habits, rather than because of the inability to do the work. • Most employees lose their jobs due to poor work habits. • Study and work habits they use now are the ones that are required when they get a job—now AND in the future. • Study habits they use help them learn WHAT to do on the job (e.g., mathematical equations); • The work habits they use will help them know HOW to do the job. • For example: <ul style="list-style-type: none"> ○ If their neighbors hire them to shovel snow, they need to know the shovel becomes a lever to make their work easier AND ○ They need to start and finish the job when the neighbors expect. <p>4. Pre-Assessment: Distribute and explain the Work Success Habits Pre-Assessment (Student Thinking Paper). Invite clarifying questions.</p> <p>Read each statement as students mark their responses (this keeps assessment from being an assessment of reading ability). When completed, invite student comments about the assessment statements, especially statements about which they were unsure. Collect their papers.</p> <p><i>The results of the pre-assessment will be compared with the post-assessment results to assess students' thinking about work success habits before and after the series of lessons.</i></p> <p>5. Write the title “Habits of School Success” on the board. (Review procedure for <i>SHOW-ME...ON-THE-BOARD</i> with students: [plan ahead for enough “chalk” for 5 or 6 students at a time to write their ideas.]: Remind students what “quickly and orderly” means [5 or 6 students writing at all times—no lag between writers].)</p> <p>Ask students to think about what they do or can do to</p>	<p>school counselor about the relationship of success and WHAT STUDENTS DO (study/work habits). What are your thoughts about his or her points?</p> <p>4. Look over the <i>Work Success Habits Pre-Assessment</i> thinking paper. Ask clarifying questions.</p> <p>As school counselor reads each item, mark your response (with integrity).</p> <p>What did you think of the statements? Contribute to conversation about the statements. Give thinking papers to school counselor.</p> <p>5. Participate in review of procedure for <i>SHOW-ME...ON-THE-BOARD</i>. Ask questions if unclear about any part of directions.</p> <p>What do you do (or know you could do) to assure</p>

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<p>assure their success in school.</p> <p>6. SHOW-ME...ON THE BOARD...IN WRITING...ALL TOGETHER QUICKLY AND ORDERLY.</p> <ul style="list-style-type: none"> Instruct students to write, on the board, what they do to assure their own success (e.g., being on time, maintaining good attendance, producing neat and accurate work, being dependable). It's ok if two or more people write the same habit of success. <p>7. Students Generate List of Habits of School Success: Help students analyze the Habits of School Success they wrote; combine duplicate ideas and/or clarify "fuzzy" statements; compile ideas into a new list of Habits of School Success.</p> <p>8. Contribution of Habits of Success to School Success: Distribute the <i>Habits of School Success: How They Help</i> Student Thinking Paper. Instruct students to enter their newly compiled list of habits of success in the first column of the chart.</p> <p>9. Discuss each column in the chart; as a whole class, in pairs or individually write (in the appropriate column) how each habit of success contributes to the success of learners and workers. When completed, instruct each student to independently rank the importance to him or her of each habit of success (1-10 [1=most important]).</p> <p>10. Public Sharing: Invite 3-4 students to tell their classmates which habit of success they ranked #10 (least important) and which one they ranked #1 (most important) and why. Use their comments as starting points for further conversation about the importance of applying the Habits of School Success every day.</p> <p>ASSESSMENT: Content: Step 9 provided assessment of content through the <i>Habits of School Success</i> Student Thinking Paper. Their responses indicated basic knowledge of the relationship of the habits of success to school and work success.</p> <p>ASSESSMENT: Personalization of Content: Students complete the reflection stems on their <i>Habits of School Success: How They Help</i> thinking papers (reflections are repeated here): <i>When I started this lesson, I thought my school success depended upon _____. After this lesson, I _____.</i></p>	<p>your success in school? Be ready to add your idea to SHOW-ME...ON-THE-BOARD.</p> <p>6. Follow school counselor's directions; go to board when directed to do so; write one thing you do to assure own success.</p> <p>7. Look over the list: 1) find duplicates and combine; 2) identify "fuzzy statements" & help clarify; 3) help school counselor compile ideas into a new list.</p> <p>8. On the thinking paper, enter the habits of success of success generated by you and your classmates.</p> <p>9. Listen and think as your school counselor discusses each column; ask questions if unsure about either of the two columns and what to include. Complete the thinking paper with integrity (honestly and thoughtfully).</p> <p>10. Volunteer to tell classmates about your #1 and #10 rankings. If don't volunteer, listen and think about others' comments. How do their rankings compare with yours?</p> <p>ASSESSMENT: Content: Completed thinking paper (Step 9) demonstrated your knowledge about the habits of success.</p> <p>ASSESSMENT: Personalization of Content: Complete reflections (look for them below the chart of Habits of School Success: <i>How They Help</i>)—with integrity.</p>

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<p><i>From now on I ____.</i></p> <p>Invite volunteers to read their reflections. Summarize as appropriate to extend meaning of reflections for class members.</p> <p>CLOSURE: SHOW-ME: THUMBS UP OR DOWN: Who wants to be more successful in school?</p> <p>Tell students that during the next lesson, they will receive a checklist to be used to monitor their use of the Habits of School Success every day. In addition, they have an opportunity to explore the work of those who create commercials by creating a commercial about the importance of one of the Habits of School Success.</p> <p>Encourage students to pay special attention to the commercials they see on television or hear on the radio. What techniques are used to convince consumers to buy the product? How long is each commercial? Keep mental or written notes.</p> <p>Collect <i>Habits of School Success: How They Help Student Thinking Papers</i>.</p> <p><i>(PSC: After the lesson, review the students' thinking paper responses [and the pre-assessment]. Make note of any "out-of-the-ordinary" responses [e.g., extraordinary insight, indications of attitudes that may sabotage success, indications of inability to complete tasks/understand concepts].</i></p> <p>See the blank student resource: Habits of School Success: Checklist. Before the next lesson, use the student-generated Habits of School Success (Steps 6 & 7) to create a checklist for students to use independently after completion of lessons. Make copies of the checklist; to distribute to students at the end of Lesson 2)</p> <p>LESSON 2: TAKE ONE, PART 1 <i>Take to class: Habits of School Success: Checklist (distribute during Step 4) & students' completed Habits of School Success: How They Help (Distribute in Step 6)</i></p> <p>Materials: Student Thinking Paper Take One; Prior to lesson, gather print advertisements and, if possible, clips of television commercials.</p>	<p>If you have not volunteered today, courageously volunteer to read your reflection. If don't volunteer, listen and think about others' comments. Ask clarifying questions or make comments as appropriate.</p> <p>CLOSURE: SHOW-ME: THUMBS UP OR DOWN: Thumbs up to indicate desire to be more successful in school.</p> <p>Commit to paying special attention to radio and television commercials. Become a critical observer—What makes them work (i.e., convince people to buy the product)?</p> <p>Give school counselor your <i>Habits of School Success: How They Help</i> thinking paper.</p> <p>LESSON 2: TAKE ONE, PART 1</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use the conventions of standard English in all speaking and writing.</p>

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<p><i>Hook:</i> Tell students to ponder this: What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <ol style="list-style-type: none"> Review Lesson 1: SHOW-ME...WITH WORDS: Who will tell me one Habit of School Success you remember from our last lesson? Continue review of the Habits of School Success by inviting several more students to remind the class of a Habit of School Success. Inquire about students' thinking in regard to the relationship of school success and worker/job success. Ask about students' use of the Habits of School Success since the last lesson. Who applied a habit of success to a job at home (e.g., completed chores with positive attitude or emptied trash before playing video games—and without being asked). Adults in School are Ready to Help: Remind students of one of the first statements made during Lesson 1: <p>“... (I)n this very school, there are adults whom (you) know who are ready to help (you) on (your) own journey to success.”</p> <p>SHOW-ME SHOUT-OUT (one-at-a-time; inside shouts): Name an adult to whom you can go for help on your journey to success.</p> Monitoring Self: Distribute the <i>Habits of School Success-Checklist</i> Student Resource. Explain the columns and that the checklist is a good reminder for them to continue to plan and be self-advocates for their own success. Invite clarifying questions. Complete first row of chart together. Encourage students to put the Habits of Success checklist in their planners or notebooks as a reminder to use the habits every day. <p><i>*PSC Note: If you want to eliminate the performance event, this is a good place to stop. The remainder of Lesson 2 and Lessons 3 & 4 are preparation for the performance event—assuming roles on an advertising team: creating commercials for habits of success commercials. If you stop here, distribute the students' completed Lesson 1 Habits of School</i></p>	<p><i>Hook:</i> Ponder (think about) questions school counselor asks. How would you answer them?</p> <ol style="list-style-type: none"> Contribute to SHOW-ME...WITH WORDS: Volunteer to tell one Habit of School Success. Contribute to conversation about relationship between school success and work/job success. What makes school success a predictor of work success? Tell about one or two habits of success that have been helpful to since the last lesson. Think about: To whom can you/will you go for help? <p>Participate in SHOW-ME SHOUT-OUT (one-at-a-time; inside shouts): Name an adult to whom you can go for help.</p> <ol style="list-style-type: none"> Look over the <i>Checklist</i>; ask clarifying questions if something is not clear. <p>Decide where to keep the <i>Checklist</i> so you remember to use it every day as a part of your plan for success.</p>

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<p>Success: How They Help thinking papers. Provide feedback in the form of general comments summarizing their completed charts. Assess content knowledge/understanding by inviting students to tell shoulder partner two ideas they will always remember about the Habits of School Success.</p> <p>CONTINUE TO PERFORMANCE EVENT:</p> <p>6. Transition: Distribute students’ completed Lesson 1 thinking paper: <i>Habits of School Success: How They Help</i>. Make comments summarizing their completed charts and link to the next part of the lesson: Selling one of the habits of success to their peers.</p> <p>7. Discuss Print and Broadcast Advertisements and Commercials: Show print advertisements you gathered. Comment about persuasive elements. Ask: What did you learn from being a critical observer of radio and television commercials? How do companies persuade consumers to buy their products? Write list on board.</p> <p>Encourage students to think beyond content of “commercials” or “ads” to the specific elements that get people to listen or look at the commercials/ads (e.g., grab interest, use repetition, logos, music, stories).</p> <p>8. Introduce Procedure: Tell students that during this and the next two lessons they have opportunities to try out a job in the world of advertising—they will write a commercial for one of the Habits of School Success.</p> <p>Explain that their task is to write (and perform) a commercial for an assigned Habit of Success. During this and the next two lessons they assume roles of advertising specialists in the field of television. On the board, create a list of the jobs they will perform: For example:</p> <ul style="list-style-type: none"> • Director—coordinates workers’ production, keeps team moving along and checks that tasks are being completed. • Copywriters—write the copy (script) for the commercial. They must use standard English, make it attention-grabbing and follow time limit. • Editor—works with copywriters to make sure everything “fits” together and is accurate. • Art Director—works with Director and the copywriters to create artwork (e.g. logo/jingle or slogan/music (if used). <p>9. Assign Students to Teams: Divide the class into</p>	<p>6. Look over responses on the <i>Habits of School Success: How They Help</i> thinking paper. Refer to these during the advertising team task for hints about the benefits of buying the assigned habit of success.</p> <p>7. Contribute to class discussion about observations of radio and television commercials and the persuasive techniques companies use to convince consumers they “need” to buy products.</p> <p>8. Think about commercials observed. What workers were required to produce the commercial? Listen, contribute and comment as appropriate to the list of jobs to be performed by your team of advertising specialists.</p> <p>9. Write the name of your advertising team’s assigned</p>

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<p>teams of four or five; assign each team a Habit of Success (from <i>Habits of School Success: How They Help</i> thinking paper).</p> <p>Distribute the <i>Take One</i>-Student Thinking Paper. Give students time to look it over with the caution that it may seem complicated at first; however, when they take it one step at a time, it will be easy to complete the tasks.</p> <p>Give a general overview of the first and second work sessions. Invite general questions to get initial anxieties out in the open; undoubtedly, they will have questions that will be answered during your explanation.</p> <p>Give their to-be-answered questions credence by writing them (or telling student to write them) on the board so they are not forgotten.</p> <p>10. First Work Session Tasks: Explain the advertising teams' tasks for the First Work Session (see thinking paper for description of tasks):</p> <ul style="list-style-type: none"> • Assign roles • Define assigned Habit of Success • Identify the features (benefits) of their team's Habit of Success, including why everyone should "buy" it to help him or her become more successful in school and in present/future jobs. • Identify the characteristics (e.g., age, interests) of the audience for their commercial (classmates). • Identify the elements of existing commercials that appeal to this audience. • Decide on consistent message/theme for commercial <p><i>As time permits:</i></p> <ul style="list-style-type: none"> • Develop a story board for commercial • Brainstorm possible logos and jingles for Habit of Success. <p>Respond to students clarifying questions. Remind students of the importance of <i>collaboration</i> and <i>respect</i> for each other and each other's ideas—everyone won't get his or her way; everyone must have his or her say!</p> <p><i>PSC Note: As students are working, go from team to team to answer questions and encourage on-task work. If there are conflicts, urge students to resolve them on their own—with respect for self and others. Systematically observe group participation skills of each student—make note of too much as well as, too little participation.</i></p>	<p>Habit of Success at the top of your <i>Take One</i>-Student Thinking Paper.</p> <p>Look over the thinking paper. Remember: your team will not be doing everything today!</p> <p>Ask clarifying questions (school counselor may ask you to wait for the answers to some of your questions)</p> <p>10. Listen/Think/Ask clarifying questions about any tasks that are unclear.</p> <p>COLLABORATE AND RESPECT SELF AND YOUR ADVERTISING TEAM MATES!</p>

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<p>11. Team Progress Reports: Each team reports-out about its progress and asks whole team for help in solving unresolved challenges.</p> <p>Acknowledge: working on a team is not always easy—conflicts will occur and compromises must be made. Remember the importance of everyone having a say and everyone being heard—and then compromising.</p> <p>ASSESSMENT: Content: (Every advertising team may not complete all tasks for today...they will start where they are in Lesson 3). Using the Take One Student Thinking Paper, each team is able to identify: the benefits of the assigned Habit of Success; the characteristics of audience members to whom they will present their commercial; the consistent theme/message of their commercial and has completed the majority of a storyboard for the commercial</p> <p>Instruct students to put the materials their teams generated in a safe place until the next lesson (if necessary, make arrangements with classroom teacher to store materials in the classroom).</p> <p>ASSESSMENT: Personalization of Content: <i>Systematically observe students as they work in teams and make mental note of productive/non-productive behaviors. These observations (without names or other identifying information) may be used as part of encouraging feedback (e.g., I noticed several learners inviting/encouraging others to contribute their ideas or I noticed several learners did most of the talking in teams.)</i></p> <p>Self assessment: Instruct students to think about their own behaviors as they worked together. On the back of the <i>Take-One</i> papers, answer the following questions:</p> <ul style="list-style-type: none"> • Did I help or hinder my team’s work toward today’s goal? • In what ways? • What will I do more of/less of to help my team reach its goals during the next lesson? • Whose help do I want to help me help my team accomplish its tasks? <p>CLOSURE: SHOW-ME: Invite several students to tell how they will use one of the Habits of School Success before the next lesson. Tell them that during the next lesson, they will work to complete their commercials</p>	<p>11. Decide on a team reporter—one who will report your advertising team’s progress and ask for help with challenges. Listen, think and learn from the reporting-out of other teams.</p> <p>ASSESSMENT: Content: At the end of the work session, each team has identified the benefits of the assigned Habit of Success; the audience & characteristics; the consistent theme/message of commercial and has completed the majority of its storyboard (as identified in <i>Take One</i> Student Thinking Paper). (Not to worry if ALL of today’s tasks were not completed today...IF your advertising team has worked diligently.)</p> <p>ASSESSMENT: Personalization of Content: Reflect on your interactions and work as a member of advertising team.</p> <p>On the back of <i>Take-One</i> papers, respond to the school counselor’s prompts with integrity (honesty and thoughtfulness):</p> <p>CLOSURE: SHOW-ME: Several students volunteer to tell how they will use one of the Habits of School Success before the next lesson. If you don’t volunteer, listen and think about others’ comments</p>

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<p>and in the following Lesson, they will present their commercials.</p> <p>PSC Note!! <i>Plan to record (still or video) students' commercials: Before Lesson 4 arrange for camera (and videographer, if possible) AND review school/district's policy regarding photographing students (video or still). What permissions are required? Who is responsible for obtaining/verifying/recording permissions? Comply!</i></p> <p>LESSON 3: TAKE ONE, PART 2: START FROM WHERE YOU ARE!</p> <p><i>Plan a procedure for getting scripts photocopied as they are completed (e.g., ask classroom teacher to help or office aid or ____ to help). Every team member needs a copy of his or her team's script to review between this lesson and the next)</i></p> <p>Materials: Student Thinking Paper: <u>Take One</u> and team materials generated for their team's use. (Lesson 2).</p> <p><i>Continue to systematically observe students as they work in teams and make mental note of productive/non-productive behaviors and individual students who have difficulty with any aspect of the lesson.</i></p> <p>Hook: Tell students to ponder this: What do successful students and adults do that makes them successful? Can anyone be successful? Who decides?</p> <ol style="list-style-type: none"> Transition from Hook to Lesson: Tell students to get out their <i>Take One</i> thinking papers (Lesson 2). Look over the reflections they wrote on the back of their papers). Tell them to note the reflection about what they will do more of or less of as a team member today. Introduce this Lesson: Review teams' accomplishments during first work session; remind students that by the end of this work session they must have the script for their commercial completed. As students are getting into their teams, tell them to gather materials from the last lesson (e.g., their storyboards, their "team memory" [chart paper lists] and anything else they need to finish tasks). Teams Assess their Progress: Teams review and check-off accomplishments during the first work session and identify where team will start (every team's first task is to complete First Work Session 	<p>and how they are similar to or different from the responses you would give.</p> <p>LESSON 3: TAKE ONE, PART 2: START FROM WHERE YOU ARE!</p> <p>A Reminder for Students: Courageously volunteer especially if you did not contribute your ideas during Lessons 1 & 2. Remember: speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Ponder (think about) your answers to questions school counselor asks. Are answers the same as they were at the beginning of the last lesson?</p> <ol style="list-style-type: none"> Get out <i>Take One</i> thinking paper from Lesson 2; review reflections and identify specific things you will do to help your team complete today's tasks. Remind yourself about the tasks your advertising team completed during the last work session. Teammates gather all materials needed for this work session—help each other. Working together, advertising team members check off completed tasks and determine where to start for this work session.

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<p>tasks). When teams have assessed their progress from first work session and identified where to begin this work session, explain Take One Second Work Session (page 3 of thinking paper). Invite clarifying questions.</p> <p><i>Work closely with each team; offer assistance as needed. Extra attention may help build the confidence of students who find writing or drawing threatening or difficult.</i></p> <p>4. Mid-point Team Progress Check: Mid way through Lesson, ask each team to briefly report-out about its progress and ask classmates for help in solving unresolved challenges. Remind students to review their Lesson 2 projections. Are they following through on their commitments to apply the Habits of Success to their work with other team members?</p> <p>Teams return to work; as scripts are completed, get photocopies made for each team member.</p> <p>5. Final Progress Report for 2nd Work Session: Gather the class together and ask for a progress report from each team. Draw numbers for the order of presentations to be made in the next lesson.</p> <p><i>Make sure every team member has a copy of script for his or her team’s commercial—or knows when/where to get it later.</i></p> <p>ASSESSMENT: Content: Each team’s 60 second commercial is complete—script, including: visual and auditory elements, props and any other necessary materials are ready and/or assurances are made that all materials will be “ready-to-go” for “SHOW-TIME!”</p> <p>ASSESSMENT: Personalization of Content: Every member of a team is responsible for helping the team accomplish its tasks. Guiding each student to reflect on his or her contribution to team goals helps each person think beyond him or herself. On the backs of <i>Take One</i> thinking papers, students complete the following reflections about their contributions during the 2nd work session:</p> <ul style="list-style-type: none"> • Did I help or hinder my team’s work toward today’s goal? • In what ways? • I’m proud that I contributed ____ to our commercial. 	<p>Follow-along as school counselor explains <i>Take One: Second Work Session</i>. If do not understand any part of instructions, ask a clarifying question.</p> <p>4. Choose teammate to make mid-point progress report. Listen, think and learn from the reporting-out of other teams.</p> <p>Remember projections from Lesson 2: work cooperatively and collaboratively with teammates to create commercial; seek help as needed.</p> <p>RESPECT YOURSELF AND YOUR ADVERTISING TEAM MATES</p> <p>As soon as script is completed, give it to school counselor to be copied—write the number of copies needed at the top of the first page.</p> <p>5. Decide who will make final progress report for your team. Seek help on any unanswered questions and/or challenges. Draw a number for order of team presentation.</p> <p>ASSESSMENT: Content: Your advertising team’s 60 second commercial is COMPLETE. Every member has a copy of script (or team knows when/where to pick it up)</p> <p>ASSESSMENT: Personalization of Content: Reflect with integrity (honestly and thoughtfully) about your contribution to helping team meet its goals for today. Respond to the reflection stems read by school counselor—with integrity.</p>

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<ul style="list-style-type: none"> Presenting the commercial to the class ____. <p>CLOSURE: Summarize today’s work; describe the procedures for the big event-- invite comments and/or questions. If commercials will be recorded, tell students so they are not surprised.</p> <p><i>System Support/Program Advocacy PSC NOTE: This is an excellent opportunity to let others know what you are doing to help students’ academic achievement. Consider inviting principal and classroom teacher to participate in this Lesson.</i></p> <p>Are parent/guardian permissions in place for recording students’ in commercials??? Is camera ready and arrangements made to set-up early?</p> <p>LESSON 4: SHOW-TIME <i>Set-up recording equipment before lesson. If other school faculty/staff are attending, set up “adult chairs”. PSC Note: Arrange for a time or times that teams may view the video of their commercials. Self-observation is an excellent means for self-assessment.</i></p> <p>Materials: Kitchen timer</p> <p><i>Hook:</i> It’s Show-Time, folks! SHOW-ME...THUMBS UP OR DOWN: Are you excited? Are you ready? Can you be successful? Do you have questions?</p> <p>Answer questions.</p> <ol style="list-style-type: none"> Final Prep: Allow 5-8 minutes for teams to do final “go over” of commercial, i.e., time to rehearse one more time, resolve any last minute issues. Remind teams of the order commercials will be “aired (numbers drawn last lesson).” <p>Remind students of guidelines of respect and acknowledgement for each presentation.</p> <ol style="list-style-type: none"> Begin Procedure: Introduce the first team, set timer for 60 seconds; roll the cameras for <i>Take One</i> while other class members get hooked by the commercial. <p>After commercial, allow a few minutes for discussion.</p>	<p>CLOSURE: Listen, think and ask questions as school counselor goes over procedures for the big event: your team’s debut as advertising specialists!</p> <p>LESSON 4: SHOW-TIME</p> <p>A Note to Students: Relax, you are prepared; get your butterflies flying in concert! (We all get butterflies before a performance; trick is to get them to fly in concert.)</p> <p><i>Hook:</i> Participate in SHOW-ME...THUMBS UP OR DOWN; ask any questions you or your team have about today’s big event(s).</p> <ol style="list-style-type: none"> Final team meeting: encourage each other! <p>When it is your team’s turn, present your commercial with competence, confidence and belief in the Habit of School Success your team is selling.</p> <p>As the other teams present, think about ways their Habit of School Success can/will benefit your own journey to success.</p> <p>During Q&A discussion tell the presenting team what</p>

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<p>Proceed in the same way with the remaining presentations.</p> <p>3. Summarize: After the presentations, acknowledge the work of each advertising team—identifying specific strengths (in general...no personal identifying information). Invite feedback about the process—NOT content of individual commercials:</p> <ul style="list-style-type: none"> • What did you like (about team process)? • What would you change if doing the exact same assignment again? • In the future, how will you use what you have learned? <p>Tell students when/how they may view their commercials. Follow-up with reminders; view videos together with team members.</p> <p>ASSESSMENT: Content 1: Commercial presented: 60 seconds, an attention-getter, consistent message, the benefits of habit, reasons to “buy” and how/where to “buy”.</p> <p>ASSESSMENT Content 2: Distribute Habits Of School Success: My Self-Assessment thinking papers. Explain directions; read each item and invite clarifying questions. <i>Depending upon developmental reading level of students, you may want students to complete thinking paper as a class.</i> (The stems are repeated here FYI.)</p> <ul style="list-style-type: none"> • <i>Before these lessons about the Habits of School Success, I thought my school success depended upon _____. After these lessons, I _____. From now on I _____.</i> • <i>The important things I learned about the Habits of School Success are _____.</i> • <i>The Habits of School Success that I need to change are _____.</i> • <i>To make the needed changes I _____every day _____. I will know I have been successful when _____. My accountable person will be _____; he or she will _____. We will celebrate my success _____.</i> <p>ASSESSMENT: Personalization of Content: Continuing on their self-assessment papers, ALL students respond to questions posed in Step 3 (repeated [and expanded] here):</p> <ul style="list-style-type: none"> • What did you like about your work as a team member? • What did you like most about the assignment? • What did you like least about the assignment? 	<p>the commercial persuaded you to do (e.g., how you will apply the habit in your school work).</p> <p>3. Volunteer to contribute to the feedback process. If don’t volunteer, listen and think about others’ comments. Are classmates’ feedback comments similar to or different from comments you thought about?</p> <p>ASSESSMENT: Content 1: Commercial presented with competence and confidence!</p> <p>ASSESSMENT Content 2: What did you learn? Answer questions school counselor poses.</p> <p>ASSESSMENT: Personalization of Content: Reflect in writing about the prompts provided by school counselor.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • What would you change (about you) if doing the exact same assignment again? • In the future, how will you use what you have learned? • I (your school counselor) will teach these lessons again. What advice do you have for me to make the assignment better (answer with integrity [honestly and thoughtfully]). <p>Before collecting thinking papers, inform students that you will be reading their papers and returning papers to their classroom teacher; who will return papers to students. The classroom teacher might read the papers. Is that OK with you? Tell students who want their responses to be between the two of you to write “PLEASE DO NOT SHARE” at top of thinking paper. Collect Habits of School Success self assessment papers.</p> <p>Post-Assessment: Distribute the <i>Work Success Habits: Post-Assessment</i> thinking paper. Tell students that a post- assessment is used to determine if one’s ideas are the same or different as result of a lesson or lessons. Remind them that they completed an assessment before (<i>pre-assessment</i>) the lessons about habits of success; now (after lessons) they will complete another assessment (<i>post</i>); <i>pre</i> and <i>post</i> results will be compared. Inform them about how you will use results and when/how they can see results if they are interested.</p> <p>Read each item so conditions are the same as the pre-assessment (see idea for use of results below). Collect papers.</p> <p>CLOSURE: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)</p> <ul style="list-style-type: none"> • What do successful students and adults do that makes them successful? • Can anyone be successful? • Who decides? <p>REMEMBER: YOU CAN—BE SUCCESSFUL!</p> <p><i>After the lesson, review reflections (responses to sentence stems) for students’(age appropriate) level of awareness about themselves and the Habits of School Success AND 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p> <p><i>Return papers to classroom teacher for distribution to</i></p>	<p>If prefer that your reflections are private between you and school counselor, write “PLEASE DO NOT SHARE” at top of thinking paper. Give school counselor Habits of School Success self-assessment papers.</p> <p>Post-Assessment: <i>Work Success Habits</i> Look over the thinking paper. Listen and think about school counselor’s explanation about post-assessment. Ask clarifying questions as appropriate.</p> <p>Complete (with integrity) the <i>Work Success Habits: Post-Assessment</i>. Give completed paper to school counselor.</p> <p>CLOSURE: Contribute to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)</p> <p>REMEMBER: YOU CAN—BE SUCCESSFUL!</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>students. Honor the privacy of students who write “Please do not share” on papers. Personally deliver papers to those students after your review.</i></p> <p>Compare the Pre-and Post-assessments to identify changes in students’ pre- and post-assessment responses. Summarize the results because...<i>the results provide support for the district’s Comprehensive Guidance Program and the effectiveness of your classroom guidance lessons as an important part of the district’s plan for the success of all students.</i></p>	

Classroom Teacher Follow-Up Activities

Provide Classroom Teacher with a brief overview of the lessons and copies of the thinking papers and resources: Student Thinking Papers: [Work Success Habits: Pre-Assessment](#), [Habits of School Success: How They Help](#), [Take One](#), [Work Success Habits: Post-Assessment](#), [Habits Of School Success: My Self-Assessment](#); Student Resource: [Habits of School Success: Checklist](#).

Summarize Systematic Observations: Identify:

- Students’ persistent misconceptions about work success habits; school success habits, the relationship between school and work success and their (students’) ability to make a difference in their own success.
- Students whose attitudes may sabotage success, e.g., made fun of or seemed to belittle being successful in school and/or demonstrated a lack of confidence in themselves and/or the benefits of self-advocacy and planning for success.
- Students who masked their lack of team participation, e.g., seemed to looking at thinking papers--hat pulled over eyes masked closed eyes or who appeared to write notes during discussion—actually doodling;
- Students whose behaviors kept team from accomplishing goals in a timely way, e.g., did work for everyone else, let everyone else do work for him or her, demonstrated an inability to compromise or listen to others’ ideas;
- Students who consistently had difficulty with any aspect of the lessons: cognitively, behaviorally or affectively.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate to further identify the extent of challenges. How are they evidenced in the classroom? What interventions have been used—success? Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to participate as a member of a team and lacks the motivation or confidence to take the risk to express own ideas or to let go of the control being “bossy” gives him or her (will)? Or does the student lack the ability to participate as a team member (skill)?

Collaborate with Classroom Teacher: Work together to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities requiring team-work or courageously expressing opinions/ideas in front of class. Responsive Services involvement may be indicated in the form of individual or small group counseling focused on (for example) self-confidence, team-building or academic self-concepts to help students learn they can be advocates for and make a difference in their own success. More extensive parental involvement may be required.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students’ responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

WORK SUCCESS HABITS: PRE-ASSESSMENT

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

Directions: Indicate with an "X" whether the statement is True or False; if you don't know, mark the "?" column. If the habit leads to school success, place a "Y" in the "Yes" column; if not, place "N" in "NO" column.

Work Success Habit	T	F	?	School Success Habit	
				Yes	No
1. When people arrive at work, they must act happy to be there.					
2. Going to work late is all right if no one says anything about it.					
3. Regular attendance is not important because one person absent doesn't make a difference.					
4. It is important to finish work assignments as close as possible to their due dates.					
5. Work considered priority should always be completed first.					
6. Arranging materials so they can be easily found is important.					
7. Companies make lots of money, so it is ok for workers to take supplies (e.g., boxes of paperclips or pens).					
8. Using the telephone at work for personal calls is all right if the conversation is shorter than 15 minutes.					
9. It is important to look ahead at work to be done so plans can be made to do it efficiently.					
10. Sloppy work is not acceptable even if it has to be done quickly.					
11. One should not waste time reading directions.					
12. Everyone is entitled to chat with friends or colleagues for long periods of time during work hours.					
13. It is a good idea to look neat and well-groomed.					
14. If you don't get paid very much, it's ok to show displeasure work (e.g., complain, be grumpy).					
15. No matter what the boss wants a worker to do, the worker should do it with a positive attitude.					
16. If a worker does not agree with a rule, he or she shouldn't have to follow it.					
17. If customers are rude to a worker, it's ok for the worker to be rude, too.					

HABITS OF SCHOOL SUCCESS: HOW THEY HELP**Name:** _____ **Class:** _____ **Date:** _____

Directions: Write the habits your class listed on the board. Next to each habit, write how this habit contributes to school success and worker success. After you have completed your answers, rank the habits with number one being the most important to you and number ten being the least important to you.

Rank	Success Habits	Contribution to School Success	Contribution to Worker Success

When I started this lesson, I thought my school success depended upon _____
 _____. After this lesson, I _____
 _____. From now on I _____

HABITS OF SCHOOL SUCCESS: CHECKLIST

(PSC Note: Insert the Habits of School Success students generated in Lesson 1 Steps 7/8; copy and distribute to students during Lesson 2. Encourage students to keep the checklist in their planners or notebooks so they can use it every day to monitor their journey to even greater success.

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

Directions: Use this checklist to monitor your use of the Habits of School Success every day. If you have difficulty applying any of them or if it seems they are not working—talk with your classroom teacher and/or your school counselor. We all want YOU to be successful! REMEMBER: YOU CAN—BE SUCCESSFUL! PLAN FOR IT! BE A SELF-ADVOCATE!

Date	Habits of School Success	How I Used This Habit To Be Successful	The Help I Need To Be Even More Successful In School.

Other thoughts (or doodles)

TAKE-ONE!

A commercial is an attempt to sell a product. Your commercial must be designed to sell your assigned Habit of Success to your audience. Why should everyone buy this Habit of Success? You have **one (1) minute** to sell your Habit via your commercial. (Most television commercials are 30 seconds.)

First Work Session: GOAL: Roles assigned and storyboard for commercial developed

Assign roles (may assume more than one role):

1. Director—coordinates workers' production, keeps team moving along and checks that tasks are being completed.
2. Copywriters—write the copy (script) for the commercial. They must use standard English, make it attention-grabbing and follow time limit.
3. Editor—works with copywriters to make sure everything “fits” together and is accurate.
4. Art Director—works with Director and the copywriters to create artwork (e.g. logo/jingle or slogan/music (if used)).

Director: *One of your tasks is to make sure that every person has a say and that each team member respects the ideas of each other team member. Be sure every person has his or her say! Everyone won't get his or her way, but everyone must have a say in decisions!*

NOTE: *The time allotted for each task AND the total time (running time) used are expressed as: (___ minutes [task time]/running time ___ minutes [total time used]). Times are estimates; however, establishing time limits for discussions will help team accomplish task by end of work session.*

TASKS & TIME ESTIMATES FOR FIRST WORK SESSION (The director facilitates the discussion; write ideas on chart paper for each step—so all team members have a visual to help them remember the points made):

1. **Define assigned Habit of Success** (5 minutes/running time 5 minutes)
Write the name of your Habit of Success at the top of your large page of chart paper in large letters.
Discuss its meaning and write the definition under the name of the habit on the chart paper. This will be your team's memory one of the anchors you will use throughout your work sessions.
2. **Brainstorm the characteristics (e.g., age, interests) of your audience** (classmates) (4 minutes/running time 9 minutes)
Write the list on chart paper.
3. **Identify the features (benefits) of your Habit of Success** (8 minutes/running time 17 minutes)
As a team, develop a list of the benefits of your Habit. Answer the questions: “Why should your audience (classmates) “buy” the Habit? How will it help them become more successful in school and in present/future jobs? Is there a success story you can tell?
List the benefits on the chart paper. Remember—you want every team member to have a visual reminder of your discussions for current and future reference.
4. **Brainstorm the elements of existing commercials** that appeal to this audience (5 minutes/running time 22 minutes)
5. **Decide on consistent message/theme** (8 minutes/running time 30 minutes)
Use the list of benefits and the characteristics of your audience (better grades might be a theme)

6. **Develop a story board** (15 minutes/running time 45 minutes):

- A story board is similar to a rough draft with estimated time allotments; it will be the basis for the script, e.g.:
 - grab interest (how?) 3 seconds;
 - habit name + 3 benefits of habit: 6 seconds/9 seconds;
 - success story or result of using this habit in school: 8.5 seconds/17.5 seconds;
 - long-term benefits e.g., happier parents, earn more money if use when doing jobs for neighbors: 10 seconds/27.5 seconds;
 - how to obtain the habit: 6 seconds/33.5 seconds;
 - BUT WAIT--there's more: (success story or more benefits): 7 seconds/40.5 seconds;
 - Summary/Closing Pitch/How/where to "buy"/guarantee (?): 19.5seconds/60 seconds.
 - Your storyboard may be a "list" (see "Sample Format for Storyboard—I") or it may be a series of pages with visual and auditory elements for each segment on each page (see "Sample Format for Storyboard—II")
7. **IF TIME PERMITS:** after completed storyboard, brainstorm possible logo/slogan/jingle for your team's habit of success.
8. After this work session, put your storyboard and "team memory" (chart paper lists/notes) in a safe place—you will need them during the next session.

SAMPLE FORMAT FOR STORYBOARD--I

(Expand boxes so you can include sketches and words)

Visual (Art and/or Character Activity) What will audience see/hear?	Approx. Time/Running Time (part of final edit)	Key Points of Narration What will audience be told/learn
Grab Interest of Audience	3 seconds/3seconds	
	/60 seconds	

(Add more rows as needed)

SAMPLE FORMAT FOR STORYBOARD—II

Scene 1: Grab interest of audience: NARRATOR says something like:

Do you ever think?



"Everyone has something to say ...EXCEPT ME!"
 Listen up--we have the perfect solution for
 BLANK MIND SYNDROME...

SECOND WORK SESSION: Start Where You Are: GOAL: Commercial developed, including script (art/music for logo/jingle/theme/characters and actions/narrative)

TASKS FOR SECOND WORK SESSION (The director facilitates the discussion):

During this work session, times for tasks are not included because each team is working at a different stage in the development of its commercial. The goal is the same for all teams—a completed commercial.

1. Post “team memory” chart papers and make sure everyone has copy of *Take-One* and has visual access to the storyboard.
2. Review work of last session/identify what needs to be done to complete your 60 second commercial (including: logo/slogan/jingle to carry out consistent theme).
3. Everyone “signs-off” on general ideas presented in storyboard.
4. Assign tasks: You may want to work in sub-groups (e.g. Art Director and Artists work together to create visuals; copywriters work together to write narrative).
5. Identify times for sub-groups to report-out to the team. Plan several times during the session so that every member of the team is involved in every aspect. Periodic reporting-out helps avoid disagreements later.
6. Gather supplies (e.g., poster board, markers, paper) and make sure everyone has visual access to story board
7. GO TO WORK! HAVE FUN WITH TASKS!
8. Report-out!
9. Back to work! Have fun!
10. Editor: Review final script—EVALUATE TIME ALLOTMENTS TO MAKE SURE THEY ARE WITHIN THE 60 SECOND LIMIT.
11. If you have not done so, assign character roles for commercial (Narrator, actors)
12. Rehearse! TIME—CUT/ADD TO AS NEEDED. REHEARSE & TIME AGAIN.
13. ENJOY SUCCESS!

HABITS OF SCHOOL SUCCESS: MY SELF-ASSESSMENT**Name:** _____ **Class:** _____ **Date:** _____**ASSESSMENT: Content:** Respond to the following (use the back of this paper if needed):

1. Before these lessons, I thought my school success depended upon _____.
2. These lessons, helped me know I _____.
3. From now on, I _____.
4. The important things I learned about the Habits of School Success are _____.
5. The Habits of School Success that I need to change are _____.
6. My Plan: To make the needed changes, every day I _____.
7. I will know I have been successful when _____.
8. My accountability person will be _____; he or she will help me stay on-track by _____.
9. We will celebrate my success by _____.

ASSESSMENT: Personalization of Content: Reflection/Projection:

1. What did you like about your work as a team member? _____.
2. What did you like most about the assignment? _____.
3. What did you like least about the assignment? _____.
4. What would you change (about you) if doing the exact same assignment again? _____.
5. In the future, how will you use what you have learned? _____.
6. I (your school counselor) will teach these lessons again. What advice do you have to make the assignment better for students like you? (answer with integrity [honestly and thoughtfully]). _____.

WORK SUCCESS HABITS: POST-ASSESSMENT

Name: _____ Class: _____ Date: _____

Directions: Indicate with an "X" whether the statement is True or False; if you don't know, mark the "?" column. If the habit leads to school success, place a "Y" in the "Yes" column; if not place "N" in "No" column.

Work Success Habits	T	F	?	School Success Habit?	
				Yes	No
1. When people arrive at work, they must act happy to be there.					
2. Going to work late is all right if no one says anything about it.					
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5. Work considered priority should always be completed first.					
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7. Companies make lots of money, so it is ok for workers to take supplies (e.g., boxes of paperclips or pens).					
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9. It is important to look ahead at work to be done so plans can be made to do it efficiently.					
10. Sloppy work is not acceptable even if it has to be done quickly.					
11. One should not waste time reading directions.					
12. Everyone is entitled to chat with friends or colleagues for long periods of time during work hours.					
13. It is a good idea to look neat and well-groomed on any job.					
14. If you don't get paid very much, it's ok to show displeasure work (e.g., complain, be grumpy).					
15. No matter what the boss wants a worker to do, the worker should do it with a positive attitude.					
16. If a worker does not agree with a rule, he or she shouldn't have to follow it.					
17. If customers are rude to a worker, it's ok for the worker to be rude, too.					

As a result of these lessons, I learned I _____

Things about school and work success habits that I still want to learn or know more about _____