

STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES

INTRODUCTION

The following documents were developed to allow easy access to student and Professional School Counselor (PSC) resource materials. These student and (PSC) resources support student learning of the concepts within the Curriculum Framework of the Missouri Comprehensive Guidance Program (MCGP). The resources are duplicates of the resources included with the MCGP Supplemental Lessons. They are appropriate for use with other classroom guidance lessons teaching the same MCGP concept. Slight modifications may be required.

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

TABLE OF CONTENTS

STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES

STRAND: ACADEMIC DEVELOPMENT (AD) GRADES K-3

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

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K-3 ACADEMIC DEVELOPMENT

AD.4.B. Ready to Learn (1 lesson)

Materials:

Student Resource:

[*Pocket Guide for Personal Responsibility*](#)

Student Thinking Paper

[*Am I Ready?*](#) (Optional Activity for Older Students)

AD.4.B. Ask and You Will Receive: Knowing When and How to Ask Questions (3 lessons)

Lesson One: Ask for Help and You Will Receive It!

Materials:

No print resources are required

Lesson Two: To Ask or Not To Ask?

Materials:

No print resources are required

Lesson Three: How You Ask Makes a Difference

Materials:

No print resources are required

AD.4.B. My Responsibilities Are Not So Different! (1 lesson)

Materials:

PSC Resource:

[*Responsibilities Guide*](#) (lists of adult & student responsibilities leading to student success)

AD.5.A. Getting Ready For Next Year (1 lesson)

Materials:

Student Thinking Paper:

[*Lucky Me!*](#) (4-leaf clover outline)

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!

Concept: AD.4.B. Self-management for educational achievement (Personal Responsibility/Paper for older students)

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!

Concept: AD.4.B. Self-management for educational achievement (Personal Responsibility--PSC Resource)

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

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).

TABLE OF CONTENTS

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STRAND: ACADEMIC DEVELOPMENT (AD)

GRADES 4-6

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4-6 ACADEMIC DEVELOPMENT

AD.4.B. The Habits of School Success: Making Yourself A Star (1 lesson)

Materials:

PSC Resource:

[Make Yourself a Star!](#)

Student Thinking Papers:

[Habits of School Success Self-Assessment;](#)

[Habits of School Success: Make Yourself a Star: PLAN!](#)

Student Resource:

[Make Yourself a Star: Helpful Hints for Applying the Habits of School Success](#)

AD.4.B. Taking Notes from Oral and Written Information (3 lessons)

Lesson 1: Taking Notes from Oral Information:

Materials:

PSC/Student Resources:

[PSC—Oral Messages for Note-Taking](#)

[PSC & Students—Taking Notes from Oral Information: The Steps;](#)

Student Thinking Paper:

[Notes for Oral Messages](#)

Lesson 2: Taking Notes from Written Information

Materials:

PSC/Student Resource:

[Taking Notes from Written Information: The Steps](#)

Lesson 3: Taking Notes from Written Information (Cont'd)

Materials:

Student Thinking Papers:

[Help Wanted: Taking Notes from Written Information](#)

[Story: Sally Makes Changes! \(Resource\)](#) + [Sally Makes Changes Thinking Paper: My Notes](#)

PSC/Student Resource (optional):

[Sally's Story: Important Ideas: How do Yours Compare?](#)

AD.4.B. You Have a Test Friday! Take Charge—Be Successful (3 lessons)

Lesson 1: You Have a Test Friday! Are You Ready?

Materials:

Student Thinking Papers:

[Pre-Test](#)

[Doing Your Best](#)

Lesson 2: You Have a Test Friday! Help Yourself Get Ready!

Materials:

Student Thinking Paper:

[Objective Assessments](#)

Lesson 3: (Lesson 2 Cont'd) You Have a Test Friday! Help Yourself Get Ready!

Materials:

Student Thinking Papers:

[Essay/Short Answer Assessments](#)

[Performance-Based Assessments](#)

[Post-Test](#)

AD.5.A. Middle School/Junior High Question Box (2 lessons)

Lesson 1: Questions! Questions! What Are Your Questions?

Materials:

PSC/Student Resource

[Questions! Questions! What Are Your Questions?](#)

Lesson 2: Questions? Questions? We have the answers!

Materials from prior lesson used in this lesson

AD.5.A Getting help at MS/JH (1 lesson)

Materials:

Student Thinking Paper

[People Who Can Help](#)

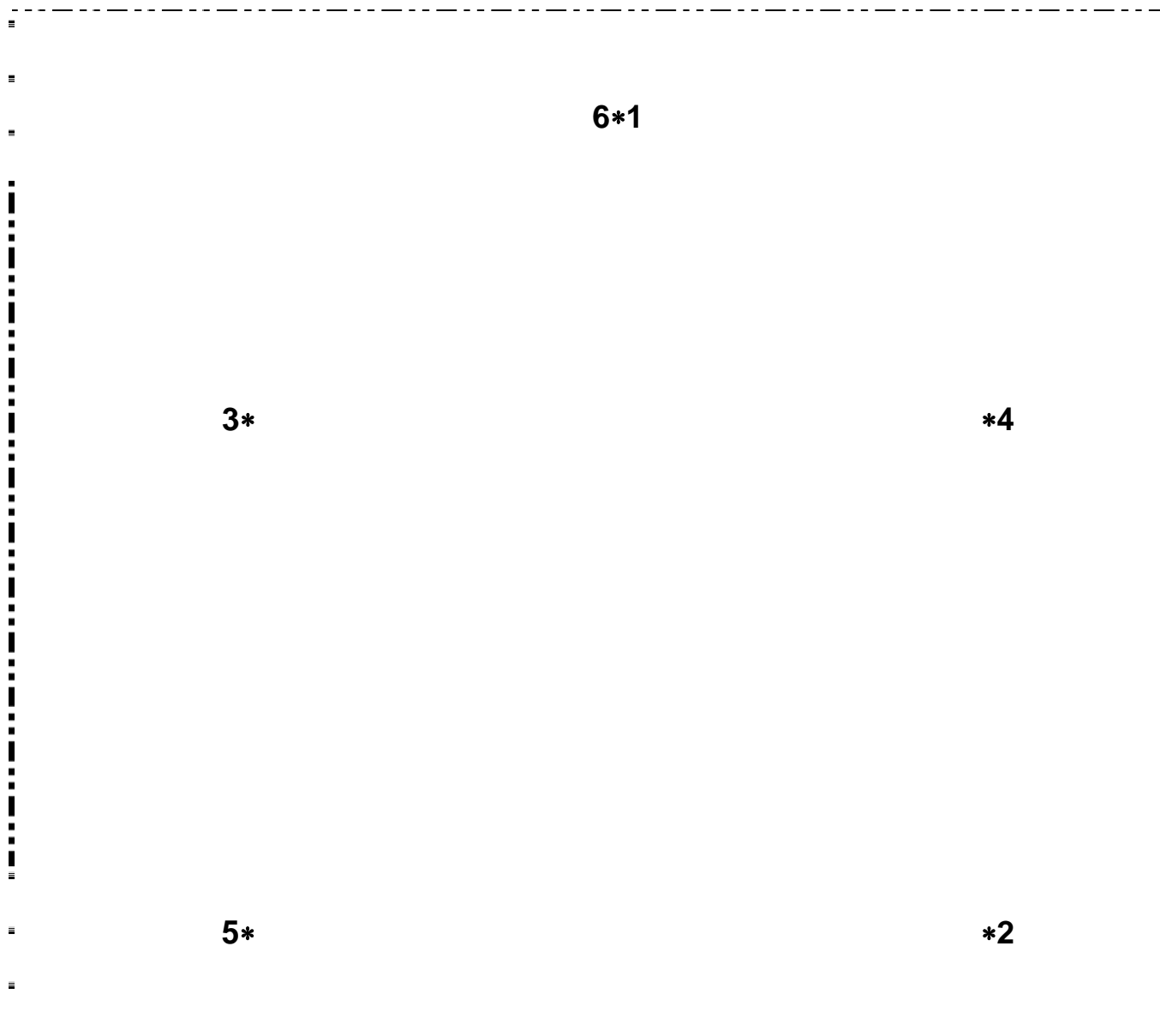
AD 5.A. CD.7.A Cumulative Record: Your Autobiography (1 lesson)

(Duplicate of CD.7.A. lesson by the same name)

No print materials required

Concept: AD.4.B. Self-management for educational achievement (personal responsibility & school success)

MAKE YOURSELF A STAR!!

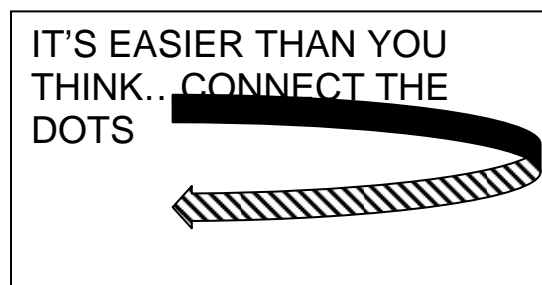
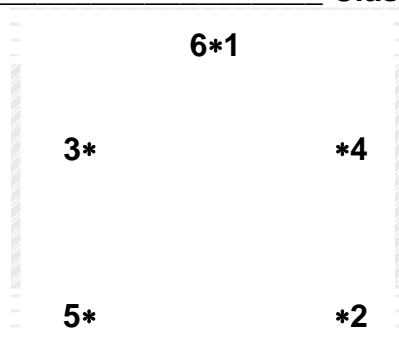
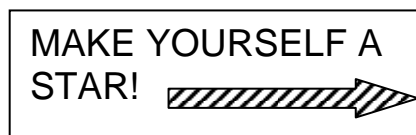


YOU CAN!

Concept: AD.4.B. Self-management for educational achievement (Personal responsibility & school success)

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 _____

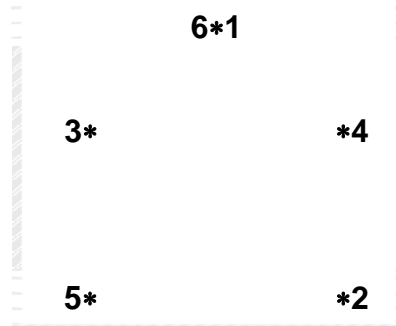
_____. My first star-reaching action _____

_____. I need the following help _____

_____ from _____

Concept: AD.4.B. Self-management for educational achievement (Personal responsibility & school success)

HABITS OF SCHOOL SUCCESS: MAKE YOURSELF A STAR: PLAN!



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 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					

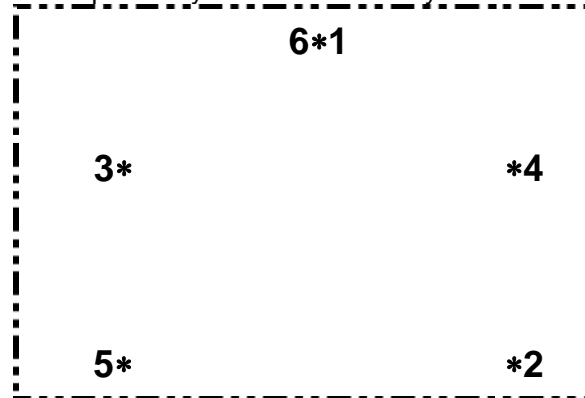
What do you have to say for yourself now, STAR? Be Proud! _____

Concept: AD.4.B. Self-management for educational achievement (personal responsibility/school success/resource)

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!**

TAKING NOTES FROM ORAL INFORMATION: THE STEPS

Step 1: Prepare: Gather note-taking materials; write subject/date/topic at top of page

Step 2: Listen carefully:

- Focus on teacher's words
- Listen for "alarm" words, e.g., the **most important**, **5** ideas to **remember**
- Listen for information that is repeated

Step 3: Write only key words and phrases (the most common mistake students make is attempting to write every word):

- Write quickly AND legibly
- Use your own words
- Develop your own abbreviations/codes that you use over and over
- Include information written on board, words repeated or preceded by "alarm" words (e.g., "This is important" or "This might be on quiz")
- Keep your notes brief
- Use "?" to mark information you do not understand or did not get written.

Step 4: Ask questions:

- About information marked with "?".
- If don't remember what abbreviations mean or can't read writing

Step 5: Review notes ASAP:

- Read notes; ask clarifying questions (see Step 4)
- If possible, compare notes with another student's;

Step 6: Revise notes as necessary.

Step 7: Review notes after school and again before the next class on the same subject.

Remember the cycle: The school counselor/teacher provides information→YOU take notes→if YOU don't understand or can't write as fast as school counselor/teacher speaks→YOU ask questions→school counselor/teacher answers questions→school counselor/teacher provides more information→YOU take notes...

Concept: AD.4.B. Self-management for educational achievement (note-taking skills)

NOTES FOR ORAL MESSAGES

DIRECTIONS: Apply what you have learned about taking notes. As your school counselor reads each message, take notes.

Message A: _____

Consequence(s) of taking inaccurate or incomplete notes: _____

_____.

Message B: _____

Consequence(s) of taking inaccurate or incomplete notes: _____

_____.

Message C: _____

Consequence(s) of taking inaccurate or incomplete notes: _____

_____.

Message D: _____

Consequence(s) of taking inaccurate or incomplete notes: _____

_____.

SELF-ASSESSMENT & REFLECTION/PROJECTION:

When I started this lesson, I thought note-taking _____; now

I know note-taking _____.

I learned I _____.

I can see myself using the note-taking steps to help me _____

_____.

I want to learn more about _____

ORAL MESSAGES FOR NOTE-TAKING

DIRECTIONS: Use with Lesson 1 to practice note-taking from oral information. Tell students to prepare to take notes. Explain that they are to listen carefully to each message and take notes. Vary pace of messages—some fast/some slow. For “first read”, do **not** emphasize the words in ALL-CAPS. When students have completed discussing their notes with partners, re-read messages, this time emphasize the ALL-CAPS WORDS (they indicate important information)

Message A:

This is BETH MILLER and I am calling from a pay phone. Please TELL MR. JACKSON that his WIFE WILL BE TWO HOURS LATE GETTING HOME from work because she is finishing a big project. He needs to PICK his DAUGHTER UP AT ADAMS SCHOOL BY 3:00 P.M. Thank you.

Message B:

All FOURTH, FIFTH, AND SIXTH GRADE STUDENTS INTERESTED IN joining the PEP CLUB should report to the GYM AT 2:00 P.M. ON TUESDAY. If students are not interested, they should not go to the gym.

Message C:

BEFORE you can go to the DANCE, you must GO to the STORE and pick up A LOAF OF BREAD AND A POUND OF APPLES. Then, you have to DUST YOUR ROOM and TAKE OUT THE TRASH. Then, you need to POLISH YOUR SHOES and IRON YOUR CLOTHES. If you are not IN BY 10:00 P.M., you will be in trouble. Love, Mother

Message D:

This is JOHN DOE. I am IN-CHARGE OF SELECTING CHEERLEADERS for the junior high school cheerleader squad. Please TELL RONALD SMITH AND FREIDA JOHNSON THAT THEY HAVE BEEN ACCEPTED. They need to GET IN TOUCH WITH ME BY 4:30 P.M. TOMORROW, OR I WILL FIND SOMEONE TO REPLACE THEM. My number is 555-2349. They NEED to have TENNIS SHOES AND WARM-UP SUITS to report TO PRACTICE. The FIRST PRACTICE will be NEXT TUESDAY AT THE FOOTBALL STADIUM AT 5:30 P.M.

TAKING NOTES FROM WRITTEN INFORMATION: THE STEPS

- Step 1: Prepare:** Gather note-taking materials, e.g., note cards or notebooks, pencil, sticky-notes. Write subject/date/topic at top of note card or page.
- Step 2: Preview written information:**
- Note headings/subheadings; tables/charts/info boxes/illustrations
 - Develop questions you want to answer, based on headings/subheadings
 - Write questions on paper or note cards
 - As you read, seek answers to questions; write your answers under/next-to your questions
 - Place sticky notes next to information you think is especially important (or interesting)
- Step 3: Write only key words and phrases** (the most common mistake students make is attempting to write every word):
- Write legibly; use your own words; keep your notes brief
 - Look for: **bold**, underlined or *italicized* words; dates/events/people and their importance
 - Develop your own abbreviations/codes to use over and over
 - Use graphic organizers (e.g., Venn diagram, T-chart, mind-maps) or rough sketches to identify relationships and/or make comparisons.
 - Organize notes with bullets to keep track of main ideas and indentation for supporting information.
 - Use “?” to mark information you do not understand.
- Step 4:** Ask questions:
- About information marked with “?”.
 - About what you still want or need to know about information.
- Step 5: Review notes ASAP:**
- Read notes to make sure you understand what you have written; re-read add clarifying information as needed.
 - Have you answered the questions formulated during preview?
 - Compare notes with another student’s (find a “study buddy”);
- Step 6: Revise notes as necessary;** condense whenever possible.
- Step 7: Review notes after school and again before** the next class on the same subject. Test yourself/review written information

Concept: AD.4.B. Self-management for educational achievement (note-taking skills)

HELP WANTED: TAKING NOTES FROM WRITTEN INFORMATION

Name: _____ Class: _____ Date: _____

DIRECTIONS: Read the help-wanted classified ad; take notes about the information.

Here's a job for you! You'll like working in Donut Heaven because the fresh donuts smell so good when they are being made. Donut Heaven is located on Washington and Maple. We need a hardworking young person to work this summer on weekdays from 7 a.m. to 1 p.m. Once in a while, you may have to work on Friday or Saturday night from 6 p.m. to 9 p.m. The starting pay is \$5.00 per hour. You must be at least 14 to apply for this job. There is a bus stop right on the corner, so it's easy to get here. We need someone to clean the counters, sweep the floors, empty the trash and perform other duties. Later on, we'll need a new person at the sales counter, so you will have a chance to be promoted to a higher paying job. If you think you'd like to work here, call Mr. Jones for an interview, 555-5292, on Monday or Tuesday after 6:00 p.m.

NOTES

REFLECTION: HOW I TOOK NOTES

To help you learn more about your note-taking skill, reflect on the process/procedure you used to take the notes. Respond with integrity (honestly and thoughtfully) about the steps you followed and how you decided what was most important to remember (use the back of this page if you have more ideas than room to write on this side).

Name: _____ Class: _____ Date: _____

STORY: SALLY MAKES CHANGES!

Note: Adapted from a story written by Jennifer Frankenberg Boyer for the MCGP Guidance Curriculum Writing Team (PS3-Gr2-Unit 2: How Does One Cope With Life-Changing Events?—Lesson 2.

Sally Makes Changes at Home: Sally usually over-sleeps, wakes up grumpy and has to rush like mad to be ready to get on the school bus. Today she got up on time and was in a good mood because she was looking forward to a new day at school. *Sally is changing herself to be the person she wants to be.* She chose to wear her blue and brown outfit, because that is her favorite color combination this week. In the past Sally had to finish getting dressed while she ate breakfast this made her grumpy and say mean things to her mother. Today was different; Sally was ready for school when she got to the kitchen. Her mom had on a bright yellow dress and was waiting in the kitchen for her with a healthy breakfast. Sally told her mom, “Good morning,” gave her a big hug and gobbled down her breakfast. Sally was really proud because she usually complained about breakfast—this was her real self in action.

Sally Makes Changes at School: Sally waited for the bus at the usual place, when it came she got on and rode to school. She got off the bus and went to her classroom. She greeted her teacher and turned in ALL of her homework. Her teacher was pleased that *Sally had completed ALL of her homework*—something that had not happened all year. Sally went outside and played with her best friend before school. The sun was shining brightly—it was already a good day for Sally because she was following through on her plan to be her real self—to be a person she likes and that others like, too! She knew it would not be easy because other people expected her to act her old way.

In the cafeteria, Sally had another chance to be her real self! Sally finished her tacos and after taking her tray back, she accidentally bumped into a boy in her class. She said, “Excuse me, I’m sorry!” but the boy yelled at her to watch where she was going and telling her she always bumped into him on purpose; *Sally ignored him and got into line* (the Sally she did not want to be would have hit him for yelling at her). The boy kept yelling and got sent to the principal’s office. Sally went back to her room and finished all her assignments so she wouldn’t have homework (another first). As the day ended, Sally told her teacher she enjoyed school today and asked permission to go tell their school counselor “Thank you!” Her school counselor helped her make her plan. What a good feeling it was for her to be successful and enjoy school—if only for one day—so far! She told her school counselor that she was ready to put the plan in place tomorrow...and the next tomorrow...and...forever!

My Notes

NOTES:

[illegible]

Dear Me, _____

Love. Sel

Concept: AD.4.B. Self-management for educational achievement (note-taking skills-PSC/student resource)

SALLY'S STORY: IMPORTANT IDEAS: HOW DO YOURS COMPARE

DIRECTIONS: Compare your notes about the changes Sally is making with the important ideas listed below. Put a check by the ones you included in your notes and a + by the important ideas you identified that are NOT on this list. Hint: some important ideas have been purposely omitted.

Sally Makes Changes at Home:

- Sally:
 - Usually over-sleeps
 - Has to rush; grumpy
- Today:
 - Good mood
 - Looking forward to a new day at school
 - *Sally changing self to person wants to be*
- Past:
 - Dressed while ate breakfast
 - Grumpy and said mean things to mother
- Today:
 - Gobbled breakfast
 - Proud -- usually complained—real self in action

Sally Makes Changes at School:

- Turned in ALL homework-- not happened all year
- Good day: following through on plan; would not be easy-- other people expected her to act old way
- In the cafeteria Sally:
 - Bumped into boy; said, "Excuse me, I'm sorry!"
 - Boy yelled at her
- Told teacher enjoyed school today
- Asked to see school counselor
 - Told school counselor "thank you"
 - Ready to put the plan in place forever!

IMPORTANT IDEAS ON MY LIST AND NOT ON THE ABOVE LIST:

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

Name: _____ Class: _____ Date: _____

PRE-TEST

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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 _____

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

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.

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

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:

- St. Louis
- Columbia
- Jefferson City
- 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 _____

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

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 _____

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

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 _____

Concept: AD.4.B. Self-management for educational achievement (test-taking skills)

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.




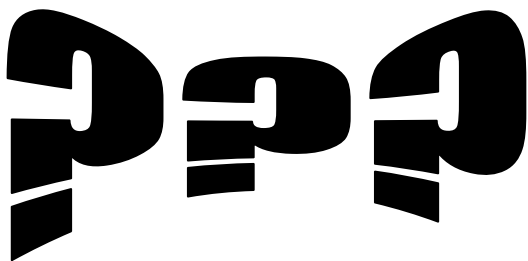
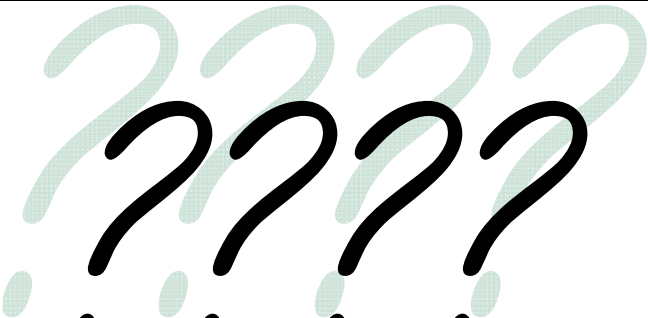

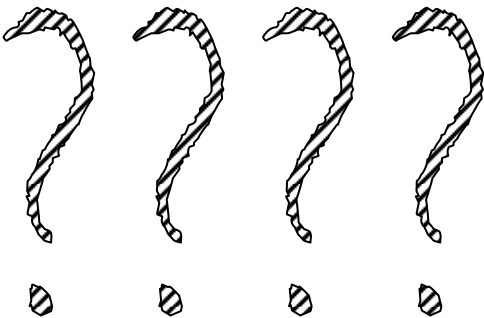

Did you really follow school counselor's directions?

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.

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, be serious about your questions. 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.

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.	_____
2. You were not in class and need the assignment.	_____
3. You left your backpack on the bus/in the car.	_____
4. You need help with an assignment.	_____
5. You have a personal problem and need advice.	_____
6. You want to organize a new club at school.	_____
7. You have a problem with the school bully.	_____
8. You are failing a class and need help.	_____
9. You forgot your locker combination.	_____
10. You want to try out for a sports team.	_____
11. _____	_____
12. _____	_____
13. _____	_____

Ask YOUR questions or list additional resource persons & how they can help.

14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____

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.)*

TABLE OF CONTENTS

STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES

STRAND: CAREER DEVELOPMENT (CD) GRADES K-3

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

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

K-3 CAREER DEVELOPMENT (CD)

CD.7.A. Shopping Spree (1 lesson)

Materials:

Student Thinking Papers:

[*I Want it All...NOW!*](#)

[*I Want it all...But...I Do Not Have Enough Money for Everything!!*](#)

CD.7.A. A Penny Earned (1 lesson)

Materials:

Student Thinking Paper:

[*I Want and I Need*](#)

CD.8.B. Why Do I Need to Learn___? (1 lesson)

Materials:

Student Thinking Paper:

[*An Occupation of Interest to Me—Today*](#)

Concept: CD.7.A. Integration of self-knowledge into life/career planning (We work to earn money for wants/needs)

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!!*

Concept: CD.7.A. Integration of self-knowledge into life/career planning (We work to earn money for wants/needs)

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
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
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 _____

Concept: CD.7.A. Integration of self-knowledge into life/career planning (We work to earn money for wants/needs)

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 _____.

Concept: CD.8.B. Education and Career Requirements (School subjects relate to jobs of interest)

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

TABLE OF CONTENTS
STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES
STRAND: CAREER DEVELOPMENT (CD)
GRADES 4-6

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

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4-6 CAREER DEVELOPMENT (CD)

CD.7.A & AD 5.A. Cumulative Record: Your Autobiography (1 lesson)

This is a duplicate of the AD.5.A. lesson of the same name.

No print materials required

CD.7.A. Thinking about Working Conditions and Me (2 lessons)

Lesson 1: Working Conditions? Why Should I Think about Working Conditions?

Materials:

Student Thinking Paper

[Working Conditions: My Preferences \(3 pages\)](#)

Lesson 2: Working Conditions! What are My Current Preferences?

Materials:

Student Thinking Paper:

[Summary of Results](#)

CD.7.A. The Good Life...For Me (4 [or 5] lessons)

Lesson 1: The Future is Near!

Materials:

No print materials are required.

Lesson 2: The Future is Getting Closer!

Materials:

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!

Materials:

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!

Materials:

Student Thinking Papers:

[*The Good Life for Me: Looking Into Myself*](#)
[*Applying the Results of Looking Into Myself*](#)

(Additional Career Path resources: Guidance eLearning Page: www.mcce.org)

CD.7.A. Work Satisfies Needs (3 lessons)

Lesson 1: What is Job Satisfaction?

Student Thinking Paper:

[*Job Satisfaction Interviews: Home and School Jobs*](#)

PSC/Student Resources

[*Interviewing Skills Pocket Guide*](#)

Lesson 2: Researching Worker Job Satisfaction

Student Thinking Paper:

[*W.O.W. * Worker Survey*](#)

PSC/Student Resources

[*Career Pathways Pocket Guide*](#)

[*Thank-you Note to Workers \(stationary\)*](#)

Lesson 3: Why are These Workers Happy in Their Work?

Student Thinking Paper

[*Results: Worker Job Satisfaction Interviews \(3 pages\)*](#)

[*Comparing Workers' Job Satisfaction \(page 1 of 3\)*](#)

[*Career Paths of Workers Interviewed \(page 2 of 3\)*](#)

[*Suggestions for Summarizing Worker Job Satisfaction Interviews \(page 3 of 3\)*](#)

CD.7.A. Personal Characteristics Guide Career Choices (1 lesson)

Materials:

Student/PSC Resource

[*Career Pathways*](#)

Student Thinking Paper

[*Matching Personal Characteristics with Career Pathways*](#)

[*Matching My Personal Characteristics with Career Pathways*](#)

CD.9.A. You Can: Be Successful! (4 Lessons [may be shortened to 1 or 2])

Note: This series culminates in a performance event; the "" resources are most appropriate for use with other lessons re: habits of work and school success.*

Lesson 1: Can We Predict Success?

Student Thinking Papers

[**Work Success Habits: Pre-Assessment*](#)

[**Habits of School Success: How They Help*](#)

Lesson 2: Take One, Part 1

Student Thinking Paper

[*Take One*](#); Student Resource/Thinking Paper

[**Habits of School Success: Checklist*](#)

Lesson 3: Take One, Part 2: Start from where you are!

Materials from prior lessons used in this lesson

Lesson 4: Show-Time:

Student Thinking Papers

[**Work Success Habits: Post-Assessment*](#)

[**Habits of School Success: My Self-Assessment*](#)

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Working Conditions—1 of 3 pages)

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 are no right or wrong answers.** Actually, you should **not** answer yes **or** no to all questions.

1. WOULD YOU LIKE TO WORK WITH...	2. COULD YOU...
Y N M musical instruments	Y N M sit in one place for hours at a time
Y N M people	Y N M work alone
Y N M animals	Y N M work with other people
Y N M numbers	Y N M speak pleasantly regardless of how you feel
Y N M plants	Y N M be pleasant to someone who is unpleasant
Y N M words & books	Y N M do the same thing repeatedly and still be accurate and quick
Y N M machines	
Y N M Ideas	
SUB-TOTAL: Y _____ N _____ M _____	SUB-TOTAL: Y _____ N _____ M _____
3. WOULD YOU LIKE TO...	4. CAN YOU...
Y N M work outdoors	Y N M keep accurate records
Y N M have close contact with other people	Y N M follow written directions
Y N M work inside	Y N M follow oral directions
Y N M work with other people	Y N M do a job as directed
Y N M move around a lot	Y N M get your work done even if the boss is away
Y N M make new things	Y N M leave your personal problems at home
Y N M stay in one place	Y N M put up with a lot of noise
Y N M work with very small objects	Y N M put up with unpleasant odors
Y N M drive a car or truck	Y N M work at a job that requires a lot of physical endurance
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 _____	SUB-TOTAL: Y _____ N _____ M _____

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Working Conditions—2 of 3 pages)

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 SUB-TOTAL: Y _____ N _____ M _____	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 _____
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 SUB-TOTAL: Y _____ N _____ M _____	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 _____

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.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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 _____.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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 this 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 _____.

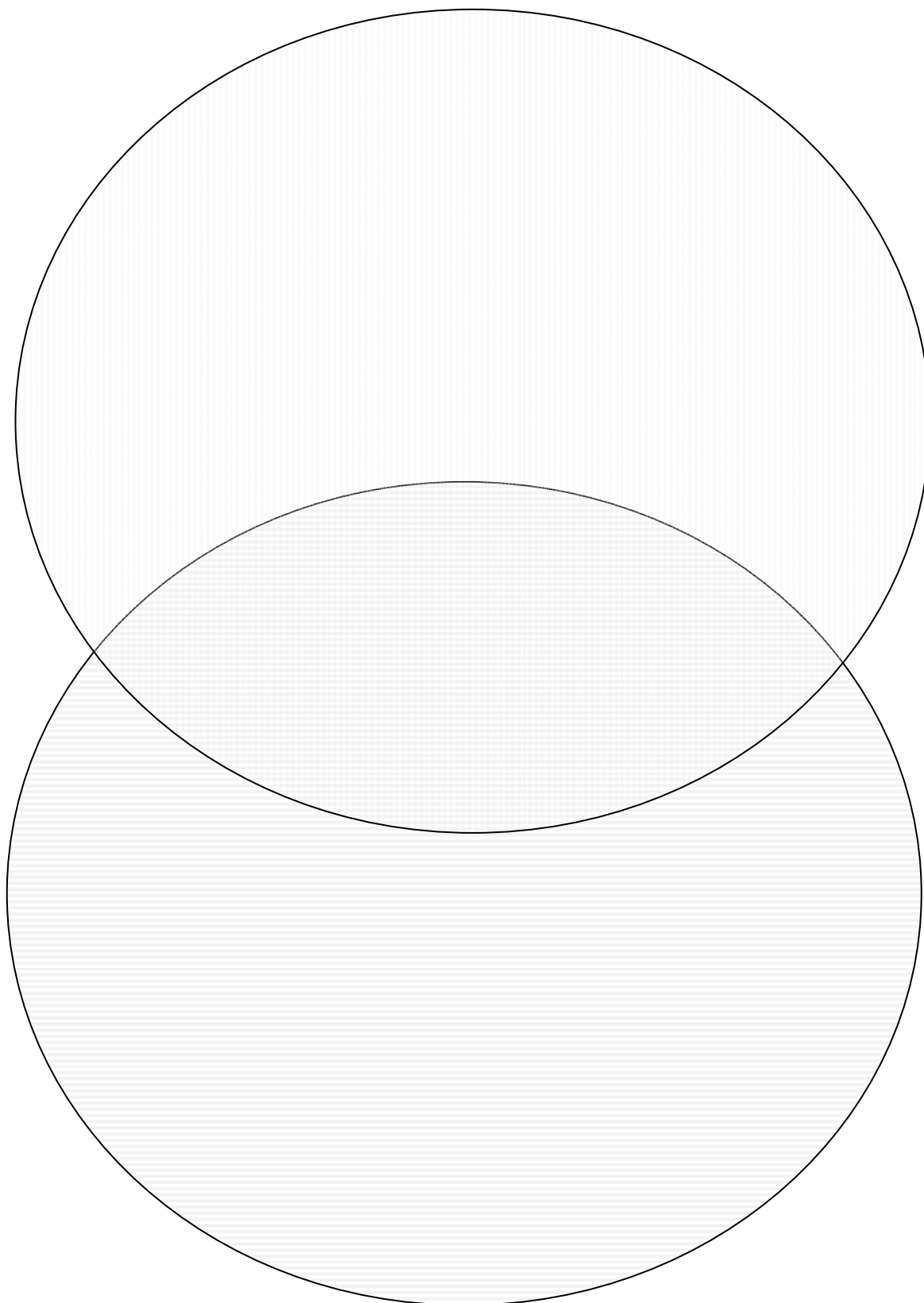
I want to learn more about _____.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

Name: _____ and _____ Class: _____ Date: _____

Comparing 2 Occupations

<p>A COMPARISON OF _____ AND _____</p> <p> <input type="checkbox"/> Abilities <input type="checkbox"/> Aptitudes <input type="checkbox"/> Talents <input type="checkbox"/> Interests <input type="checkbox"/> Work Habits & </p>



Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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.

I LIKE TO DO ✓ I WOULD LIKE TO DO IN THE FUTURE → NO INTEREST X

- | | | |
|--------------------------------------------------|----------------------------------------------------------|---------------------------------------------|
| _____ 1. Work on a cure for cancer | _____ 20. Raft and fish | _____ 37. Read about solar energy |
| _____ 2. Read the newspaper | _____ 21. Play a musical instrument | _____ 38. Think about others before myself |
| _____ 3. Invent things | _____ 22. Visit a farm | _____ 39. Construct things |
| _____ 4. Write news stories | _____ 23. Work outdoors | _____ 40. Study nature |
| _____ 5. Paint | _____ 24. Learn about grammar | _____ 41. Help people solve their problems |
| _____ 6. Conduct science experiments | _____ 25. Learn about teaching business classes | _____ 42. Cook |
| _____ 7. Deal with challenging problems | _____ 26. Visit auto repair shops | _____ 43. Debate |
| _____ 8. Learn about business | _____ 27. Visit a computer-oriented office | _____ 44. Operate equipment |
| _____ 9. Act in plays | _____ 28. Visit the library | _____ 45. Study germs that make people sick |
| _____ 10. Be a leader | _____ 29. Explore new places | _____ 46. Be accurate |
| _____ 11. Sing in a choir | _____ 30. Discover how people think & feel | _____ 47. Work with animals |
| _____ 12. Learn about agriculture | _____ 31. Solve problems | _____ 48. Wear a uniform |
| _____ 13. Organize and sort things | _____ 32. Care for injured animals and pets | _____ 49. Do the same thing over and over |
| _____ 14. Study water | _____ 33. Work with hand tools | _____ 50. Work in a garden |
| _____ 15. Do math problems | _____ 34. Learn about families and being a wise consumer | |
| _____ 16. Design and draw | _____ 35. Spend time in the city | |
| _____ 17. Keep accurate records | _____ 36. Do things for others | |
| _____ 18. Watch a repair person fix a television | | |
| _____ 19. Take photographs | | |

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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.

I can ✓

I want to learn →

No Interest X

- | | |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| _____ 1. grow fruits and vegetables | _____ 29. be outside in any weather |
| _____ 2. work well with others | _____ 30. talk to people and explain things carefully |
| _____ 3. follow written/oral directions | _____ 31. keep a budget |
| _____ 4. write a story | _____ 32. take something apart and put it together |
| _____ 5. usually get what I want | _____ 33. study a procedure & find a better way. |
| _____ 6. look at a person and know what kind of clothes look best on him or her | _____ 34. rewrite an advertisement in the newspaper to make it sound better |
| _____ 7. write a sentence | _____ 35. protect the environment |
| _____ 8. repair certain things | _____ 36. solve problems faster than my friends |
| _____ 9. design a set for a play | _____ 37. feel comfortable interviewing people |
| _____ 10. solve math problems easily | _____ 38. understand when people need to talk about their problems |
| _____ 11. do science projects easily | _____ 39. spend time with people and not be bored |
| _____ 12. start a project and finish it | _____ 40. feel comfortable working outside on a job |
| _____ 13. plan activities for others | _____ 41. be creative in most things that I do |
| _____ 14. "type" | _____ 42. express myself |
| _____ 15. see something and explain it to others | _____ 43. work well in a laboratory environment |
| _____ 16. use a calculator | _____ 44. draw or paint |
| _____ 17. sell things to benefit the school | _____ 45. _____ |
| _____ 18. understand that people have moods | _____ 46. _____ |
| _____ 19. teach or supervise outdoor sports | _____ 47. _____ |
| _____ 20. write a play | _____ 48. _____ |
| _____ 21. work with metric numbers | |
| _____ 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 | |
| _____ 28. fix a broken toy | |

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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

- 6.
- 7.
- 8.
- 9.
- 10.

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.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

**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 _____

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Imagining Self in the World of Work)

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,

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs)
Interviewing Skills Pocket Guide

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.

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);
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INTERVIEWING SKILLS:

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- ☐ Ask for more information (e.g., tell me more, describe what you think while you do the job);
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- ☐ 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.

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs)

JOB SATISFACTION INTERVIEWS: STUDENTS' HOME AND SCHOOL JOBS

Interviewer: _____ Class: _____ Date: _____

Interviewee: _____

Directions: Interview a classmate about 2 jobs he or she does at school and/or home. Circle whether it is a "Home" or "School" job (use back as necessary). Remember: use conventions of standard English.

_____ 'S JOBS

Job 1 Title (Home or School): _____

Job Description: _____

Job Tasks: _____

School Subjects that help _____ do this job well: _____

The personal needs _____ meets by doing this job (name at least 2)
are: _____

What _____ likes about this job: _____

What _____ doesn't like about this job: _____

All things considered, _____'s feelings about this job are: _____

Because _____

Job 2 Title (Home or School): _____

Job Description: _____

Job Tasks: _____

School Subjects that help _____ do this job well: _____

The personal needs _____ meets by doing this job (name at least 2)
are: _____

What _____ likes about this job: _____

What _____ doesn't like about this job: _____

All things considered, _____'s feelings about this job are: _____

Because _____

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs)

W.O.W.* WORKER SURVEY

* World of Work

Name: _____ **Class:** _____ **Date:** _____**Directions:** Interview four (4) adult workers about their jobs. Add the information to the table below.

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*

Career Pathways

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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*

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs)

Thank-you Note to Workers
(Separate before class)

THANK YOU!

THANK YOU!

THANK YOU!

THANK YOU!

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs) page 1 of 3

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	

Concept: CD.7.A Integrating Self Knowledge into Career Planning (Work Satisfies Needs) page 2 of 3

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

11.

12.

13.

14.

15.

Health: People who like to care for animals and people.

Workers interviewed (and their job titles) in the Health Career Path

6.

7.

8.

9.

10.

Nature: People who like to work outdoors with plants and animals.

Workers interviewed (and their job titles) in the Nature Career Path

16.

17.

18.

19.

20.

Helping: People who like to make things better for others.

Workers interviewed (and their job titles) in the Helping Career Path

6.

7.

8.

9.

10.

Creative: People who like to draw, write or perform.

Workers interviewed (and their job titles) in the Creative Career Path

6.

7.

8.

9.

10.

Business: People who like to do math, sell things, or use computers

Workers interviewed (and their job titles) in the Business Career Path

6.

7.

8.

9.

10.

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: _____

CAREER PATHWAYS

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

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Fixing & Building: *People who like to figure out how things work and build things.*

Examples of occupations in the Fixing and Building Career Path

21.

22.

23.

24.

25.

Health: *People who like to care for animals and people.*

Examples of occupations in the Health Career Path

11.

12.

13.

14.

15.

Nature: *People who like to work outdoors with plants and animals.*

Examples of occupations in the Nature Career Path

26.

27.

28.

29.

30.

Helping: *People who like to make things better for others.*

Examples of occupations in the Helping Career Path

11.

12.

13.

14.

15.

Creative: *People who like to draw, write or perform.*

Examples of occupations in the Creative Career Path

11.

12.

13.

14.

15.

Business: *People who like to do math, sell things, or use computers*

Examples of occupations in the Business Career Path

11.

12.

13.

14.

15.

MATCHING PERSONAL CHARACTERISTICS WITH CAREER PATHWAYS

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

Directions: Read each scenario and suggest two (2) career paths for each person.

James lives outside of town on a large farm where his family has cattle and other animals. He often helps his mother, who has a machine shop on the property. They repair farm machinery and small motor vehicles. James likes math and also likes to build things. He is big and strong for his age and everyone says he is a good ball player.

Possible Career Paths for James:

1.

2.

Wei loves to talk— all of the time!! Wei likes to be in plays and always volunteers to be the class speaker. She would much rather give an oral report than prepare a written one. In her spare time, she organized a neighborhood fair for her favorite charity and last year she sold the most Girl Scout cookies in her troop. Wei gets along with people quite well, although some people are afraid of her outgoing personality.

Possible Career Paths for Wei:

1.

2.

Kristen is a quiet girl who enjoys her home and her family. She is interested in cars and all kinds of motors. She reads a lot about them and often draws sketches of sports cars. The other kids think Kristen is a good friend; she goes out of her way to be nice and do favors for them.

Possible Career Paths for Kristen:

1.

2.

Irving lives in the city where there are lots of opportunities. He enjoys taking care of animals or pets with which he comes in contact in his neighborhood. He would much rather go to the zoo than go to the movies with friends. He enjoys responsibility and is a very compassionate and sensitive person.

Possible Career Paths for Irving:

1.

2.

MATCHING MY PERSONAL CHARACTERISTICS WITH CAREER PATHWAYS

Name: _____ Class: _____ Date: _____

MY STORY

Part I: DIRECTIONS: Write a story about yourself that is similar to the stories of the people in the scenarios. Include several of your personal characteristics, e.g., interests, activities, everyday things you enjoy and/or “things” you do well).

Part II: DIRECTIONS: Identify two (2) Career Paths that match your personal characteristics:

Career Path # 1 _____ Career Path # 2 _____

Part III: REFLECTIONS/PROJECTIONS: Complete the sentences below; be sure your words make the sentence complete and you use conventions of standard written English.

The Career Pathways that match my (current) personal characteristics are _____ and

_____. At the present time, I think I would be happy unhappy (circle one) working in

these Career Pathways because _____

In the future I want to learn how to _____

and/or about _____

In this lesson, I learned I _____

In the future I want to _____

I will _____

Additional thoughts and ideas I have about me and my future _____

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

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.					

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

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 _____

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

HABITS OF SCHOOL SUCCESS: CHECKLIST

PSC Note: Students generate a list of Habits of School Success. Students copy the list generated. 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	

Sample Format for Storyboard—li

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!

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of 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]). _____.

Concept: CD.9.A. Personal Skills for Job Success (School and Work Habits of Success)

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.					
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 found easily 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 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 _____

TABLE OF CONTENTS

STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES

STRAND: PERSONAL & SOCIAL DEVELOPMENT (PS) GRADES K-3

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

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

K-3 PERSONAL AND SOCIAL DEVELOPMENT

PS.1.B. Experimenting with Anger (2 lessons)

Lesson 1: Recognizing/Understanding Feelings of Anger

No print materials required.

Lesson 2: Feeling Angry is OK: Exploding is NOT!

No print materials required

PS.1.B. I Like to... (1 Lesson)

Materials:

Student Thinking Papers:

[My Leisure Time List](#)

[Leisure Time: Possibilities](#)

PS.1.B. I'll Do My Share K-3 (2 Lessons)

Lesson 1: Families/Responsibilities/Roles

No print materials required

Lesson Two: Make a My Share Commitment

Materials:

Student Thinking Paper

[My Commitment to Do My Share to Help My Family Have More Free Time](#)

PS.2.B. Circles of Cooperation 1-3 (1 Lesson)

Materials:

Thinking Paper

[Learning and Application: Circles of Cooperation](#)

PS.2.B. We Are: Like All Others, Like Some Others AND Different from All Others (1 lesson)

Materials:

Thinking Papers

[A Few of My Favorite Things](#)

[A Few of Our Favorite Things](#)

PS.2.B. Self-Control K-3 (1 lesson)

No print materials required

PS.3.A. I Know How to Say “NO”, I Say “NO”, I Know the Consequences of Saying “NO” 3-5 (4 Lessons)

Lesson 1: I Can Say “No”

Materials:

Student Resource

[How to Say “No”](#)

Lesson 2: I Say “NO!” To My Friends!

No print materials required

Lesson 3: I Said “No” To a Friend! Now What Do I Do?

Materials:

Student Thinking Paper

[Potential Consequences of Saying “No”](#)

Lesson 4: The Consequences of the Consequences: How do I Cope?

Materials:

Student Resource

[Pocket Guide for “How to Say ‘NO’” Student Resource](#)

PS.3.A. Creative Choices K-3 (1 Lesson)

No print materials required

PS.3.A. Mistakes K-3 (1 Lesson)

No print materials required

PS.3.A, B, C Where to Turn...Who can Help? (2 lessons)

Lesson 1: Where to Turn/Who Can Help?

Materials:

Student Thinking Paper

[Where to Turn](#)

Lesson 2: Calling 911

Materials:

PSC Resources:

[Teaching Students to Call 911](#)

[Emergency Situations](#)

Student Resources:

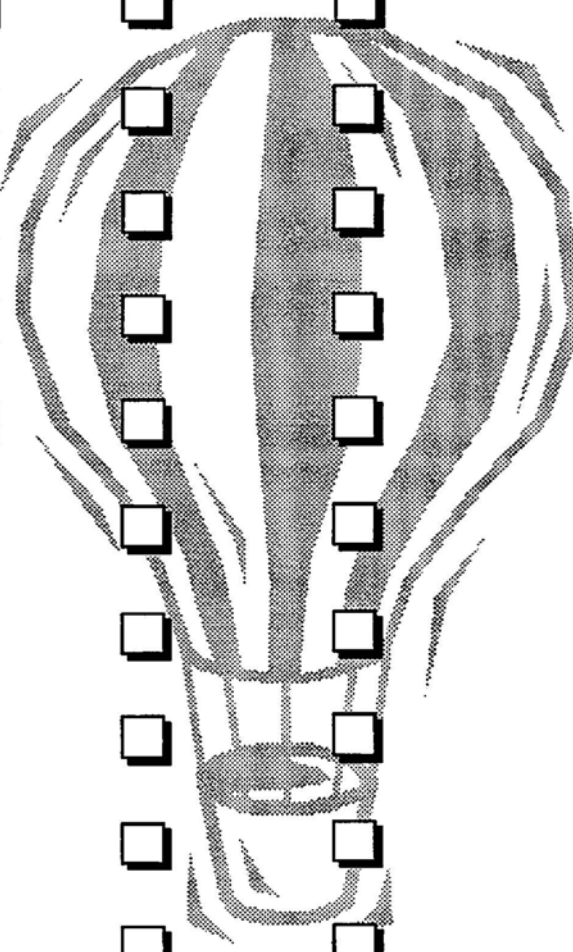
[Using 911 to Get Help](#)

[Calling 911: A Checklist](#)

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: _____.

**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 success 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 _____

Concept: PS.2.B. Respect for Self and Others (Learning to Work with Others in Groups)

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.**Section 1: Learning to Work in Groups** (work as a group—everyone writes the agreed-upon responses on his or her thinking paper):

- 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

Section 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 _____.

Concept: PS.2.B. Respect for Self and Others (Respecting Individual Differences)

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 _____

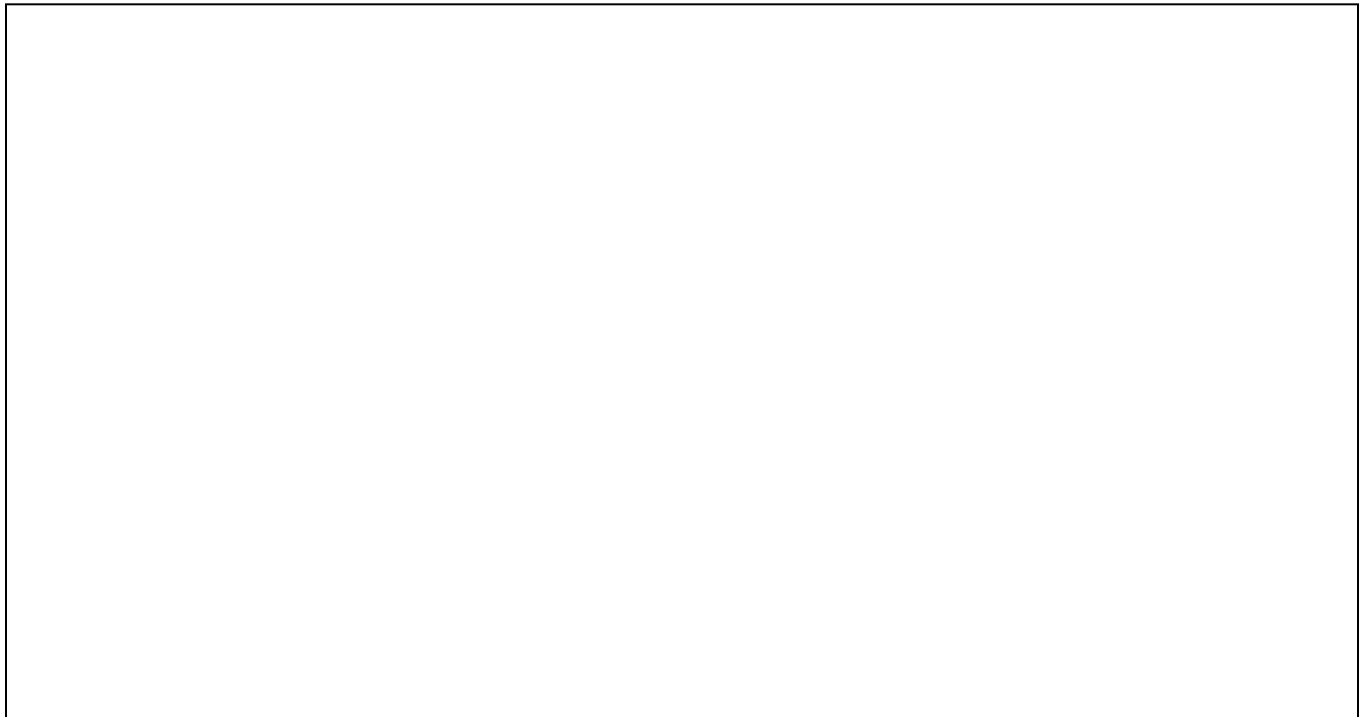
Concept: PS.2.B. Respect for Self and Others (Respecting Individual Differences)

Name: _____ Class: _____ Date: _____

A FEW OF OUR FAVORITE THINGS

Directions:

1. Compare your “*My Favorite Things*” Student Thinking Paper with your partner’s to discover how your favorites are the same and how they are different.
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 the favorites you have in common in the space where the circles overlap. In the “My Favorites” circle, write your favorites that differ from your partner’s. In the other circle, write your partner’s favorites that differ from yours.
5. Complete the sentences 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? _____

From this activity I learned I _____

_____.

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 magic 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 (or your school counselor) reads the situations, choose the most likely consequence(s). Be realistic when you choose the consequence(s).

- 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.

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 _____

Concept: PS.3.A. Safe & Healthy Choices (How to Say "NO"!) Student Resource: Pocket Guide: How to Say "NO"

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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?
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Yes: YOURS—You are being dishonest.
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- 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.

Concepts: PS.3.A. Safe and Healthy Choices; PS.3.B. Personal Safety...; PS.3.C. Coping Skills (How to Get Help)

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	HOW I CAN CONTACT
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Concepts: PS.3.A. Safe & Healthy Choices; PS.3.B. Personal Safety...; PS.3.C. Coping Skills (How to Get Help PSC Resource)

TEACHING STUDENTS TO CALL 911

(This page may be modified and used as a Parent Resource)

Teach students when to call 911. 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 911.

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

Teach students how to identify the severity of 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

Teach students to identify emergency situations and the need to call 911 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
- When in doubt...call 911.

PLACING A 9-1-1 CALL

1. **Teach students to call from a house phone** -- not a cell phone. Once the call from a house phone is made and if 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 a cell phone is the only phone available**, teach students to tell dispatcher the name town and state from which they are calling
3. **Teach students stay on the line** until told it's OK to hang up. In most cases, 911 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. **Teach students the importance of speaking slowly, clearly and loudly enough to be heard** by the dispatcher. Stress the importance of speaking in a way that allows the dispatcher to hear and understand accurate information about the emergency.
5. **Teach students to say their first and last names** to the dispatcher. He or she will use the child's name repeatedly.
6. **Teach students to LISTEN carefully to the dispatcher's questions.** Emphasize the importance of listening to the dispatcher's questions AND asking 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 quiz, and think they let someone down if they don't know an answer. Encourage saying "I don't know" or "I'm not sure."

Practice: At home AND at school, provide frequent opportunities to practice calling 911. Using a teletrainer or unplugged phone, student dials 911 and an adult acts as dispatcher. The dispatcher asks questions about the pretend incident. Students use their checklists (Student Resource: *Calling 911*) as guides.

Concepts: PS.3.A. Safe & Healthy Choices; PS.3.B. Personal Safety...; PS.3.C. Coping Skills (How to Get Help PSC Resource)

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)

You are home alone.

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

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

You are taking care of your little sister while your mother is gone. 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 go to your grandmother's room to tell her you are home; when you say "I'm home!" she doesn't answer you.

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

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.

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!

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.

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 and you cannot stand up. Luckily, your cell phone is in your pocket.

USING 911 TO GET HELP IN AN EMERGENCY

Take this page home—talk about the information with an adult

Is It A Problem Or An Emergency?

- A problem is something with which you need help but it does not require IMMEDIATE services.
- An emergency is a situation that REQUIRES IMMEDIATE assistance from the police or fire department, or requires immediate 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 911

1. **Call from a house phone** (land line)—if you MUST use a cell phone, tell the dispatcher the name of the town/state from which you are calling. Calling from a house phone/land line tells the dispatcher where you are in case you don't remember what to say. Provide detailed information about the incident/location so the dispatcher can contact the right helpers.
2. **Speak clearly**—if you mumble, it will take longer for the dispatcher to know what kind of help you need.
3. **Say your first AND last names, your address and type of emergency clearly for the dispatcher**
4. **Listen** to the dispatcher's questions carefully; **ask** the dispatcher to repeat if you do not hear or understand the question.
5. If you do not know the answer to a question, **say "I don't know"**. NEVER make something up just to answer a question!!!
6. **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.
7. **Practice with an adult at home**--on an unplugged phone and use a pretend situation. Dial 911 and the adult will be the dispatcher and will ask you questions about the pretend incident.

CALLING 911: A CHECKLIST

(Fill in the basic information and keep checklist beside all the phones at home)

- ___ 1. **Call 911** from a house phone (land line) if available.
- ___ 2. **Clearly state:**
 - ☐ Your city and state if you are using 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):

TABLE OF CONTENTS

GRADES 4-6

STUDENT THINKING PAPERS AND PSC-STUDENT RESOURCES

STRAND: PERSONAL AND SOCIAL DEVELOPMENT (PS)

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

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

4-6 PERSONAL AND SOCIAL DEVELOPMENT

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

PSC Resource

[Scary Activities](#)

Student Thinking Papers

[Fear Inventory](#)

[My Fear Mastery Plan](#)

Student Resource

[Mastering Fears pocket guide](#)

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

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

Student Thinking Paper:

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

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

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

Student Thinking Paper:

[Who Influences You?](#)

Lesson 3: Influence that becomes Negative = Negative Peer Influence

PSC Resource;

[Negative Peer Influence/Pressure Scenarios](#)

Student Resource (mini-poster)

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

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

Student Thinking Papers:

[Self-Esteem Role-Play](#)

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

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

Lesson 1: Let's Just Play All Day

Student Thinking Paper:

[Fun Is ...](#)

Lesson 2: Should You Just Have Fun All Day?

No additional printed materials required

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

Lesson 1: Conflict is Everywhere!

Student Thinking Paper:

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

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

Student Thinking Paper:

[How I Handle Conflict](#)

Lesson 3: Conflict! What Are My Options

Student Thinking Paper:

[Types of Conflicts and Resolutions](#)

Lesson 4: Conflict vs. Compromise—Win-Win

No print materials are required

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

Student Thinking Paper:

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

Student Resource:

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

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

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

Student Thinking Paper

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

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

Student Thinking Paper

[My Circle of Roles](#)

Student Resource (Optional Activity)

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

Lesson 3: Acting Out Roles:

Student Thinking Paper

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

Student Resource

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

Lesson 4: Learning in Groups: It Takes Skill!

Student Thinking Paper

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

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

Lesson 1: What Influences Your Decisions?

Student Thinking Paper:

[Decisions, Decisions](#)

Lesson 2: What Would You Do?

Student Thinking Paper:

[What Would You Do?](#)

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

PSC Resource:

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

PSC and Student Resource:

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

Student Thinking Papers:

[What If?:](#)

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

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

Student Thinking Paper:

[Sponge Experiment](#)

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

SCARY ACTIVITIES

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

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

FEAR INVENTORY

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

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

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

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

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

GIVE MASTERY (AND PERSONAL POWER) A CHANCE!

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

MY FEAR MASTERY PLAN

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

My Signature _____ Date _____

Support Person's Signature _____ Date _____

Concepts: PS.1.A Self-Concept & PS.3.A Safe/Healthy Choices Student Resource Pocket Guide (Mastering Fears)

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

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FOLLOW IT!!***

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

THE ME I WORK TO BE—EVERY DAY IN EVERY WAY

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

I want people to admire me for _____

I feel good when I _____

I want to _____

I love to _____

I like it when someone says to me _____

I'm happiest when _____

I want my best friend to be someone who _____

I feel the most likeable when _____

I want to be able to _____

I see myself as _____

I like myself because _____

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

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

STRENGTH*

Loyalty

REVERENCE*

*Beauty**

HONESTY

*Faith**

*Courage**

*Compassion**

Creativity

*Wisdom**

*Hope**

PERSEVERANCE

Capability

*Joy**

Integrity

Trustworthiness

*Love**

Problem-Solving Ability

Respect: For Me

Talent*

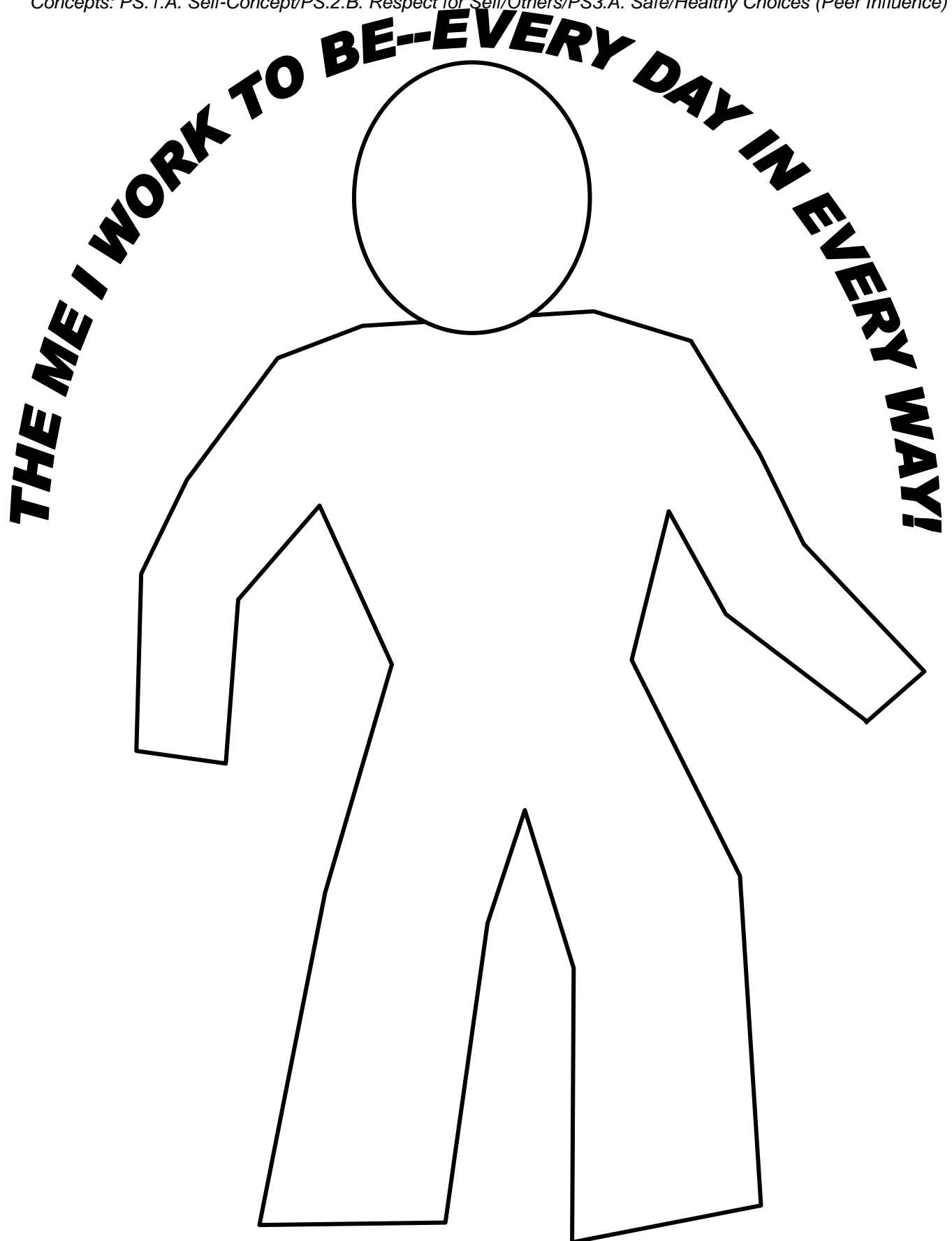
Caring

Respect: For Others

Imagination*

Curiosity

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



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

WHO INFLUENCES YOU?

Name: _____ Class: _____ Date: _____

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

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

TITLE: _____

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

	After School Activities		Success in School		Things that Get You into Trouble		Sports You Play/Watch		Weekend Activities		Types of Books You Read		Time Spent on Homework		Other Activities (e.g., hobbies)	
	FIM	IIF	FIM	IIF	FIM	IIF	FIM	IIF	FIM	IIF	FIM	IIF	FIM	IIF	FIM	IIF
100%																
0%																

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

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

NEGATIVE PEER INFLUENCE SCENARIOS

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

1. One of your friends asks to copy your homework.
2. Your best friend wants you to go somewhere that could be interesting, but dangerous (e.g., to a flooded creek to watch the water).
3. While you and your friend are at the neighborhood store, your friend suggests that you both steal something.
4. You are at a party when someone suggests you drink some beer.
5. Your friends want you to stay out past your curfew.
6. Your friends are urging you to fight one of your classmates.
7. Several students are saying unkind things about another student. They start urging you to join in their comments.
8. Some students decide to skip school and go to someone's house for a party. They want you to go along.

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

MY PERSONAL POLICY: NEGATIVE PEER INFLUENCE

I can tell when I am being pressured to do something I don't want to do or that I know is wrong because I: _____

When I feel that way, I summon my inner-me treasures of _____

Then I _____

If that does not work, I _____

If I need help from someone else, I _____

When I **RESIST** negative pressure and choose to do what I know is right I _____

My policy is simply this : _____

AND THAT'S THE TRUTH

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When I **RESIST** negative pressure and choose to do what I know is right I _____

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AND THAT'S THE TRUTH!

SELF-ESTEEM ROLE-PLAY

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

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

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

Joel: Yeah, I guess we are.

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

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

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

Joel: Well, I'd like...

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

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

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

Lakisha: (Walks away)

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

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

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

1. My definition of Self-Esteem: _____

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

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

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

5. YES NO This lesson helped me understand that I can either accept or reject discouraging words.
6. YES NO This lesson helped me understand that I can either accept or reject encouraging words.
7. *From now on, when someone gives me an encouraging word I* _____

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

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

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

11. *The most difficult for me will be* _____
12. *I will help myself by* _____

Concept: PS.1.B. Balancing Life Roles (Leisure Activities)

FUN IS...**Name:** _____ **Class:** _____ **Date:** _____

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

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

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

CONFLICT AND ME: PRE-ASSESSMENT

Name: _____ Class: _____ Date: _____

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

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

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

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

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

HOW I HANDLE CONFLICT

Name: _____ Class: _____ Date: _____

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

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

RESOLVING CONFLICT: REFLECTIONS/PROJECTION/ACTION PLAN

I learned I _____

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

I want to change the way I resolve conflict with _____

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

TYPES OF CONFLICTS AND RESOLUTIONS

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

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

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

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

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

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

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

**STEPS TO WIN-WIN CONFLICT
RESOLUTION
EVERYONE WON'T GET WAY;
EVERYONE HAS A SAY!**

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

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

**STEPS TO WIN-WIN CONFLICT
RESOLUTION
EVERYONE WON'T GET WAY;
EVERYONE HAS A SAY!**

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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>	
	<i>**Pre-Lessons</i>	<i>***Post-Lessons</i>	<i>Pre-Lessons</i>	<i>Post-Lessons</i>	<i>Pre-Lessons</i>	<i>Post-Lessons</i>
<i>#1</i>						
<i>#2</i>						
<i>#3</i>						
<i>#4</i>						

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

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

The data tell me that: _____.

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

Name: _____ Class: _____ Date: _____

Directions: Circle the role that best describes how you usually act in each situation.**1. When you worked in groups last year, which role did you play?**

Leader Follower Observer Helper Loner Clown Rebel

2. Which role do you play at home?

Leader Follower Observer Helper Loner Clown Rebel

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

Leader Follower Observer Helper Loner Clown Rebel

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

Leader Follower Observer Helper Loner Clown Rebel

5. Which are you when participating in sports?

Leader Follower Observer Helper Loner Clown Rebel

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

Leader Follower Observer Helper Loner Clown Rebel

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

Leader Follower Observer Helper Loner Clown Rebel

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

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

Concept: PS.2.B. Respect for Self & Others (Working in Groups)

MY CIRCLE OF ROLES

Name: _____ Class: _____ Date: _____

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

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

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

Step 2. Convert hours/minutes to minutes.

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

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

Step 5. Calculate percentage of total time in each role

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

Title of Graph: _____

KEY:

Follower = Blue

Leader = Green

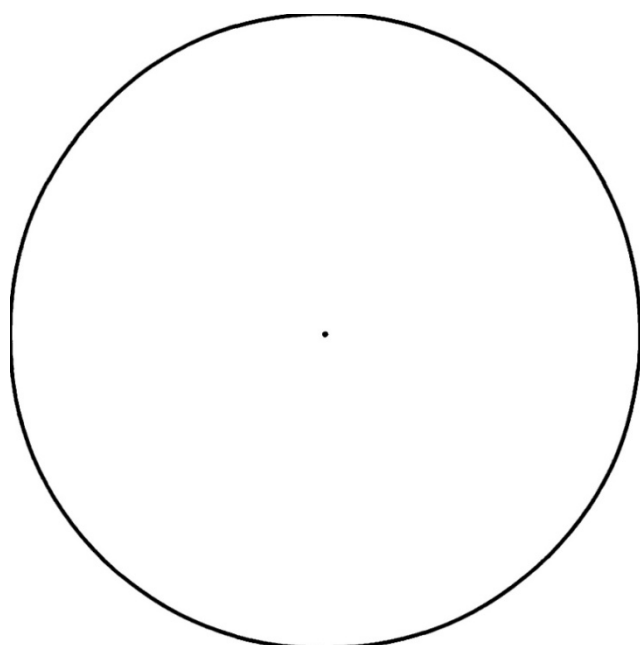
Observer = Orange

Helper = Purple

Clown = Yellow

Loner = Turquoise

Rebel = Red



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 your school counselor tells you to do so, complete the sentences below:

When I work with others in task groups I _____.

I learned I _____.

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

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

I hope we learn more about _____.

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

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

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

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

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

The Helper

The Rebel

The Follower

The Observer

The Loner

The Clown

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

Concept: PS.2.B. Respect for Self & Others (Working in Groups)

Self-Assessment Group Relationship Skills

Name: _____ Class: _____ Date: _____

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

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

DECISIONS, DECISIONS

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

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

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

Decision	Automatic	Important
1. To get up early or late in the morning		
2. What to eat for breakfast.		
3. To tell a lie--or not		
4. To criticize a friend --or not		
5. To smoke--or not		
6. What to read		
7. To study or watch TV the night before a test		
8. To 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.		

WHAT WOULD YOU DO? PART I

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

Situation #1

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

Situation #2

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

Situation #3

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

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

What would you do?

What was Important to you when making this decision?

Situation #2

What would you do?

What was Important to you when making this decision?

Situation #3

What would you do?

What was important to you when making this decision?

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

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

What made the decision difficult for you?

DO YOU MAKE YOUR OWN DECISIONS ABOUT...

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

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

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

EIGHT-STEP DECISION-MAKING PROCESS

Step 1: Define the situation and decision

clearly: What's going on? What is your dilemma (difficult choice between 2 [or more] options)?

Step 2: Establish criteria for your choices:

What is important to you? What is the cost—financial/emotional? What is the benefit—short-term/long term? Will parents approve?

Step 3: Search for alternatives. Brainstorm as many choices and alternatives as possible.

Step 4: List the pros and cons of each

alternative: (Use criteria identified in Step 2); eliminate any alternatives that you already know won't work.

Step 5: Brainstorm probable consequences for each remaining alternative.

Step 6: Choose the best alternative. After weighing and analyzing the probable consequences for the alternatives, decide which one is best.

Step 7: Implement decision for specified period of time

Step 8: Evaluate effectiveness of decision & modify actions, if necessary.

WHAT IF?

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

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

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

What is your dilemma? _____

Possible Choices: _____

Consequences of each choice possible choice: _____

Your Final Decision: _____

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

What is your dilemma? _____

Possible Choices: _____

Consequences of each choice possible choice: _____

Your Final Decision: _____

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

What is your dilemma? _____

Possible Choices: _____

Consequences of each choice possible choice: _____

Your Final Decision: _____

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

I AM A DECISION-MAKER!

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

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

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

_____.

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

_____.

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

_____.

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

_____.

because _____

_____.

3. I felt conflicts within me when _____.

4. The issues of importance to me _____.

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

6. I want to learn more about _____.

7. Other comments and/or questions I have _____

Name: _____ Class: _____ Date: _____

SPONGE EXPERIMENT

Observations: Pre-Experiment Preparation: _____

Predictions:

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

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

Observations: Water poured on large sponge: _____

Observations: Water poured on small sponge: _____

Observations: Wiping up spilled water:

Small sponge: _____

Large sponge: _____

Conclusion(s):

1. _____

2. _____

3. _____

REFLECTIONS/PROJECTIONS

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

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

3. I learned I _____

4. I was surprised I _____

5. In the future I will _____
