**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*](#Scary_Activities)

Student Thinking Papers

[*Fear Inventory*](#Fear_Inventory)

[*My Fear Mastery Plan*](#My_Fear_Mastery_Plan)

Student Resource

[*Mastering Fears* pocket guide](#PocketGuide_MasteringFears)

**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!*](#TheMeIWorkToBe_EveryDay)

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

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

Student Thinking Paper:

[*Who Influences You?*](#WhoInfluencesYou)

**Lesson 3: Influence that becomes Negative = Negative Peer Influence**

PSC Resource;

[*Negative Peer Influence/Pressure Scenarios*](#NegativePeerInfluenceScenarios)

Student Resource (mini-poster)

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

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

Student Thinking Papers:

[*Self-Esteem Role-Play*](#SelfEsteemRolePlay)

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

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

**Lesson 1: Let’s Just Play All Day**

Student Thinking Paper:

[*Fun Is …*](#FunIs)

**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*](#ConflictAndMe_PreAssessment)

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

Student Thinking Paper:

[*How I Handle Conflict*](#How_I_HandleConflict)

**Lesson 3: Conflict! What Are My Options**

Student Thinking Paper:

[*Types of Conflicts and Resolutions*](#TypesOfConflict_Resolution)

**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*](#ConflictAndMe_Post_Assessment)

Student Resource:

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

**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?*](#WhichRole)

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

Student Thinking Paper

[*My Circle of Roles*](#Circle_of_Roles)

Student Resource (Optional Activity)

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

**Lesson 3: Acting Out Roles:**

Student Thinking Paper

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

Student Resource

[*Station-Go-Round Recorder’s Notes*](#StationGoRoundPart_II_Recorder)

**Lesson 4: Learning in Groups: It Takes Skill!**

Student Thinking Paper

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

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

**Lesson 1: What Influences Your Decisions?**

Student Thinking Paper:

[*Decisions, Decisions*](#Decisions_Decisions)

**Lesson 2: What Would You Do?**

Student Thinking Paper*:*

[*What Would You Do?*](#WhatWouldYouDo)

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

PSC Resource:

[*Do You Make Your Own Decisions About…?*](#DoYouMakeOwnDecisions)

PSC and Student Resource:

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

Student Thinking Papers*:*

[*What If*?;](#WhatIf)

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

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

Student Thinking Paper:

[*Sponge Experiment*](#SpongeExperiment)

*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** | PhysicalFear (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 |  |  |

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

**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*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

1. **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.)*

1. **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!**

1. **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*.

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

**MY FEAR MASTERY PLAN**

1. I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, master my fear of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. This fear is a:

small fear \_\_\_\_ large fear \_\_\_\_ warning-fear \_\_\_ fear I can leave behind. \_\_\_\_

1. Something I can do about this fear is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The next time I experience this fear, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The easiest part of mastering this fear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The most difficult part of mastering this fear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. I will need this kind of support to follow-through with my plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. My support person is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. My support person can help me by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. I will know I am successful when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. 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**1. **Recognize i**t = 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. **Predictio**n = What will happen because of fear? I predict that \_\_\_\_\_\_\_\_\_.
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.”
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**1. **Recognize i**t = 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. **Predictio**n = What will happen because of fear? I predict that \_\_\_\_\_\_\_\_\_.
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.”
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**1. **Recognize i**t = 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. **Predictio**n = What will happen because of fear? I predict that \_\_\_\_\_\_\_\_\_.
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.”
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**1. **Recognize i**t = 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. **Predictio**n = What will happen because of fear? I predict that \_\_\_\_\_\_\_\_\_.
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.”
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!!*** |

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

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

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

I want people to admire me for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I feel good when I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I love to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I like it when someone says to me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I’m happiest when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I want my best friend to be someone who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I feel the most likeable when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I want to be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I see myself as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I like myself because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**Strength\***

###### Beauty\*

###### Courage\*

###### Wisdom\*

**Capability**

**Trustworthiness**

**Respect: For Me**

**Respect: For OthersLoyalty**

**Honesty**

###### Compassion\*

###### Hope\*

###### Joy\*

###### Love\*

###### Talent\*

###### Imagination\*Reverence\*

###### Faith\*

**Creativity**

**Perseverance**

**Integrity**

**Problem-Solving Ability**

**Caring**

**Curiosity**

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

*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 ½ 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 ½ 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)** |
| 100% | **FIM** | **IIF** | **FIM** | **IIF** | **FIM** | **IIF** | **FIM** | **IIF** | **FIM** | **IIF** | **FIM** | **IIF** | **FIM** | **IIF** | **FIM** | **IIF** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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).

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

*PSC Resource (cut apart to use for role-plays)*

**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 wrongbecause 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** |  | **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 wrongbecause 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!** |
|  |  |  |
| **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 wrongbecause 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!** |  | **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 wrongbecause 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!** |

*Concept: PS.1.A Self-Concept (Self-Esteem)*

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.*

*Concept: PS.1.A Self-Concept (Self-Esteem)*

**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: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. I learned that the difference between “warm fuzzies” and “cold pricklies” is **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. I learned that when someone “gives” me a discouraging message, I can **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Some of the reasons people hurt other people with words are **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. YES NO This lesson helped me understand that I can either accept or reject discouraging words.
3. YES NO This lesson helped me understand that I can either accept or reject encouraging words.
4. *From now on, when someone gives me an encouraging word I* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. *From now on, when someone gives me a discouraging word I* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. *As a result of this lesson, I learned I* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. *The most difficult for me will be* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***
2. *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
2. ✓ I Would Like To Learn/Try This
3. ◊ I Do Now OR Would Like To Do With Someone
4. \* I Do Or Would Do This Alone
5. ✰ 3 Activities I’ll Do This Week
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) |  |  |  |  |  |  |

*Concept: PS.2.B. Respect for Self & Others* (Conflict Resolution)

**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...
 |  |  |  |  |  |
| 1. When someone pushes me or hits me for no reason...
 |  |  |  |  |  |
| 1. When someone steals my belongings...
 |  |  |  |  |  |
| 1. When someone "puts me down or makes fun of me...
 |  |  |  |  |  |
| 1. When someone tells me to do something I don't want to do...
 |  |  |  |  |  |
| 1. When someone talks behind my back and says things that are lies...
 |  |  |  |  |  |
| 1. 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.

*Concept: PS.2.B. Respect for Self & Others* (Conflict Resolution)

**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
 |  |  |  |  |  |
| 1. Reach a compromise
 |  |  |  |  |  |
| 1. Apologize
 |  |  |  |  |  |
| 1. Fight it out physically
 |  |  |  |  |  |
| 1. Pretend to agree
 |  |  |  |  |  |
| 1. Get help from someone else
 |  |  |  |  |  |
| 1. Avoid the person
 |  |  |  |  |  |
| 1. Change the subject
 |  |  |  |  |  |
| 1. Talk it over, calmly
 |  |  |  |  |  |
| 1. Endure and hope it will get better
 |  |  |  |  |  |
| 1. Ask for a mediator (listens/helps both)
 |  |  |  |  |  |
| 1. Try to forget, ignore, or hide it
 |  |  |  |  |  |
| 1. Walk away and try to talk it over later.
 |  |  |  |  |  |
| 1. Whine or complain until I get my way
 |  |  |  |  |  |
| 1. Try to understand the other person's point of view
 |  |  |  |  |  |
| 1. 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Concept: PS.2.B. Respect for Self & Others* (Conflict Resolution)

**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.**

1. What is the real problem?
2. Who are the parties involved in the conflict?
3. 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.**

1. What is the real problem?
2. Who are the parties involved in the conflict?
3. 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.**

1. What is the real problem?
2. Who are the parties involved in the conflict?
3. What are two or more options for resolving the conflict?

*Concept: PS.2.B. Respect for Self & Others* (Conflict Resolution)

|  |  |  |
| --- | --- | --- |
| **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!***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!***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!***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** |

*Concept: PS.2.B. Respect for Self & Others* (Conflict Resolution)

**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...
 |  |  |  |  |  |
| 1. When someone pushes me or hits me for no reason...
 |  |  |  |  |  |
| 1. When someone steals my belongings...
 |  |  |  |  |  |
| 1. When someone "puts me down or makes fun of me...
 |  |  |  |  |  |
| 1. When someone tells me to do something I don't want to do...
 |  |  |  |  |  |
| 1. When someone talks behind my back and says things that are lies...
 |  |  |  |  |  |
| 1. 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.

Lesson 5: Optional: *Student Thinking Paper*

**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* |
| *Aggression (****AG****)* |  |  |
| *Giving in (****GI****)* |  |  |
| *“Running-away”/avoidance (****AV****)* |  |  |
| *Compromising (****CO****)* |  |  |
| *Win-Win (****WW****)* |  |  |

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The data tell me that: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Table 2: Part I: My Feelings about My Methods**

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

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The data tell me that: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Table 3: Part II: Agree/Disagree Statements**

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

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

When I reviewed the data comparing my agreement/disagreement/I don’t know responses to the statements before the lessons and after the lessons, I noticed I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The data tell me that: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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

**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

1. **Which role do you play at home?**

Leader Follower Observer Helper Loner Clown Rebel

1. **Which are you when you are with your friends?**

Leader Follower Observer Helper Loner Clown Rebel

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

Leader Follower Observer Helper Loner Clown Rebel

1. **Which are you when participating in sports?**

Leader Follower Observer Helper Loner Clown Rebel

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

Leader Follower Observer Helper Loner Clown Rebel

1. **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]).

1. Estimate time spent in each group in an average day.
2. Convert hours/minutes to minutes.
3. Identify roles you assume in each group/estimate the minutes you spend in each group role.
4. Total minutes in 3rd through last (10th) columns
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 \_\_\_\_\_ %

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

**GROUP ROLES: SCENARIO FOR ROLE PLAY**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Leade**r: 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.)

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

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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

**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

1. 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
 |  |  |  |
| 1. Be brief and concise
 |  |  |  |
| 1. Be assertive
 |  |  |  |
| 1. Draw others out
 |  |  |  |
| 1. Listen attentively
 |  |  |  |
| 1. Think before I talk
 |  |  |  |
| 1. Keep my remarks on the topic
 |  |  |  |
|  |  |  |  |
| **OBSERVATION SKILLS** |  |  |  |
| 1. Note tensions in group
 |  |  |  |
| 1. Note who talks to whom
 |  |  |  |
| 1. Note interest level of group
 |  |  |  |
| 1. Note anyone being left out
 |  |  |  |
| 1. Sense feelings of individuals
 |  |  |  |
| 1. Note reaction to my comments
 |  |  |  |
| 1. Note when group avoids a topic
 |  |  |  |
|  |  |  |  |
| **PROBLEM-SOLVING SKILLS**  |  |  |  |
| 1. State problems or goals
 |  |  |  |
| 1. Ask for ideas/opinions
 |  |  |  |
| 1. Think of solutions
 |  |  |  |
| 1. Evaluate solutions
 |  |  |  |
| 1. Think of alternate solutions
 |  |  |  |
| 1. Solve problems effectively
 |  |  |  |
|  |  |  |  |
| **ENCOURAGEMENT SKILLS**  |  |  |  |
| 1. Show interest
 |  |  |  |
| 1. Work to keep people from being ignored
 |  |  |  |
| 1. Harmonize, help people reach agreement
 |  |  |  |
| 1. Reduce tension
 |  |  |  |
| 1. Uphold rights of individuals in group pressure situations
 |  |  |  |
| 1. Express praise or appreciation
 |  |  |  |
|  |  |  |  |
| **EMOTIONAL EXPRESSIVENESS**  |  |  |  |
| 1. Share my emotions
 |  |  |  |
| 1. Disagree respectfully
 |  |  |  |
| 1. Express warm feelings
 |  |  |  |
| 1. Express gratitude
 |  |  |  |
| 1. Be genuine/sincere
 |  |  |  |
|  |  |  |  |
| **ADDITIONAL SKILLS? LIST ON BACK OF PAPER** |  |  |  |

*Concept PS.3.A Safe & Healthy Choices (Decision-Making)*

**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
 |  |  |
| 1. What to eat for breakfast.
 |  |  |
| 1. To tell a lie--or not
 |  |  |
| 1. To criticize a friend --or not
 |  |  |
| 1. To smoke--or not
 |  |  |
| 1. What to read
 |  |  |
| 1. To study or watch TV the night before a test
 |  |  |
| 1. To tattle on your friend--or not
 |  |  |
| 1. To go to school--or not
 |  |  |
| 1. To cheat on a test--or not
 |  |  |
| 1. What to buy as a gift
 |  |  |
| 1. To save part of your allowance or spend it
 |  |  |
| 1. To join a gang--or not
 |  |  |
| 1. To wear your hair long or short
 |  |  |
| 1. To tattle on your younger brother or sister--or not
 |  |  |
| 1. What to have for a snack
 |  |  |
| 1. To do your chores--or not
 |  |  |
| 1. To go to a friend's house or stay home
 |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*Concept PS.3.A Safe & Healthy Choices (Decision-Making)*

**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?***

*Concept PS.3.A Safe & Healthy Choices PSC Resource (Decision-Making)*

**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.***

*Concept PS.3.A Safe & Healthy Choices: PSC & Student Resource (Decision-Making)*

**EIGHT-STEP DECISION-MAKING PROCESS**

1. **Define the situation and decision clearly**: What’s going on? What is your dilemma (difficult choice between 2 [or more] options)?
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?
3. **Search for alternatives**. Brainstorm as many choices and alternatives as possible.
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.
5. **Brainstorm probable consequences** for each remaining alternative.
6. **Choose the best alternative**. After weighing and analyzing the probable consequences for the alternatives, decide which one is best.
7. **Implement decision** for specified period of time
8. **Evaluate** effectiveness of decision & modify actions, if necessary.

*Concept PS.3.A Safe & Healthy Choices (Decision-Making)*

**WHAT IF?**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

What is your dilemma? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Possible Choices: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consequences of each choice possible choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Final Decision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 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.**

*Concept PS.3.A Safe & Healthy Choices (Decision Making)*

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. In making a decision, the most difficult situations are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. I felt conflicts within me when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The issues of importance to me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Overall, my decision-making ability is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. I want to learn more about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Other comments and/or questions I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**SPONGE EXPERIMENT**

**Observations: Pre-Experiment Preparation:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Predictions:**

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REFLECTIONS/PROJECTIONS**

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I learned the following about my body from the sponges: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I learned I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I was surprised I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In the future I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_