

EXPERIMENTING WITH ANGER

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

“I-Messages/Statements”:

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

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

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

See links to the MCGP units and lessons below.

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

Time: Two 45-50 minute lessons

Group Size: small group or class

Grade Level: 2-4

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

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

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

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

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

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

Strand: Personal and Social Development (PS)

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





Concept: PS.1.A. Self concept

American School Counselor Association (ASCA) Domain/Standard:

Personal/Social Domain

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

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

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

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

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

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

Academic Content Area(s)	Specific Skill(s)
Communication Arts	
Mathematics	
Social Studies	
X Science	1. Properties/principles of matter & energy 7. Scientific Inquiry
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

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

See individual lessons for assessment

Lesson Preparation/Motivation

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

Procedures

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

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

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

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

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

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

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

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

<p>Provide classroom teacher with a brief overview of the lessons.</p> <p>Summarize Systematic Observations: Identify students' persistent misconceptions and student thinking about anger that may block their application of "cooler" strategies (e.g., I have red hair; people with red hair have a bad temper; therefore, can't control my temper or I can't help myself—that's just the way I am or I explode, then I am OK). Identify students who had difficulty demonstrating feelings through facial expression and/or interactions/contributions to discussions.</p> <p>Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of awareness...is it evidenced in the classroom as self-control of anger directed at self or others, self-control in treatment of other students, e.g., bullying or mean-spiritedness. Determines if inability is due to lack of willingness to participate or a lack of skill (will vs. skill).</p> <p>Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about managing anger or expressing emotions appropriately or Responsive Services involvement (e.g., individual/group counseling or parental involvement). Work together to continue monitoring students' developing ability to express anger appropriately. Encourage classroom teacher to help all students apply the concepts to classroom situations. Using the same vocabulary in the classroom everyday will be helpful to students as they learn to express their anger appropriately.</p>

I LIKE TO...

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

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

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

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

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

Strand: Personal And Social Development (PS)

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

Concept: PS.1.B. Balancing life roles

American School Counselor Association (ASCA) Standard:

Personal Social Domain

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

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

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

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



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



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

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

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

Academic Content Area(s)

Specific Skill(s)

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

Enduring Life Skill(s)

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

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

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

Lesson Preparation/Motivation

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

Engagement (Hook): See PSC Procedures

Procedures

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

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

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

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

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

MY LEISURE TIME LIST

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

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

LEISURE TIME ACTIVITIES: POSSIBILITIES

Name: _____ Class: _____ Date: _____

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

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



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

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

One important thing I learned about leisure time is _____

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

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

I prefer activities I _____ because _____.

One way leisure time can help me: _____.

I'LL DO MY SHARE

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

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

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

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

Materials: Drawing paper, crayons;

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

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

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

Strand: Personal And Social Development (PS)

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





Concept: PS.1.B. Balancing Life Roles

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

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

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

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

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

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

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

Enduring Life Skill(s)

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

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

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

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

Lesson Preparation/Motivation

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

Engagement (Hook): See individual lessons

Procedures

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

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

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

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

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

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

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

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

I will do this (days/times) _____

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

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

My family will celebrate my contributions by _____

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

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

Date _____

CIRCLE OF COOPERATION

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

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

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

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

Grade Level: 1-3

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

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

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

Strand: Personal And Social Development (PS)

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

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

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

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

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

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



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

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

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

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	CA6: Participating in...discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

<p>Students collaborate to develop a list of at least 4 reasons teachers (and you, the PSC) want students to learn the skills of working cooperatively in groups and to complete the sentence: “We learned that when we learn in a circle of cooperation with others, we ____.” Spokesperson from each group will read his or her group’s list of reasons and “We learned...” sentence.</p> <p><i>Observe: Students’ level of engagement in process (e.g., leader, bossy leader, follower, silent observer); completed sentences include a minimum of one (1) element of working cooperatively in groups (e.g., taking turns, listening, asking questions).</i></p>

Lesson Preparation/Motivation

<p><i>Essential Questions:</i> Why do people work together in small groups? Do adults have to work in groups? It is not easy to work in groups—or is it? Cooperation is the key—what does that mean?</p> <p><i>Engagement (Hook):</i> See Procedures</p>
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Procedures

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

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

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

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

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

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

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

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

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

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

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

Name: _____ Class: _____ Date: _____

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

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

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

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

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

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

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

1 _____ 5 _____ 10

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

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

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

Explain your response: _____

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

- To improve this skill, I _____.

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

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

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

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

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

Strand: Personal And Social Development (PS)

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

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





American School Counselor Association (ASCA) Standard:

Personal Social Domain

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

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

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

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

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

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

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	CA6: participating in...discussions of issues and ideas.
	Mathematics	
X	Social Studies	SS7: the use of tools of social science inquiry.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

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

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

Lesson Preparation/Motivation

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

Engagement (Hook): See Procedures

Procedures

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

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

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

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

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

A FEW OF MY FAVORITE THINGS

Directions: Complete the sentences:

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

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

Name: _____ Class: _____ Date: _____

A FEW OF OUR FAVORITE THINGS

Directions:

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



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

From this activity I learned I _____

LOSING AND FINDING SELF-CONTROL

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

Time: 45-50 minutes

Group Size: whole class

Grade Level: K-3

Materials: None

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

Strand: Personal And Social Development (PS)

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

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









American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

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

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

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

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

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

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	CA 6: Participating in...discussions of ideas/issues
Mathematics	
Social Studies	
Science	
X Health/Physical Education	HPE 2: Principles/Practices of...mental health.
Fine Arts	

Enduring Life Skill(s)

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

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

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

Lesson Preparation/Motivation

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

Engagement (Hook): See Procedures

Procedures

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

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

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

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

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

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

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

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

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

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

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

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

Materials: drawing paper, crayons/markers, pencils

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

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

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

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

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

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

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

Strand: Personal And Social Development (PS)

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

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













American School Counselor Association (ASCA) Domain/Standard:

Personal/Social Domain (PS)

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

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

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

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

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

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

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	CA6: Participating in...discussions of ideas & issues
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	HPE2: Principles/practices of...mental health
	Fine Arts	

Enduring Life Skill(s)

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

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

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

Lesson Preparation/Motivation

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

Engagement (Hook): See individual lessons

Procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HOW TO SAY "NO"

There are times when you need to say "NO."

When you know it is the right thing to do,

Saying "NO" can make you feel good.

Saying "NO" is something we must learn.

Stand or sit up straight,

Look directly at the other person

Talk in a normal voice.

Be firm.

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

Simply say,

"I do not want to do that."

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

Ask yourself three magical questions:

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

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

You know it is the wrong thing to do!

For example

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

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

POTENTIAL CONSEQUENCES OF SAYING "NO"

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

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

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

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

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

If that happened, I would: _____

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

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

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

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

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

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

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

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

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

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

If your friend wanted to copy your homework, ask:

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

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

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

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

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

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

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

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

If your friend wanted to copy your homework, ask:

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

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

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

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

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

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

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

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

If your friend wanted to copy your homework, ask:

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

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

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

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

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

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

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

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

If your friend wanted to copy your homework, ask:

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

CREATIVE CHOICES

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

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

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

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









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

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

American School Counselor Association (ASCA) Domain/Standard:

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

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

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

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

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

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

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

Enduring Life Skill(s)

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

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

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

Lesson Preparation/Motivation

Essential Questions: Who decides what we do?

Engagement (Hook): See Procedures

Procedures

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

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

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

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

Provide classroom teacher with an overview of this lesson.

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

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

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

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

MISTAKES

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

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

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

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

Strand: Personal And Social Development (PS)

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

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

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

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

Standard C: Students will understand safety and survival skills.

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

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

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

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

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

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	CA6: participating in...discussions of issues and ideas
	Mathematics	
X	Social Studies	SS6: relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity		Problem Solving
X	Courage		Compassion		Tolerance
X	Respect (for self)		Goal Setting		

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

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

Lesson Preparation/Motivation

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

Engagement (Hook): See Procedures

Procedures

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

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

Provide classroom teacher with an overview of this lesson.

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

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

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

WHERE TO TURN/WHO CAN HELP??

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

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

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

Time: Two (2) 30-45 minute Lessons **Group Size:** Whole Class **Grade Level:** 2-3

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

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

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

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

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

Strand: Personal And Social Development (PS)

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

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

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









PS.3.C. Coping skills

American School Counselor Association (ASCA) Domain/Standard:

Personal Social Domain

Standard C: Students understand safety and survival skills.

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

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

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

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

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

Academic Content Area(s)	Specific Skill(s)
Communication Arts	
Mathematics	
Social Studies	
Science	
X Health/Physical Education	HPE2: principles/practices of physical/mental health HPE5: ... reduce risk factors/avoid high risk behaviors
Fine Arts	

Enduring Life Skill(s)

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

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

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

Lesson Preparation/Motivation

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

Procedures

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

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

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

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

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

Follow-Up Activities

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

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

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

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

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

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

Name: _____ Date: _____

WHERE TO TURN? WHO CAN HELP?

Examples of people who can help you:

Parent or another family member

Friend

Teacher

Professional School Counselor

Nurse

Religious Leader (e.g., religion teacher)

Community Youth Services

Other???

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

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

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

TEACHING STUDENTS TO CALL 9-1-1

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

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

PROBLEMS VS. EMERGENCIES

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

Problems

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

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

Emergencies

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

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

PLACING A 9-1-1 CALL

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

EMERGENCY SITUATIONS

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

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

Home Alone!

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

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

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

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

Home Alone!

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

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

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

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

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

Home Alone!

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

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

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

IS IT A PROBLEM OR AN EMERGENCY?

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

Problems

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

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

Emergencies

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

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

HOW TO CALL 9-1-1

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

CALLING 9-1-1: A CHECKLIST

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

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

_____ 2. **Clearly state:**

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

City _____ State _____

- ☐ Your First Name _____ Last Name _____

- ☐ House Number _____ Street Name _____

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

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

_____ 3. **Listen**

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

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

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

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