

# ELEMENTARY PERSONAL/SOCIAL DEVELOPMENT

Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

## **Competency Areas**

- Acquire Self-Knowledge
- Acquire Interpersonal Skills

Make decisions, set goals, and take appropriate action to achieve goals.

## **Competency Areas**

- Self-Knowledge Applications

Understand safety and survival skills.

## **Competency Areas**

- Acquire Personal Safety Skills

### **Key Connections:**

**Character Education,** Senate Bill 1139, 1996

**Service Learning:** A Goals 2000 initiative of the National Governor's Association

**SCANS Foundation Skills:** Personal Qualities: *individual responsibility, self-esteem, sociability, self-management, and integrity*

**SCANS Functional Skills:** Interpersonal skills: *working on teams, teaching others, serving customers, leading, negotiating, and working with people from culturally diverse backgrounds*

**NC Education Standards and Accountability Commission Competencies:** *communication, problem-solving, teamwork*

**Safe Schools Act:** Ensures a plan of safety within the School Improvement Plan.

# BENCHMARKS

Competency Area: \_\_\_Academic \_\_\_Career \_\_\_Personal/Social

Establish a **benchmark** for a specific student objective. In collaboration with your planning team design benchmarks that support your school improvement/safe schools plan.

## Competency:

| Student Objective: | Benchmark:End of Grade 2 | Benchmark:End of Grade 3 | Benchmark:End of 5 |
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# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.01 Develop a positive attitude toward self as a unique and worthy person.

GRADE: 2-3

OUTLINE: Provide students with an opportunity through play to express individual characteristics and personality traits through play.

ACTIVITIES/STRATEGIES:

RESOURCE: Adapted from Worzbyt and O'Rourke, *Elementary School Counseling* (Self-Concept Development Activity No. 21)

Materials needed: Large pieces of construction paper, crayons, markers, paste, jar, old magazines, scissors, glitter, etc.

TEACHER/COUNSELOR:

"ME" Shirt

1. Discuss T-Shirts. They usually have a picture or some type of special decoration on them. Provide a few minutes for the children to tell the class about their favorite T-Shirt.
2. Explain to the students that they are going to make a "me" shirt to tell the class about themselves. Some of the things they may want to draw on their "me" shirt include:
  1. family members
  2. pets
  3. A favorite place to visit, and/or
  4. Favorite food, sport, color, TV show, etc.
1. Give each child a large piece of construction paper and instruct them to draw a large T-shirt on the paper and cut it out.
2. Provide ample time for students to complete the decorations on their "me" shirt to show things about themselves.
3. Display the "me" shirt on a classroom clothesline.

PARENT: Support your child's positive growth and development. Display school work.

COMMUNITY: Invite a Chamber of Commerce employee to share logos about the community that promote positive images of the students' community.

EVALUATION: Students can express positive statements about self.

# LESSONS

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**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.01 Develop a positive attitude toward self as a unique and worthy person.

GRADE: 3

OUTLINE: Provide children with an opportunity through play to express individual characteristics and personality traits.

ACTIVITIES/STRATEGIES: Adapted from Worzbyt and O'Rourke, *Elementary School Counseling*

TEACHER/COUNSELOR:

Name Game:

1. Instruct children to make a large seasonal object from construction paper. (pumpkin, tree, flower, heart, shamrock, etc.)
2. Have each child spell his/her name vertically down the left side of the paper.
3. Have each child write a word or short phrase beginning with that letter to describe him/herself.

Examples:

L istens carefully

E asy to get along with

S ays nice things to people

L ikeable

I ntelligent

E ager to get good grades

C heerful and friendly

A rtistic

R eady to work

O ften shares pencils

L ikes to play kickball

4. Provide time for the children to share their name characteristics with the class.
5. Utilize the project to make an attractive bulletin board.

PARENT: Display child's work; support student's positive statements about self.

COMMUNITY: Provide display space in children's section of public library, a restaurant, etc.

EVALUATION: Student can list positive characteristics about self .

# LESSONS

**CURRICULUM:  
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**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.02 Communicate the goal setting process.

GRADE: 5

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OUTLINE: Provide an opportunity for students to express their dreams, goals, and aspirations for the future.

ACTIVITIES/STRATEGIES:

RESOURCES: Construction paper circles 12 inches in diameter, markers, and crayons.

TEACHER/COUNSELOR:

1. Discuss crystal balls and their use; that future tellers might use one to predict the future.
2. Ask the children to think about their futures. What might you be doing 5 years from now, 10 years from now? 20 years from now?
3. Provide a large paper circle for each student and instruct them to divide with lines the circle into three parts. Label one section 5 years, one section 10 years, and one section 20 years.
4. Have students draw a picture or write words to tell what he/she might be doing during each time period in his/her life.
5. Remind students to think of current interests and strengths and how they might be predictors of their futures.
6. Have students make a construction paper base for their crystal ball and place it on the bulletin board under a caption such as "What is in your future?"

PARENTS: Talk to your child about current interests. Discuss plans for the future such as "when you are a little older..." . Display confidence in your child's abilities and futures.

COMMUNITY: Promote positive adult role models through mentoring programs, career shadowing.

EVALUATION: Students will be able to choose one of the three sections and talk briefly about it.

# LESSONS

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PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.03 Manage feelings.

GRADE: K-2

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OUTLINE: Students will express their feelings as related to an experience.

ACTIVITIES/STRATEGIES:

RESOURCES: 4 pumpkins, with feeling faces drawn on them with stickers or markers.  
Music tape or CD player for music.

TEACHER:

1. Label four pumpkins with feeling faces
2. Pass them around with a music background.
3. When the music stops, the child who gets the pumpkin will share something they have experienced that make them feel the same as the feeling on the pumpkin. Let students express similar feelings they have experienced. Make the point that it is normal to feel anger or sadness at times. Let students know how they can set up an appointment to see a counselor, either individually or in a group.

Ask:

- What kinds of feelings are easiest for you to express?
- Are some feelings more difficult to talk about?
- Do you experience certain kinds of feelings more often than others?

COUNSELOR: Lead small group sessions when appropriate. Take referrals of students who are having difficulty in this area.

PARENT: Seek help when appropriate. Know signs of stress in your child. Listen to your child.

COMMUNICATION: Make available information about community support programs for students and families.

EVALUATION: Students can express feelings. Students know how to get help from a counselor.

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**CURRICULUM:  
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**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.04 Understand change as a part of growth.

GRADE: 2

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OUTLINE: Students can identify different feelings from reading about characters in a story.

ACTIVITIES/STRATEGIES:

RESOURCE: Book--*It's Not Easy Being a Bunny*, by M Sadler, or similar story.

TEACHER:

**Activity**

- Read the book **It's Not Easy Being a Bunny**.
- Discuss with the children how the bunny felt before he left home. Progress through the story.
- Discuss the different emotions and feelings he encountered with each new animal, and the feelings expressed as he shed each life style, eventually returning to the only true choice of being a bunny.
- Have students model different scenarios of expressing likes and dislikes appropriate and inappropriate outcomes.

COUNSELOR: Conduct information sessions with teachers about developmentally appropriate behavior in children.

PARENT:

COMMUNITY:

EVALUATION: Students can verbalize different feelings.

# LESSONS

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**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.05 Differentiate personal boundaries, rights, and privacy needs.

GRADE: K-2

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OUTLINE: Students will participate in a body rights curriculum.

STRATEGIES/ACTIVITIES:

TEACHER: Show respect for rights and privacy needs of students by teaching proper line up, keep hands feet and other objects to yourself, etc.

COUNSELOR: *DUSO-Body Rights* by American Guidance Services. Follow the outline in the manual presented with the kit. The kit is a good and very inexpensive resource for teaching good and bad touch, privacy rights, and seeking assistance. As an alternative use the book *My Body Belongs to Me* by Kristin Baird. Read the book to the class and discuss sections pertaining to good and bad touch, privacy, and seeking help.

PARENT:

- Discuss personal rights with child.
- Provide information on health and safety to parents . Resource [www.naesp.org](http://www.naesp.org) "What's new".

COMMUNITY: Provide "Child Safe" locations.

EVALUATION:

- Students can recognize the differences in good and bad touch.
- Students can properly express their right to privacy.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.05 Differentiate personal boundaries, rights, and privacy needs.

GRADE: 3-5

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OUTLINE: Students will see how to stand up to bullies.

STRATEGIES/ACTIVITIES:

TEACHER: Show respect for rights and privacy needs of students by teaching proper line up; keep hands, feet and other objects to yourself, etc.

COUNSELOR: Ask students to define a bully. Let students share when they were bullied without using the bullies' name. Ask each one how they handled the situation. Encourage alternatives by asking what else could he/she have done. View "Bully For Jody," episode 124 from Puzzle Place. Discussion : 1) What does Jody decide to do? 2) What else could he do? 3) What would you have done?

PARENT: Emphasize your own privacy rights when your children intrude.

COMMUNITY:

EVALUATION: Students can verbalize their need for privacy and control when rights are invaded.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.06 Establish self-control.

GRADE: K-2

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OUTLINE: Students will hear a story about self-control and how to show it.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: *Lessons for Living- Self -Control* from *The Watchkin Adventures* by Scholastic.

Show students the word self-control. Pronounce it together and ask when they have heard it used. Come to a definition together. Ask: 1) How do you show self-control at home? At school? On the playground? Show the picture of Gus the Goat. Ask students what Gus is doing. Read the story of Gus from the back of the card. View the two minute clip from the video **Self-control**. Listen to the song **Self-control** on the tape. Give the students a paper with a picture of a goat and a plate in front of him. Draw what Gus would eat for breakfast since he has learned self-control.

PARENT:

COMMUNITY:

EVALUATION:

- Students can tell what self-control is.
- Students can tell how to show self-control at school, home, and on the playground.

# LESSONS

**CURRICULUM:**  
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**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.06 Establish self-control.

GRADE: 3-5

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OUTLINE: Students will hear a story about self-control and how to show it.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: Present situations to students. 1. On their way to lunch, two students start arguing about who should be first in line. 2. Carla and Jamie **had been** best friends. One day Jamie started playing with another girl and Carla felt left out. Carla became angry and started a fight with the other girl. 3. Allison's sister kept wearing her clothes without asking her. This time, she took one of Allison's favorite shirts and accidentally ripped it. Ask what do you do? What could you do differently? Read *The Lean Mean Machine* by Joy Berry. Discuss the consequences of not controlling yourself.

PARENT: Give your child opportunities to express feelings.

COMMUNITY:

EVALUATION: Students can list feelings related to the activity

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**CURRICULUM:  
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PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.07 Demonstrate cooperative behavior in groups

GRADE: 3-5

OUTLINE: To help children become more aware of how each member of the class makes an important contribution to the group.  
Materials Needed: One 12" x 12" piece of cloth for every member of the class, permanent markers.

STRATEGIES/ACTIVITIES:

RESOURCE:

*Elementary School Counseling*  
Worzbyt, Ed. D & O'Rourke, Ed. D.  
Class Quilt  
(Social Development Activity No. 4)

- TEACHER:
- I. Explain how quilts are made-that each piece of material in the quilt has been sewn on in a special way to provide a pattern. In the past, quilts were made from scraps of old material-each piece often had a personal meaning to a family member.
  - II. Tell children that each of them is going to be asked to prepare a block of the class quilt. They can draw anything they want on the block but must put their name or initials somewhere on their square.
  - III. When the squares are all completed, have them sewn together to make the class quilt. (Be sure to emphasize the importance of each person's contribution.) To assist the children in making connections, pose a question such as "What would happen if Johnny didn't make a block?"
  - IV. As teacher or counselor, make a block for illustration.
  - V. Place the quilt on display so that parents, visitors, and others in the school may see it.

COUNSELOR: Assist with the activity.

COMMUNITY: Display the quilt in a public place.

EVALUATION: The children need to make the connection that each person was an important contributor to the completion of the "class quilt."

# LESSONS

**CURRICULUM:  
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**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.08 Conclude that everyone has rights and responsibilities.

GRADE: 2-3

OUTLINE: Teach about rights and responsibility. Teach the Stop-Think-Practice technique and monitor behavior.

STRATEGIES/ACTIVITIES:

TEACHER: Establish classroom rules and consequences with built in rewards for good behavior.

COUNSELOR: Introduce the initials S.T.P. Talk to children about what it stands for. Stop. Think. Practice good behavior. Learn the following poem to a rap rhythm.

Following school rules is a good thing to do,

So listen to me and use your S.T.P.

Stop

Think

Practice Good behavior.

Stop

Think

Practice Good Behavior.

Give the students construction paper to make a good behavior book. Leave on the child's desk for two weeks. Emphasize the responsibility to get good marks in the book each day for practicing S.T.P. After the two weeks, have the principal recognize over the intercom students earning at least 8 of 10 good behavior days.

Follow the lesson with viewing the video *The Value of Responsibility* from the Kid-a-Littles series by N.I.M.C.O.

PARENT: Arrange ahead of time for the parent to assign a privilege if their child brings home a book with 8 of 10 days of good behavior. Teach parents the importance of children earning rights by being responsible.

COMMUNITY:

EVALUATION: Students can be responsible for their behavior by earning 8 good behavior days.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.09 Consider individual differences.

GRADE: K-2

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OUTLINE: Students will talk about differences, hear a story, and verbalize differences.

STRATEGIES/ACTIVITIES:

TEACHER: Point out daily the differences that make all your pupils unique.

COUNSELOR: Have three students stand in front of the class. Ask the class to tell one thing that is alike in each and one thing that is different in each. Read *Pudge Swims Alone* from the DUSO storybook. Review the story by asking 1) Why does Pudge always swim alone? 2) What did DUSO want Pudge to do? Discuss the feelings and behaviors in the story. 1) Why did Pudge think he couldn't be friends with Carrie? Rudy? Sophie? 2) Why didn't he like fish who were different from him? 3) What did he mean he was embarrassed to be seen with fish that were different from him? 4) How did each of Carrie, Rudy and Sophie feel when he told them the reason he could not be their friend? 5) Has this ever happened to you? Activity: Have students paired and give them a hand mirror. Examine themselves in the mirror. Look at their partner. Tell how they are alike and different. Let them name three positive aspects about each other.

PARENT:

COMMUNITY:

EVALUATION:

- Students can verbalize likeness and difference in people.
- Students can verbalize how it feels to be rejected because of difference.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.09 Consider individual differences.

GRADE: 3-5

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OUTLINE: Students will participate in observation and acceptance that all persons have likeness and difference.

STRATEGIES/ACTIVITIES:

TEACHER: Point out daily the differences that make all your pupils unique. Establish a positive, accepting tone.

COUNSELOR: Choose six individuals with differences in appearance to stand up in front of the group. Instruct the others to observe each person carefully for one minute without speaking. During this observation, ask them to jot down on a piece of paper any differences they observe. Next give them another minute to observe likenesses. Discuss each of these observations with the entire group. Chart them on chart paper. Discuss these in terms of the ways they affect our acceptance of each other and our getting along. 1) How important are these differences? 2) Do these differences change our relationships? 3) Is it necessary to have likenesses to form relationships?

PARENT:

COMMUNITY: Celebrate and advocate for multi-cultural events.

EVALUATION:

- Students can verbalize likeness and difference in people.
- Students can verbalize how it feels to be rejected because of difference.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.10 Consider ethnic and cultural diversity.

GRADE: K-5

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OUTLINE: Students will hear a story of diversity and relate differences in cultures.

STRATEGIES/ACTIVITIES:

TEACHER: With your children go through the social studies textbook. Looking at the pictures have students list the ways the people in the pictures are diverse. Read *Why Are People Different* by B. Hazen. Talk about the ways children know of people being different. Similar stories with diversity themes can be used as well.

COUNSELOR: Read *Elijah's Angel* to the class. Discuss the story in relation to the differences in Michael and Elijah (cultural, generational, religious).

PARENT: Expose children to a diversity of people.

COMMUNITY: Invite community members representing different cultures into your school.

EVALUATION:

- Students can name some diverse national origins.
- Students can describe how people are different in language, coloration, etc.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.11 Consider different kinds of families.

GRADE: 3-5

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OUTLINE: Students will participate in observation and acceptance that all persons have likenesses and differences.

STRATEGIES/ACTIVITIES:

TEACHER: Choose six individuals with differences in appearances to stand up in front of the group. Instruct the others to observe each person carefully for one minute without speaking. During this observation, ask them to jot down on a piece of paper any differences they observe. Next give them another minute to observe likenesses. Discuss each of these observations with the entire group. Chart them on chart paper. Discuss these in terms of the ways they affect our acceptance of each other and our getting along

- 1) How important are these differences?
- 2) Do these differences change our relationships?
- 3) Is it necessary to have likenesses to form relationships?

How are families alike and different? What makes a family a family?

COUNSELOR: Point out daily the differences that make all your pupils unique.

PARENT: Help children understand how family members are alike and different.

COMMUNITY:

EVALUATION:

- Students can verbalize likeness and difference in people.
- Students can verbalize how it feels to be rejected because of difference.

# LESSONS

**CURRICULUM:  
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**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.12 Demonstrate how to communicate.

GRADE: 5

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OUTLINE: Through observation and discussion students will learn about communication.

STRATEGIES/ACTIVITIES:

TEACHER: Establish rules of communication in class. For example, one person speaks. When someone is speaking your job is to listen.

COUNSELOR: Begin the class by asking: 1) What are some ways of communicating your thoughts and feelings to others? 2) How can communication in our class be improved. Break the class into groups of 7 or 8. Give a ball of string to one in the group. Only the person holding the ball of string can speak. Others must listen while the person speaks. Hold the end of the string and pass the ball to another person who then must tell the group a synopsis of what was previously said. This person then speaks. Hold the string and pass the ball. This pattern continues. Observe who holds the most string and who does not hold string. Comment on the importance of including everyone in conversation for effective communication to take place.

PARENT: Establish a time for family meetings.

COMMUNITY: Use the newspaper as a teaching tool for communications within the community.

EVALUATION: Students can determine that communicating involves speaking, listening, and non-verbal behavior.

# LESSONS

**CURRICULUM:  
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**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.13 Conclude that communication involves speaking, listening, and nonverbal behavior.

GRADE: 4

OUTLINE: Students practice non-verbal behavior to develop awareness of effective communication.

STRATEGIES/ACTIVITIES:

TEACHER: Follow the language arts standard course of study which teaches speaking, listening, and nonverbal behavior as communication.

COUNSELOR: Introduction: We know that people communicate with words. But do you know that our bodies speak a language too? Without using words show: (assign all students to non-verbally demonstrate a word) stop, yes, wait, go away, listen, no, fear, who cares, look, anger, sadness, I don't know, excitement, happiness, confusion, come here. After everyone has nonverbally shown the above, ask: 1) What are the body language clues that your classmates used to communicate with you? 2) How did you receive the communication? Bring cartoons showing different body language to class. Cut off the dialogue and have students tell stories based on the pictures. Next discuss the difference in listening and speaking. Seek ideas on the importance of listening. Share ideas for good listening – eyes on the speaker, feet on the floor, hands still, mouth closed. Read a prepared description. Have the students draw what you read. Discuss how they could have done better. (A good piece to read is the anonymous poem *Willie McGurgle*).

PARENT: Hold family meetings and establish rules of communication.

COMMUNITY: Invite someone who is hearing impaired to teach sign language to the class.

EVALUATION:

- Students know the importance of listening.
- Students can make up a story based on pictures they see.

# LESSONS

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**COMPETENCY 007.00 Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.**

OBJECTIVE: 007.14 Demonstrate how to make and keep friends.

GRADE:4-5

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OUTLINE: Through activities and discussion students will identify qualities of friendship.

STRATEGIES/ACTIVITIES:

TEACHER: Be consistent in encouraging behavior which fosters friendship.

COUNSELOR: People choose friends for different reasons. They may want to associate with a particular group, like the way they dress, or enjoy the same things. Question students about what a person's qualities on the inside might be. Ask students to define friend. List what the students think a friend means. Let the students choose the most important one on the list and explain why. Let the students answer – "If you could create a friend, what would the friend be like? Then ask the students each of these questions: 1) Who is one of your friends? 2) What do you like to do together? 3) What do you look for in a friend? 4) How do you make friends? 5) If a new student came to your class and you wanted to be friends, what could you do?

PARENT: Talk to your children about your friends, how you met them, and one or two ways you maintain a freindship.

COMMUNITY: Students can form new friends with someone by visits to places like the senior center.

EVALUATION: Students will make one new friendship during the year.

# LESSONS

**CURRICULUM:**  
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**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 8.00 Students will make decisions, set goals, and take necessary action to achieve goals.**

OBJECTIVE: 008.01 Employ a decision-making and a problem-solving model.

GRADE: K 3-5

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OUTLINE: Give slip with a problem situation and let students go through the problem solving steps to predict the best choice. (Students can do this individually, in pairs, in small groups, or as a class.) Use situations students have recently experienced

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:

**Activity**

Teach problem solving steps

- a. What is the problem?
- b. What are my choices?
- c. What might be the consequence of each choice (predict)?
- d. Choose the best choice by asking
  1. Is it safe?
  2. Is it fair?
  3. How will people feel?
  4. Will it work?
- e. Make your best choice.
- f. Did it work?

**Extension:** Teacher can create a "Problem of the Week" and encourage students to figure out different ways to solve the problem and then discuss and vote on the best solution. This activity could be varied by using individuals, small groups or class in different weeks.

**Closure:** Students should share in a large group the reasoning behind the choices they made.

PARENT:

COMMUNITY:

EVALUATION: Students can use a decision making model

# LESSONS

**CURRICULUM:**  
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**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 008.00 Students will make decisions, set goals, and take necessary action to achieve goals.**

OBJECTIVE: 008.02 Critique consequences of decisions and choices

GRADE: K-2

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OUTLINE: Students will learn about consequences through literature and artwork.

STRATEGIES/ACTIVITIES:

TEACHER:

**Activity**

Materials: Book Ward, Cindy (1997). *Cookie's Week*. Paper Star; ISBN: 069114353; stuffed cat; white construction paper; binding tape and clamps; markers and crayons

**Procedure:**

Introduction of the book:

Explain what a consequence is by talking about the consequences in the classroom. Ask the students what they do at home or in school that results in a consequence. Introduce Cookie the cat and explain that his week contains many consequences. Refer to the calendar and have the students say aloud the days of the week while the teacher points to them on the calendar. Read the book.

**Concluding Activity:** Each student will make a page of the class book. To do this, each student will draw a picture of what he/she predicts Cookie will do on Sunday and another picture of what the consequence would be. Each child will write sentences explaining the pictures either by using invented spelling or by having the teacher dictate. After the teacher binds the book, each student will share his/her page with the class during circle time.

COUNSELOR:

PARENT:

COMMUNITY:

EVALUATION: Students are aware of the concept of consequences.

# LESSONS

**CURRICULUM:**  
**AREA:**

**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 008.00 Students will make decisions, set goals, and take necessary action to achieve goals.**

OBJECTIVE: 008.03 Debate alternative solutions to a problems.

GRADE: 3

OUTLINE: Students develop critical thinking skills and recognize that there are many solutions to a situation or many ways of doing the same thing.

STRATEGIES/ACTIVITIES:

TEACHER: Source: *Helping Children Cope with Fears and Stress* by Robinson, Fey, Vogel.

**Activities/strategies**

1.Explain to the students that there are many ways of doing the same thing. In this activity, you would like them to suggest as many solutions to a situation as possible within the time limit set. Tell them that thinking of as many things as possible in certain period of time is called "Brainstorming."

2.Allow about 3-4 minutes for each topic. Select two or three topics from the suggestions below. (The remaining topics may be used for a second lesson on brainstorming or later as readiness exercises for a second lesson on brainstorming or later as readiness exercises for other problem-solving activities

3.The rules for brainstorming are quite simple: Students are to suggest (in an orderly fashion) as many solutions to the problem as they can come up with during the time set aside for suggestions. During the suggestions phase, students may not comment on the quality or feasibility of the solutions. The goal is to get as many ideas out as possible. Record the solutions suggested on a board or chart. Model an accepting attitude and resist any effort on the part of students to "put down" someone else's ideas. Comment on the number of ideas and creativity shown by the students.

Suggested topics for Brainstorming:

- |  |   |
|--|---|
| a. How can you make friends with a new person at school?         | d. How can you decide who will be first in a game?          |
| b. How can you help your teacher?                                | e. How can you show your mother or father you love him/her? |
| c. What can you do to entertain your self if you are home alone? | f. What can you do during a frightening thunderstorm?       |

COUNSELOR: Assist with activity. Counsel with students under stress.

PARENT: Involve your child in recreational activities to build confidence.

COMMUNITY: Refer community involvement activities to students.

EVALUATION: Students can name at least two coping strategies when faced with a stressful situation.

# LESSONS

**CURRICULUM:**  
**AREA:**

**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 008.00 Students will make decisions, set goals, and take necessary action to achieve goals.**

OBJECTIVE: 008.04 Develop effective coping skills for dealing with problems.

GRADE: 4-5

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OUTLINE: Through the use of Biographies, students will identify effective coping skills that can be used in problem-solving.

STRATEGIES/ACTIVITIES:

TEACHER:

**Activity:**

- Students will be introduced to the subject of biographies. Students will check out a biography from the school library and read it.
- Students will report to the class some of the difficulties the subject of the book had to overcome and what aspects of that person's personality and abilities were involved.
- Students will explain how reading about that person's success made the student feel.
- Students will create a classroom collage of symbols that will encourage the student to "hang in there" when the going gets tough.

**Extension**

- Students will write a story or begin a journal chronicling some of their personal difficulties and coping strategies. Later in the year some of these might be transposed into "fictional" stories of success.

Closure: What barrier or difficulty do think would be extremely difficult for a person to overcome?

COUNSELOR: Provide resources to teacher.

PARENT: Be a listener to your child.

COMMUNITY: Invite speakers to discuss challenges in their lives and how they met those challenges.

EVALUATION: Students can name several helpful coping strategies useful in stressful situations.

# LESSONS

**CURRICULUM:**  
**AREA:**

**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 8.00 Students will make decisions, set goals, and take necessary action to achieve goals.**

OBJECTIVE: 008.05 Apply conflict resolution skills.

GRADE: 3-4

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OUTLINE: Students learn that telling others how you feel, calm discussion, and good listening skills are the first steps towards conflict resolution through this award winning educational video for K-3rd. This lesson encourages students to think of different ways in which they may solve their problems. The traditional “My father can beat up your father” or “I’ll see you in court” are old-fashioned approaches to problem solving.

STRATEGIES/ACTIVITIES:

RESOURCES: Video available from J. Gary Mitchell Film Company at [www.empowerkids.com](http://www.empowerkids.com)  
*Tell ‘Em How You Feel*  
An Askeric Lesson Plan

TEACHER:

- Ask students to read the story to their group and identify the problem.
- Ask students to identify possible options for resolving the problem. List negative and positive options.
- Next, have the class identify the consequence (positive or negative) for the specific option.
- List the consequences with the corresponding option number.
- Review and discuss information.
- Ask students to decide which options and corresponding consequences are best.
- Have students write their group decision at the top of the mountain.
- Ask students to share their story with the class.
- Discuss problems and decisions. Discuss how decisions were made and why it solves the problem.

*Continued*

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 8.00 Students will make decisions, set goals, and take necessary action to achieve goals.**

OBJECTIVE: 008.05 Apply conflict resolution skills.

GRADE: 3-4

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*Continued*

1. Catherine is not doing very well in her English class. Whether she passes or not depends on her final written project. Even though she has always tried hard, she hasn't been able to get very good grades. She finds the paper that her brother did on the topic three years ago and this paper received an "A".

2. The children in Mrs. Dunn's sixth grade class were having a special treat. A collector of Indian artifacts was visiting and he brought with him some Indian weapons, clothing and beads. He was going to teach the children some Indian words and songs. But before he could start his program, Mrs. Dunn had to take him down to meet the principal. The collector asked that no one touch his belongings, and he put a student, Jane in charge, saying that if anyone touched his things, he would call off his visit. Shortly after Mrs. Dunn and the collector left, a few children couldn't resist touching the clothing and trying on some of the beads. When the collector and Mrs. Dunn returned, Jane did not know what to do.

3. Mike brought a walkman radio to school that he had just received as a birthday gift the night before. All of his friends wanted to have a turn playing the walkman. When it was James' turn, he accidentally broke off one of the knobs. Mike saw this happen and got really mad at James.

COUNSELOR:

PARENT: Model appropriate conflict resolution methods.

COMMUNITY:

EVALUATION: Students can identify alternative ways of settling conflict.

# LESSONS

**CURRICULUM:**  
**AREA:**

**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 009.00 Students will understand safety and survival skills.**

OBJECTIVE: 009.01 Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).

GRADE: K-2

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OUTLINE: Students through practice will learn important emergency information.

STRATEGIES/ACTIVITIES:

TEACHER:

1. Explain the differences between cities, counties, states, and countries.
2. Create flash cards with the words: city, county, state, country, address, phone number, and 911.
3. Have each child pick a flash card and provide the information requested until each child has answered each question at least once.
4. Have periodic review sessions until this information is learned.

COUNSELOR:

PARENT: Reinforce important personal information for child to have if in an emergency.

COMMUNITY: Participate in safety programs sponsored by the community.

EVALUATION: Students will be able to recite important personal information to use when in an emergency.

# LESSONS

**CURRICULUM:**  
**AREA:**

**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 009.00 Students will understand safety and survival skills.**

OBJECTIVE: 009.02 Distinguish between appropriate and inappropriate physical contact.

GRADE: 5

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OUTLINE: Students learn assertive responses to protect their personal space.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:

**Activity:** Discuss personal space concept. You might say: Today we will learn ways to politely ask someone to do something or to have them stop doing something we don't want them to do to us. Next, teach some assertive, passive, and aggressive responses: Passive- slumped shoulders, eyes down, low voice, feeling sacred, powerless, do nothing. Aggressive-move toward someone in threatening manner, loud voice, feel angry, scared, push, yell, and so forth. Assertive-stand straight, eye contact, medium voice, no smile, feel confident, calm, ask for what you want; say what you want to happen, i.e., for the activity to stop now! Say what you need to say to stand up for yourself!

Next, have the children divide into small groups and practice the assertive response to playing with hair, leaving my space, not touching me, and so forth. Closure:Lead a discussion on how it felt to have given the assertive response and have asked politely for what you wanted? What was easy or hard about it? How would it feel to be on the receiving end of 'real' assertive responses? Would it change your feelings or behavior toward the person responding to you in that manner? Suggest they practice the assertive responses during the week, perhaps at home.

PARENT: Encourage your child to use assertiveness appropriately.

COMMUNITY:

EVALUATION: Students can demonstrate assertive responses appropriately in role

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 009.00 Students will understand safety and survival skills.**

OBJECTIVE: 009.03 Use problem-solving and decision-making skills to make safe and healthy choices.

GRADE: 3-4

OUTLINE: Students evaluate three decisions they have made recently. They are then introduced to the “IDEAL” process and practice applying it to a decision they have yet to make.

STRATEGIES/ACTIVITIES:

RESOURCES: “Decisions! Decisions!” Activity sheet

TEACHER:

- Ask students to complete Part I of the “Decisions! Decisions!” activity sheet.
- Discuss the student evaluations of their decisions. Ask them to identify weaknesses in their decision-making methods.
- Outline and explain the following steps in making an “IDEAL” decision:

|   |   |                            |
|---|---|----------------------------|
| I | = | Identify the situation.    |
| D | = | Describe options           |
| E | = | Evaluate what might happen |
| A | = | Act out a plan.            |
| L | = | Learn from your decision   |

- Ask students to complete Part II of the activity.
- Ask if any students had special difficulties in coming to a decision in Part II. Request a volunteer to have his or her decision discussed as a class.
- Apply the IDEAL process to the volunteer’s decision as a class.
- Lead a discussion on how people often seek help in completing the IDEAL process. Ask students to compare the brainstorming capacity of the entire class to that of just one student. Ask if there are any negative aspects to group decision-making.

*continued*

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 009.00 Students will understand safety and survival skills.**

OBJECTIVE: 009.03 Use problem-solving and decision-making skills to make safe and healthy choices.

GRADE: 3-4

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*continued*

COUNSELOR: Assist with activity. Follow-up with individual counseling with students who have anxiety related to decision-making.

PARENT: Reinforce steps in decision-making model at home.

COMMUNITY:

EVALUATION: Students can describe the use of the IDEAL process in making a decision.

Reprinted with permission from *How to..Career Development Activities for Every Classroom*. Wisconsin Career Information System, Center on Education and Work, School of Education, University of Wisconsin-Madison, 1998.

# 9.03 ATTACHMENT

## DECISIONS! DECISIONS! (Part 1)

Directions: In the first column, list three situations in which you had to make a decision this week. In the second column, describe the choice you made. In the third, give the reasons you made this choice. In the fourth, say whether you think you made the right choices, and explain why or why not.

| Situation | Choice Made | Reasons | Evaluation |
|-----------|-------------|---------|------------|
|           |             |         |            |
|           |             |         |            |
|           |             |         |            |

# LESSONS

**CURRICULUM:**  
**AREA:**

**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 009.00 Students will understand safety and survival skills.**

OBJECTIVE: 009.04 Determine the dangers of substance use and abuse.

GRADE: 4-6 Science, Substance Abuse

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OUTLINE: Students will experience peer pressure and apply it to making good decisions.

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR: Online Source: Ask ERIC lesson plans; Address: <http://ericir.syr.edu/virtual/lessons/health/substance-Abuse/SBA0003.html>

ACTIVITY: Materials: Real cookies.

Ask for five volunteers from the class prior to activity and explain role play to the volunteers. Have them sit around a table upon which is placed a plate holding 'wellness' cookies. Distribute previously prepared instruction sheets to the five students. Tell them not to show the instructions to anyone else. Three of the volunteers (#1, #2, #3) will get instructions that read, "Take one wellness cookies, eat it slowly, and try to persuade everyone else at the table to eat a cookie." The fourth volunteer (#4) will get instructions that say "Wait two minutes, then take a cookie." The last volunteer's (#5) instructions will read, "Do not take a cookie, no matter what." After five minutes, proceed.

Try It All Together:

1. Ask person #5: How did you feel pressured to do something you were told not to do?
2. Ask person #4: How did you feel about giving in?
3. Ask person #5: How did you feel when the person gave in?
4. Ask persons #1, #2, #3: How did you feel persuading others?
5. Ask all: Who makes your decisions?
6. Use this activity to introduce a first unit on Substance Abuse.

PARENT:

COMMUNITY:

EVALUATION: Students can articulate an awareness of steps involved in choices.

# LESSONS

**CURRICULUM:**  
**AREA:**

**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 009.00 Students will understand safety and survival skills.**

OBJECTIVE: 009.05 Assess peer pressure.

GRADE: 5

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OUTLINE: Students will examine different ways of dealing with peer pressure

STRATEGIES/ACTIVITIES:

TEACHER:

COUNSELOR:

ACTIVITY: Resource: *Group Exercises for Enhancing Social Skills and Self-Esteem*, pg. 99-100

One copy of a role-play situation from the "Peer Pressure" activity sheet for each group member; paper; scissors; writing materials (optional: video camera, VCR, and TV monitor).

- I. A brief discussion is initiated about peer pressure. Members give examples of when they have experienced peer pressure, how they typically react to it, and why.
- II. Participants are divided into three groups. Each group is given a cut-out copy of role-play situation one, two, or three and a blank piece of paper.
- III. The leader asks each group to read their role-play situations and decide on one ending scenario for the role-play. That ending should be written down on a piece of paper.
- IV. Each group is asked to act out their situation and its ending in front of the large group. The group leader assists each group with their choice of actors.
- V. After each role-play, the group discusses endings.
- VI. Variation: Videotape each group role-playing their situations separately, then play them back for group discussion.

PARENT:

COMMUNITY:

EVALUATION:

- Students participate in role play.
- Students can give examples of peer pressure.
- Students can give examples of how to deal with peer pressure.

# LESSONS

**CURRICULUM:**  
**AREA:**

**SCHOOL COUNSELING**  
**PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 009.00 Students will understand safety and survival skills.**

OBJECTIVE: 009.06 Display techniques for managing stress and conflict.

GRADE:

OUTLINE: Students record positive events, positive experiences, positive comments, personal accomplishments, or pluses for each day. This includes any simple pleasure, little treasure, joy, lift, positive feeling, meaningful experience, magic moment, or anything that has lifted the quality of the day.

STRATEGIES/ACTIVITIES:

RESOURCE: "Highlights" handout

TEACHER:

- To begin the activity, ask the children, "What kinds of things make you feel good or happy? What kinds of things give you a lift or make you or your day feel worthwhile?" Lead a discussion on these two questions.
- Introduce the concept of "highlights," for example, looking for simple joys and enjoying each day to the fullest. Share a few of your own recent highlights or ones you are looking forward to in the near future. Start a list of highlights on the chalkboard.
- Remind the students that simple highlights may be experienced in a variety of ways, for example, through human contact (a hug, a smile), nature (a beautiful lake, a flower), play (fun, laughs), personal accomplishments (doing your best, achieving a goal), discovery (drawing, writing), etc.
- Next, ask each child to draw (or write) some of their highlights on the worksheet. For younger children note what their highlight is under their drawing(s).
- Encourage students to look for the good things in every experience, every day.

COUNSELOR: Assist with the activity. Serve as a resource to teacher on stress signals to watch for in students. Counsel with students who exhibit symptoms of stress. Consult with parents.

PARENT: Share information about stress symptoms in children.

COMMUNITY:

EVALUATION: Students can identify positive highlights of their day.

*Printed with permission: Wittmer, J., Thompson, D. and Loesch, L. Classroom Guidance Activities: A Sourcebook for Elementary Counselors, Educational Media Corporation, Minneapolis, Mn 1997. (612)781-0088*

# 9.06 ATTACHMENT

## HIGHLIGHTS

List all of the highlights, or happy things that happened TODAY and YESTERDAY

Date: \_\_\_\_\_

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Think of a Highlight that you would like to happen today. Write it down. \_\_\_\_\_

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See if you can make that highlight happen today! Have as many HIGHLIGHTS as you can today.