

# 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

National Standard Area: \_\_\_Academic \_\_\_Career \_\_\_Personal/Social

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

## National Standard:

### Student Outcome:

### Benchmark:End of Grade 6

### Benchmark:End of Grade 7

### Benchmark:End of 8

Student Outcome:	Benchmark:End of Grade 6	Benchmark:End of Grade 7	Benchmark:End of 8

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

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

GRADE: 6

OUTLINE: Students will participate in a discussion about what makes something valuable. They will discuss how being valuable applies to human beings. Students will make a snowflake to represent how each person is unique. They will write their name on one side of the snowflake and on the other side, write one thing that makes them unique as a person.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the following key terms and phrases: value and worth, valuing oneself, self-worth, and uniqueness. Explain to students that they will have an opportunity to do an art activity which demonstrates the quality of uniqueness.
- Distribute paper and scissors to each student.
- Give instructions for making snowflakes. (See attachment)
- Point out that each snowflake is unique – each is different, but equally beautiful.
- Have students write their name on one side of the snowflake and on the other side, write one thing that makes them unique as a person.
- Have students share the snowflakes and what they have written with the class.
- Collect snowflakes and make a collage or bulletin board out of them.

COUNSELOR:

- Share self-esteem resources with teacher and class.
- Counsel students who have issues and concerns with their self-worth.

PARENT:

- Provide opportunities for child to learn new skills.
- Point out areas where child excels.
- Model healthy self-esteem

COMMUNITY: Offer recreational activities for school children.

EVALUATION:

- Students participate in discussion
- Students make snowflakes
- Students write what makes them unique and share this, and their snowflake, with the class.

# 7.01 ATTACHMENT

## HOW TO MAKE A SNOWFLAKE

- 1. Distribute one sheet of paper and a pair of scissors to each student.**
- 2. Have each student fold the sheet of paper in half and cut one large circle out of it.**
- 3. Next, have students fold the circle in half and then fold the semi-circle into three equal parts to create a wedge.**
- 4. Have students fold the wedge in half.**
- 5. Instruct each student to make sure that his or her paper is folded properly before cutting snowflake patterns.**
- 6. Have the students use scissors to cut out small sections of the folded paper making designs in both sides of the folded circle, any way they prefer.**
- 7. Have students open up their snowflakes.**

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.02 Document change as a part of growth.

GRADE: 6

OUTLINE: Students will participate in a discussion about change as a necessary part of growth.. They will complete sheets by filling in information about themselves as they were in the past, and how they have changed over the years. Students may share one or all of the changes noted on their sheets with the class. Together, the class will create a poem about how they have collectively changed.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about how change is a necessary part of growth. Include information about how pre-adolescent and adolescent periods in a student's life can sometimes be confusing and awkward because of many factors, including physical changes that students undergo, peer relations issues, peer pressure, expectations placed on students, etc.
- Remind students that though this phase may seem difficult, it does not have to be, and that growth can be positive. Ensure them that they will get through this phase.
- Distribute an information sheet to each student. (attachment 7.02)
- Instruct students to complete the information requested.
- Ask for volunteers to share information from their sheets.
- Have the class create a poem about their collective growth based on a format which you create, or a format such as the following:  
When we were younger, we couldn't ...  
But now that we are older, we can...  
When we were younger, we couldn't...  
But now that we are older, we can...

COUNSELOR:

- Share resources about pre-adolescent and adolescent phases of development with the teacher, students and parents.
- Counsel students who view their changes and growth negatively.
- Offer workshops about pre-adolescent or adolescent phases of development.
- Offer sharing and support sessions for parents.

*Continued*

# LESSONS

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

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.02 Document change as a part of growth.

GRADE: 6-8

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*Continued*

PARENT:

- Talk to child about feelings and issues which may be encountered as child grows and develops.
- Let your child know you are interested in and supportive of him or her during difficult phases of development.

COMMUNITY:

- Provide recreational activities.
- Offer workshops for parents on how to help teens through pre-adolescent development phases.

EVALUATION:

- Students participate in discussion.
- Students complete information sheets.
- Students help create poem about class's collective growth.

# 7.02 ATTACHMENT

## INFORMATION SHEET

### MY YOUNGER SELF

### MY NEW SELF

PHYSICAL  
APPEARANCE \_\_\_\_\_

FAVORITE  
THINGS TO DO \_\_\_\_\_

FRIENDS \_\_\_\_\_

HOBBIES \_\_\_\_\_

FAVORITE  
SUBJECTS  
IN SCHOOL \_\_\_\_\_

BELIEFS \_\_\_\_\_

BEHAVIOR \_\_\_\_\_

# LESSONS

**CURRICULUM:  
AREA:**

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PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.03 Classify and appropriately express feelings.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about how different events- and our thoughts about those events- cause us to have various feelings. They will think about the feelings they have experienced since awakening today. Students will then view a listing of various feelings which have been printed on newsprint and posted in the classroom. They will write events/situations under the appropriate feelings. Students will then work in groups to explore appropriate ways to handle more difficult feelings such as anger and sadness.

ACTIVITIES/STRATEGIES:

TEACHER:

- Write various feelings on newsprint (one feeling per sheet) and post around the classroom.
- Initiate a discussion about how different events- and our thoughts about those events- cause us to have various feelings.
- Point out that our lives are like roller coaster rides in that we are lifted up by our good feelings and pulled down by our bad feelings. And there are many stops in between with the other feelings we experience as a result of life events.
- Instruct students to think of situations/events which could cause the feelings posted.
- Have students take turns writing those situations on the appropriate sheet of newsprint.
- Discuss the fact that some of the feelings are more difficult to handle than others, eg. sadness and anger.
- Divide class into groups of students. Assign each group a difficult feeling and instruct them to explore appropriate ways to handle the difficult feeling.
- Have one or two students from each group to share with the class.

COUNSELOR:

- Share appropriate resources about feelings with teacher and class.
- Offer group counseling for students who have difficulty controlling anger and for students who are experiencing loss.

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# LESSONS

**CURRICULUM:  
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**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.03 Classify and appropriately express feelings

GRADE: 6-8

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*Continued*

PARENT:

- Listen to child.
- Be supportive when your child is experiencing a difficult situation.
- Share information about a time in your life when you experienced difficult situations.
- Provide opportunities for your child to engage in pleasant family activities.

COMMUNITY:

EVALUATION:

- Students will discuss how events affect our feelings.
- Students will list situations/events which cause us to feel a certain way.
- Students will explore ways to handle difficult feelings and share with class.

# LESSONS

**CURRICULUM:  
AREA:**

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PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.04 Distinguish between appropriate and inappropriate behaviors.

GRADE: 6-8

OUTLINE: Students will listen to definitions of passive, aggressive and assertive behaviors. They will be presented with information about the characteristics of these behaviors. Students will complete a worksheet on which they indicate whether responses to certain situations are passive, aggressive, or assertive. Students will then practice responding to various situations in an assertive manner.

ACTIVITIES/STRATEGIES:

TEACHER:

- Explain the characteristics of passive, aggressive and assertive behaviors.
- Explain to students the importance of being assertive. Point out that being assertive reinforces feelings of self-worth, and that assertive behavior is necessary for successfully settling conflicts and for having comfortable conversations.
- Share with students that much of the time we are passive and aggressive rather than assertive; and that assertive skills need to be practiced.
- Distribute worksheets (attachment) to students and instruct them to mark whether the responses to given situations are passive, aggressive or assertive.
- Review the correct answers with students. Allow students an opportunity to practice using assertive skills by stating a situation and calling on students to respond to the situation assertively.

COUNSELOR:

- Share resources about behaviors with teacher and class.
- Offer group and individual counseling for aggressive students.

PARENT:

- Model assertive behavior.
- When child behaves inappropriately, ask him/her how he/she could behave in an appropriate manner.
- Discipline child who continues to be aggressive in a consistent and firm, but loving manner.

COMMUNITY:

EVALUATION:

- Students will listen during discussion of behaviors.
- Student will complete behavior worksheet.
- Student will practice using assertive behaviors.

# 7.04 ATTACHMENT

## PASSIVE, AGGRESSIVE, OR ASSERTIVE?

For each situation listed below, write whether the response is passive, aggressive or assertive.

### **Situation # 1: Your teacher made a mistake averaging your grade.**

Response:

\_\_\_\_\_ "My grade is different from what I think it should be. Would you mind averaging it again?"

\_\_\_\_\_ Do nothing about the mistake.

\_\_\_\_\_ "You didn't average my grade right!"

### **Situation # 2: Your best friend asks you to do something that you think is wrong.**

Response:

\_\_\_\_\_ "I don't feel comfortable doing that. I'd rather not."

\_\_\_\_\_ "Maybe. I'll think about it."

\_\_\_\_\_ "No way! You are crazy and you're going to get in trouble!"

### **Situation # 3: The cashier in the cafeteria gives you the wrong change.**

Response:

\_\_\_\_\_ "You're trying to cheat me!"

\_\_\_\_\_ "Excuse me, I don't believe you gave me back the right amount of money."

\_\_\_\_\_ Say nothing about the mistake.

### **Situation # 4: A friend asks you to copy your homework assignment.**

Response:

\_\_\_\_\_ "I don't feel comfortable doing that because I spent a lot of time on this, and I don't want to get into trouble for cheating."

\_\_\_\_\_ "No way! You shouldn't be so lazy. Do your own work."

\_\_\_\_\_ "I guess it will be all right for you to copy it."

# LESSONS

**CURRICULUM:  
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**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

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

GRADE: 6-8

OUTLINE: Students will think about rights that we have as human beings. They will list a right on an index card and participate in a discussion about those rights.

ACTIVITIES/STRATEGIES:

TEACHER:

- Discuss with the class the fact that as human beings, we all have certain rights.
- Ask students to think about the rights that we have and to write one on an index card which you distribute.
- Allow volunteers to share what they have written. Examples may include the right to learn in a safe and peaceful environment; the right to be protected from physical harm and verbal abuse; the right to have our concerns heard; the right to be treated with kindness and caring.
- Make sure to point out any important rights that students fail to mention, such as the right to privacy.
- Discuss all of the rights that are mentioned.
- Point out that along with our rights, come responsibilities and boundaries. For example, just as we have the right to be treated with respect, we have the responsibility to treat others with respect.
- Collect students' cards and display them on an area of the classroom wall under the heading, "Our Bill of Rights".

COUNSELOR:

PARENT: Talk with child about their rights. Allow child to have privacy.

COMMUNITY:

EVALUATION:

- Students will participate in discussion about our rights.
- Students will list rights on an index card and share these with class.

# LESSONS

**CURRICULUM:  
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**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.06 Practice self control.

GRADE: 6-8

**OUTLINE:** Students will participate in a discussion about self-control. They will then participate in an experiment in which they will be timed for one minute to see if they can control their behavior. After a discussion of the results of the experiment, volunteers will pick a self-control situation from a bag, read it aloud, and respond to it.

**ACTIVITIES/STRATEGIES:**

**TEACHER:**

- Lead a discussion about the importance of having good self-control. Remind students that each of us is responsible for our own behavior and each of us must face the consequences for our actions. Explain that when we don't use self-control, our behavior can cause embarrassment or harm. Have students participate in a self-control experiment in which they will be timed for one minute to see if they can control themselves. Instruct them to sit very still for 60 seconds without talking, laughing, or moving.
- Write down the names of students who laugh, move or talk during the minute.
- Discuss the results of the experiment.
- Include questions such as would the experiment have gone differently if students' lives depended on them sitting still; if their grades depended on them sitting still; etc.
- Show students a bag. Tell them you have written several situations concerning self-control – one per sheet of paper, and placed them in the bag.
- Have student volunteers (one at a time) to pick a situation out of the bag to respond to. Example situations: You are in art class. Your teacher has instructed students to watch as she demonstrates how to fold and cut paper to make a butterfly design. You pick up your scissors before she has finished and start making cutting motions and sounds.
  - I. Which behavior shows poor self-control?
  - II. What might happen because of your actions?
  - III. How can you show better self-control when the teacher is giving instructions and demonstrating?
- During lesson closure, remind students to work on their self-control at all times and to be aware of when they are not in control. During those times, they should try to do something positive to get it back.

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# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.06 Practice self control.

GRADE: 6-8

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*Continued*

COUNSELOR:

- Share self-control resources with teacher and class.
- Provide group counseling for students who need help with self-control.

PARENT:

- Set limits for young children so that they learn to set limits for themselves.
- Show appreciation when children practice self-control.

COMMUNITY:

EVALUATION:

- Students participate in discussion.
- Students participate in experiment.
- Students choose situations from bag to respond to.
- Students demonstrate use of self-control techniques on a regular basis.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.07 Demonstrate cooperative behavior.

GRADE: 6-8

OUTLINE: Students will work in groups of two to complete a drawing project. When everyone has finished each group will share their drawing with the class. They will discuss the experience of working together cooperatively.

ACTIVITIES/STRATEGIES:

TEACHER:

- Define “being cooperative” as the act or process of working with another or others for a common purpose; uniting in action.
- Present information about the importance of working together in a cooperative manner.
- Have students share some examples of times when they cooperated with each other.
- Tell students they will have an opportunity to practice working cooperatively with each other.
- Provide drawing paper, crayons, colored pencils, and felt pens.
- Have students select a partner, or assign partners.
- First they are to agree on what they want to draw. (Examples, a beach scene; children at play; a fruit bowl, etc.)
- Then they take turns completing the drawing with each person working for two minutes, until the drawing is complete.
- Together they decide on a title for their picture.
- When everyone has finished, students respond to questions such as the following:
  - I. How did the activity make you feel?
  - II. How do you feel about the finished product?
  - III. What are some advantages and disadvantages of creating something with a partner?
- Collect the drawings and tape them on the wall under the title, “Cooperative Collage.”

COUNSELOR:

- Share resources about cooperative behavior with teacher and class.
- Model cooperative behavior.

*Continued*

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.07 Demonstrate cooperative behavior.

GRADE: 6-8

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*Continued*

PARENT:

- Show appreciation when child demonstrates cooperative behavior.
- Model cooperative behavior.

COMMUNITY: Offer recreational activities for children to become involved in so they will have opportunities to practice getting along with each other.

EVALUATION:

- Students create a drawing project with a partner.
- Students share project with class.
- Students discuss the process of working cooperatively with each other.
- Student continue to show cooperative behavior daily.

# LESSONS

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

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.08 Document personal strengths and assets.

GRADE: 6-8

OUTLINE: Students will make commercials or advertisements selling themselves. They will share the commercials and advertisements with the class.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about how each of us is unique, and while there are some things we may not be good at, each of us has something that we do well.
- Have each student think about questions such as the following:
  - I. What do I like about myself?
  - II. What do other people like about me?
  - III. What do I do well?
  - IV. What things do I do to help other people?
  - V. What pictures or words remind me of myself?
- Explain to student that they will have an opportunity to “sell themselves.” Instruct them to make an advertisement or a one minute radio-TV commercial in which they highlight their personal strengths and assets.
- Provide poster paper, markers, pencils, scissors, glue, and old magazines.
- When students have finished, have them share their advertisements/commercials.
- Remind students to be respectful of each other’s advertisements and commercials.

COUNSELOR:

- Share self-esteem resources with teacher and class.
- Counsel students who have issues and concerns with their self-worth.

PARENT:

- Provide opportunities for student to learn new skills.
- Point out areas where child excels.
- Model healthy self-esteem.

COMMUNITY: Offer recreational activities.

EVALUATION:

- Students participate in discussion.
- Students make advertisements or commercials.
- Students share advertisements or commercials with class.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.09 Anticipate changing personal, family and social roles.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about how we change and how our roles in family and society change. Students will brainstorm future changes that will occur.

ACTIVITIES/STRATEGIES:

TEACHER:

- Discuss with students the fact that as we get older, we change, and our roles in our families and society change also. Talk with students about what it was like to be a baby. What were they capable of doing? How about when they were five years old? Ten years old? Point out to students that they are now capable of doing many things for themselves that they could not do when they were younger. Just as they have changed, their role in the family has probably changed as well.
- Someone used to have to take care of them, whereas now that they are older, they may have the responsibility of taking care of a younger sibling.
- In school they may be looked to for leadership. They may be asked to be in charge of certain activities.
- Point out that personal change and change in family and social roles is to be expected; it is part of growing up.
- Have students brainstorm future changes that may occur and list these on the board.
- Example may include graduating from middle school to high school; getting a driver's license and being able to take siblings to practice and appointments.

COUNSELOR:

PARENT:

- Assign child tasks appropriate for his or her age or maturity level.
- Show appreciation to child when he or she is capable of accomplishing a task.

COMMUNITY:

EVALUATION: Students will brainstorm future changes that may occur.

# LESSONS

**CURRICULUM:  
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**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.10 Establish that everyone has rights and responsibilities.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about rights and responsibilities. They will complete a worksheet on which they check off the rights they have now and the ones they would like to have. They will decide how they can get the rights they would like to have.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the fact that everyone has rights and that along with these rights come responsibilities. Give examples such as the right to a free education and the responsibility to attend school regularly, do homework, etc. Have students share other examples.
- Distribute teacher-made worksheet on which specific rights are listed. (Examples: The right to be treated with respect. The right to privacy.)
- Instruct students to complete worksheets by checking which rights they have and which ones they would like to have.
- When students have finished, read the items on the worksheet aloud and have students raise their hand if they have that right.
- Have them raise their hand if they would like to have that right.
- Have students discuss ways their classmates can get the rights they would like to have.

COUNSELOR: Share information on responsibility with teacher and class.

PARENT:

- Talk with child about issues he or she is concerned about: his or her feelings, need for privacy.
- Give child regular chores to help develop a sense of responsibility.

COMMUNITY:

EVALUATION:

- Students will discuss rights and responsibilities.
- Students will complete rights and worksheets.
- Students will discuss how to get rights they would like to have.

# LESSONS

**CURRICULUM:  
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**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.11 Respect alternative points of view.

GRADE: 6

OUTLINE: Students will participate in class discussion about how our different backgrounds give us different perspectives. They will respond to questions about their various backgrounds and compare their backgrounds with those of their classmates. They will discuss the need to respect different viewpoints.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about how our different backgrounds and experiences give us different perspectives. For example, someone living in the city may see pigs as “dirty” whereas someone living on a farm, in the country, may see pigs as “great.”
- Point out that seeing things differently is okay; different viewpoints help us to see the whole picture.
- Distribute worksheet to each student on which a large pair of glasses is drawn.
- Explain to students that you will be asking them questions about their backgrounds.
- Instruct them to draw small designs or symbols on the lenses of their glasses in response to the questions.  
Sample questions:
  - I. What is your country of birth?
  - II. How many sisters and brothers do you have?
  - III. Have you ever lived in a big city? On a farm?, etc.
- Have students count off by sixes and divide into groups with all the ones in a group, all the twos in a group, and so on.
- Instruct group members to compare their glasses. Are any the same? What are the differences? How do the differences cause you to see things differently?
- After they have compared, have the class discuss why it is important to respect people’s different points of view.

*Continued*

# LESSONS

**CURRICULUM:**  
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**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.11 Respect alternative points of view.

GRADE: 6-8

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*Continued*

COUNSELOR:

- Share resources on multicultural awareness with teacher and class.
- Model tolerance.

PARENT:

- Allow children opportunities to voice their points of view.
- Model tolerance.

COMMUNITY:

EVALUATION:

- Students participate in discussion.
- Students respond to questions about their backgrounds.
- Students show tolerance when comparing glasses.

# LESSONS

**CURRICULUM:  
AREA:**

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PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.12 Recognize, respect, and appreciate ethnic, cultural, and individual diversity.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about the different cultures, languages, and heritages that make up our society. They will respond to questions about themselves on a paper leaf. Each student will share his leaf with the class. The leaves will be placed on a bulletin board under the title, "Our Classroom Tree."

ACTIVITIES/STRATEGIES:

TEACHER:

- Discuss with students the wealth of different cultures, languages, and heritages which make up our society.
- Explain to students that it is this diversity which makes us strong as a nation.
- Point out that our communities and schools are made up of diverse populations as well, and that this helps to make our communities and schools strong.
- Tell students they will have an opportunity to contribute to a bulletin board which shows the diversity of ethnic backgrounds in the classroom.
- Distribute a leaf which has been cut from construction paper to each student.
- Instruct them to answer the following questions on a piece of paper and then they are to transfer the answers neatly to the leaf. Questions:
  - I. Your name?
  - II. Your ethnic group?
  - III. Someone from your ethnic group who makes you feel proud?
  - IV. Something about yourself that makes you feel proud?(Example: Jamal, Black American; Colin Powell: A/B Honor Roll)
- Explain that their leaves will be put on a bulletin board under the title, "Our Classroom Tree."
- Have each student share his leaf with the class.
- Ask why the person they chose to write on their leaf makes them feel proud.
- Collect leaves and use them to make a bulletin board.

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# LESSONS

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

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.12 Recognize, respect, and appreciate ethnic, cultural, and individual diversity.

GRADE: 6-8

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*Continued*

COUNSELOR:

- Share multicultural resources with teacher and class
- Model tolerance.

PARENT: Model tolerance.

COMMUNITY:

EVALUATION:

- Students participate in discussion.
- Students complete leaves and share with class.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.13 Account for and respect differences in various family configurations.

GRADE: 6-8

OUTLINE: Students will listen to information about how what we think of as “a family” has changed over the years. Students will participate in a discussion about this topic. They will describe their families on a sheet of paper. Volunteers will share their descriptions with class.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about how a long time ago a typical family consisted of a mother, father and the children. Talk about different family configurations.
- Have students give examples.
- Distribute a sheet of white construction paper to each student.
- Instruct them to describe their family without actually drawing each member. For example, they may write: “Twin brothers, Josh and John” in one corner of the paper. If the twins are babies, student can draw a bottle beside words. Student should write “Me” in the center of the paper. In another corner student may write “Mom and Dad”, etc.
- Have student volunteers explain their family sheets with the class, so that classmates can become aware of different kinds of families.
- Emphasize the value of family is in the caring and support of each member.

COUNSELOR: Offer group counseling to referred students in newly separated or divorced family situations.

PARENT: Listen to child’s concerns about any particular family configuration issues he or she may have.

COMMUNITY:

EVALUATION:

- Student participates in discussion.
- Student completes family description sheet.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.14 Use effective communication skills.

GRADE: 6- 8

OUTLINE: Students will listen to information about the principles of good communication. They will work in groups to practice effective communication skills as they discuss recent movies.

ACTIVITIES/STRATEGIES:

TEACHER:

- Review with students the principles of good communication, including: eye contact, smile or nod, not interrupting, asking relevant questions, ignoring distractions, and listening.
- Explain to students that they will have an opportunity to practice effective communication skills as they talk about recent movies they have seen.
- First, have students sit in groups of two to four people.
- Each group thinks of four movies that the members have seen. (If students cannot think of four movies, they may use TV shows or books they have read).
- Distribute markers, one pair of scissors and one piece of construction paper to each group.
- Instruct each group to make cards listing one movie per card.
- Turn the cards face down. Then students are to take turns drawing a card and discussing the movie with their group.
- Continue to draw cards until all movies have been discussed, spending about five minutes on each.
- Remind students to practice using the principles of good communication.
- After groups have practiced, discuss with class whether or not all of the principles were used in their groups, and which principles were easy to follow? Which were difficult to follow?

COUNSELOR: Model effective communication skills.

PARENT: Model effective communication skills.

COMMUNITY:

EVALUATION: Students can recognize and use effective communication skills.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.15 Understand that communication involves speaking, listening, and non-verbal behavior.

GRADE: 6- 8

OUTLINE: Students will listen to information about how communication involves speaking, listening, and non-verbal behavior. They will listen to a message which the teacher reads to them and answer questions about the message.

ACTIVITIES/STRATEGIES:

TEACHER:

- Present information to the class about the components of communication: speaking, listening and body language.
- Demonstrate how someone may convey a message with his facial expressions or body movements along.
- Inform students that they will have an opportunity to practice their listening skills by listening to a message and then answering questions about the message.
- Instruct them to listen as you read the following message with a happy voice and facial expression. Message: "You are invited to a pool party to celebrate Sharon's birthday. The party will be at 6:00 on Saturday, August 7th, at Cordea's house. Don't forget to bring your sunscreen!"
- Instruct students to write the message they heard on a sheet of paper.
- Ask for volunteers to answer the following questions about the message: Time? Place? Day? Reason? What to bring? Was the reader happy or sad about the event?
- Review the answers to the questions and tell students to give themselves one point for each right answer.
- Anyone who scores six points demonstrates excellent listening skills. Four to five points, good listening skills. Those scoring less than four points need to work on listening techniques.
- Remind students that to be effective communicators, we have to be good listeners as well as speakers.

*Continued*

# LESSONS

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

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

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.15 Understand that communication involves speaking, listening, and non-verbal behavior.

GRADE: 6- 8

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*Continued*

COUNSELOR:

- Model effective communication skills.
- Listen to students' concerns.

PARENT:

- Model effective communication skills.
- Listen to child's concerns.

COMMUNITY:

EVALUATION:

- Students listen to information being communicated.
- Students listen to message and can correctly answer questions about the message.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.16 Research how to make and keep friends.

GRADE: 6- 8

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OUTLINE: Students will participate in a discussion about friendships, including practices they use to make and keep friends. They will list (and rank) at least 10 qualities that they value in a friend.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead class in a discussion about how friendships develop.
- Have students identify activities and behaviors that lead to good friendships, such as being on a team or in a club together, or offering to help someone with a difficult math problem.
- List the ideas on the board and summarize the main points.
- Distribute to each student a copy of a teacher made worksheet titled, "Qualities I want in a Friend." (The worksheet should include 25 or more qualities such as honest, happy, a good listener, dependable.)
- Have students circle at least 10 qualities and at the bottom of the sheet, list the 10 qualities in order of their importance to them.
- Have several students share with the class two or three of the most important qualities from their sheets.
- In closure, remind students to take note of the qualities that they hear repeated. These are the qualities they would want to demonstrate to be a good friend.

COUNSELOR: Offer friendship groups to students who are loners, or who continually have concerns with forming and keeping friendships.

PARENT: Provide opportunities for child to participate in activities with friends away from school.

COMMUNITY: Provide recreational activities.

EVALUATION:

- Students participate in discussion.
- Students can list the qualities they value in friendships.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.17 Demonstrate respect for self.

GRADE: 6

OUTLINE: Students will listen to information about the importance of respecting self. They will participate in a discussion about ways they show respect for themselves. They will make a creative and colorful acrostic out of their name that shows how they respect themselves. This can support Character Education.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about the importance of having respect for self. Include information about when we respect ourselves, we do those things we need to do to have happy, healthy, and successful lives. This includes taking care of our bodies by getting enough sleep, having proper nutrition, and keeping ourselves clean; and, taking care of our responsibilities by doing our homework and our chores.
- Have students add ways they show respect for themselves. Explain to students that they will be able to do an art project which demonstrates how they show respect for themselves.
- Distribute construction paper, crayons, and markers.
- Instruct students to write his or her name vertically on the paper. Then, beside each letter, write something they do which begins with that letter and demonstrates self-respect. Example:
  - M**akes sure he gets enough sleep.
  - I**s on time for classes.
  - K**eeps up with homework assignments.
  - E**ats right!
- Collect acrostics and hang in hallway under title: " We Respect Ourselves".

*continued*

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.17 Demonstrate respect for self.

GRADE: 6- 8

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*Continued*

COUNSELOR:

- Share resources on respect with teacher and class.
- Counsel student who have issues and concerns with respecting themselves.

PARENT: Model self-respect.

COMMUNITY:

EVALUATION:

- Students participate in discussion.
- Students can complete an acrostic with positive statements.

# LESSONS

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

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

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.18 Recognize the value of the educational process.

GRADE: 8

OUTLINE: Students will explore how high school courses will help prepare them for educational and career opportunities.

ACTIVITIES/STRATEGIES:

RESOURCES: Handouts: Skills Checklist, Graduation Requirements

TEACHER:

- Introduce students to high school course selection prior to receiving registration materials by discussing how high school courses help prepare them for their futures.  
Discussion: Some employers contact schools to inquire about grades, attendance and other information. Why do you think they do this? Allow time for brief discussion. Employers are very concerned about their employees' personal qualities as well as their basic thinking skills and academic skills. They want to know if you will be on time? Will you get along with your co-workers? Will you be responsible?
- Handout **Skills Checklist** . Tell students that these are the skills that are required to be successful life long learners. High School courses and extra-curricular activities together will address many of these skills.
- Discuss the importance of selecting the high school academic course of study that is challenging enough to prepare them for their futures. Handout the North Carolina Graduation Requirements Matrix.
- Discuss the different requirements for **Career Prep, College Tech Prep, College University Prep and Occupational Prep**.
- Have students think about the careers they have been exploring and tentatively decide which academic option is appropriate. Spend some extra time talking to students about the importance of ninth grade coursework in terms of their Grade Point Average (GPA).
- Discuss how the Grade Point Average is calculated. Give students an opportunity to calculate several GPA scenarios to show the impact of ninth grade.
- Discuss the **North Carolina Scholars Program** qualifications.
- Handout school system information on Tech Prep requirements and articulation agreements with the local community college if available.

*continued*

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

**COMPETENCY 007.00 Students will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.**

OBJECTIVE: 007.18 Recognize the value of the educational process.

GRADE: 8

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*continued*

**COUNSELOR:** Assist with the activity. Provide information to students, teachers, parents about high school registration. Individually counsel with eighth graders completing a four year academic plan.

**PARENT:** Offer information sessions to parents about high school courses of study. Include parents in the four year academic plan process.

**COMMUNITY:**

**EVALUATION:**

- Students will demonstrate how to calculate the Grade Point Average.
- Students will demonstrate understanding of the academic program options available in high school.

# 7.18 ATTACHMENT

## SKILLS CHECKLIST

### **I. Academic Skills**

- Language Arts
- Science
- Social Studies
- Math
- Physical Education
- Electives

### **II. Basic Work Skills**

- Reading
- Writing
- Mathematics
- Listening
- Speaking

### **III. Thinking Skills**

- Creative thinking
- Decision making
- Problem solving
- Visualization
- Knowing how to learn
- Reasoning

### **IV. Personal Quality Skills**

- Self-esteem
- Self-management
- Individual Responsibility
- Integrity
- Social Ability

# NC COURSE OF STUDY *Graduation Requirements\**

Content Area	<b>CAREER PREP</b> Course of Study Requirements	<b>COLLEGE TECH PREP**</b> Course of Study Requirements	<b>COLLEGE/UNIVERSITY PREP</b> Course of Study (UNC 4-yr college) Requirements	<b>OCCUPATIONAL***</b> Course of Study
<b>English</b>	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> Occupational English I, II, III, IV
<b>Mathematics</b>	<b>3 Credits</b> Including Algebra I	<b>3 Credits**</b> Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I,II,&III	<b>4 Credits</b> (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I,II,III, and a credit beyond Algebra II	<b>3 Credits</b> Occupational mathematics I, II, III
<b>Science</b>	<b>3 Credits</b> A Physical Science course, Biology, Earth/Environmental Science	<b>3 Credits</b> A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science	<b>3 Credits</b> A Physical Science course, a Life or Biological course (Biology), Earth/Environmental Science	<b>2 Credits</b> Life Skills Science I, II
<b>Social Studies</b>	<b>3 Credits</b> Government/Economics (ELPS), US History, World Studies	<b>3 Credits</b> Government/Economics (ELPS), US History, World Studies	<b>3 Credits</b> Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements- US History & 1 elective)	<b>2 Credits</b> Government/US History Self-Advocacy/Problem Solving
<b>Second Language</b>	Not required	Not required**	<b>2 Credits</b> in the same language	Not required
<b>Computer Skills</b>	No specific course required; students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required; students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
<b>Health and Physical Education</b>	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education
<b>Career/Technical</b>	<b>4 Credits in Career/Technical</b> Select courses appropriate for career pathway to include a second level (advanced) course <b>OR</b> <b>4 Credits in an Arts Discipline</b> Select courses appropriate for career pathway to include an advanced course	<b>4 Credits</b> Select courses appropriate for career pathway to include a second level (advanced) course	Not required	<b>4 Credits</b> Vocational education electives
<b>Arts Education</b> (Dance, Music, Theatre Arts, Visual Arts)	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
<b>Electives or other requirements</b>	<b>2 Elective Credits</b> and other credits designated by LEA <b>Proficiency on Exit Exam</b>	<b>2 Elective Credits</b> and other credits designated by LEA <b>Proficiency on Exit Exam</b>	<b>2 Elective Credits</b> and other credits designated by LEA <b>Proficiency on Exit Exam</b>	<b>Occupational Preparation: 6 Credits:</b> Occupational Preparation I, II, III, IV**** Elective credits/completion of IEP objectives/Career Portfolio-required/No Exit Exam
<b>Total</b>	Depends on local requirements	Depends on local requirements	Depends on local requirements	Depends on local requirements

\*Effective for ninth graders entering for the first time in 2000-01.

\*\*A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

\*\*\*This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01. The state Board of Education approved this course of study for the APA process to begin.

\*\*\*\*Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

# LESSONS

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

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

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

OBJECTIVE:    008.01 Understand consequences of decisions and choices.

GRADE: 6- 8

**OUTLINE:** Students will participate in a discussion about choices and consequences. They will discuss decisions they have made, how they made the decisions, the risks involved and the consequences of the decision. Students will review the steps necessary for making a big decision. They will practice making decisions.

**ACTIVITIES/STRATEGIES:**

**TEACHER:**

- Explain to the class that every day we are faced with choices. We make decisions, and certain consequences occur because of those decisions.
- Have students share some of the decisions they have made recently.
- Ask how they made a particular decision, what risks were involved, and what the consequences of the decision were. Example: Student decided to go to a ballgame on a weeknight. He decided to do this because a friend begged him to go. He risked not having enough time to finish his homework and not getting enough sleep. The consequence was that he was not prepared for class the next day, and was sleepy throughout the day.
- Point out that some decisions require careful thought and others can be made very quickly with little thought.
- Review the following decision-making steps (used when making big decisions) with the class:
  - I. Describe the decision that needs to be made.
  - II. Gather information.
  - III. List all of your choices.
  - IV. Study the choices, keeping probable consequences for each in mind.
  - V. Decide which one is best.
  - VI. Put your choice into action.
- Read situations to the class that involve decisions that have to be made. Call on volunteers to share how they would decide.
- Discuss possible consequences for all of the choices. Example: Your friend asks you if he can copy your math homework. The consequences for allowing him to copy may be your getting caught and receiving a zero on the assignment. The consequences for not letting him copy may be his being upset with you for a while. Point out that our choices indicate what we value in life.
- Also point out that a true friend will not pressure you to do something you do not feel comfortable doing.

*Continued*

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.01 Understand consequences of decisions and choices.

GRADE: 6- 8

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*Continued*

COUNSELOR: Share resources on choice and consequences with teacher and class.

PARENT: Allow child opportunities to make choices and experience the consequences, when appropriate.

COMMUNITY:

EVALUATION:

- Students participate in discussion.
- Students review the steps necessary for making decisions.
- Students practice making decisions.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.02 Debate alternative solutions to a problem.

GRADE: 6- 8

OUTLINE: Students will listen to information about problem-solving. They will, when presented with various conflict situations involving another person, consider the many different positive ways to solve the problem they are having with the person.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about how problems are a part of life. Emphasize that good problem-solving skills are important for having happy, healthy lives.
- Point out positive ways of solving problems. Include the following:

I.Talk it out	IV.Get help	VII.Take responsibility	X.Laugh it away
II.Take turns	V.Apologize	VIII.Forgive	XI.Ignore it
III.Compromise	VI.Share	IX.Take a break	XII.Work it out
- Let each student choose one conflict situation from a hat and talk about the best strategy for solving the conflict. Other students may debate alternative solutions.
- Include situations such as the following: My friends call me a nickname that embarrasses me; and My sister always wants to watch a different TV program than I.
- Provide closure by pointing out the good feelings and sense of self-control that come from using a positive problem-solving strategy.

COUNSELOR: Share resources on problem-solving with teacher and class.

PARENT: Model using positive problem-solving strategies.

COMMUNITY:

EVALUATION:

- Students listen to discussion.
- Students choose positive solutions to various conflict situations.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.03 Develop effective coping skills for dealing with problems.

GRADE: 6- 8

OUTLINE: Students will participate in a discussion about the fact that we all have problems in our lives and about the importance of learning to cope. They will brainstorm problem situations and share ways they have coped with these situations in the past.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the fact that all of us encounter problems in our daily lives. Along with all of the happy times when things run smoothly, there are stressful times when we make mistakes, have disappointments and failures, and encounter problems in our lives.
- Point out the importance of recognizing when we are feeling stressed about a problem or situation.
- Have students brainstorm some of the situations that create stress and list them on the board. Examples include problems with grades, changes in the family, enrolling in a new school.
- Have students discuss positive ways they have coped with these problems in the past. Include coping strategies that students may fail to mention, such as writing about their feelings in a journal, talking to a trusted friend or adult, and breaking a task down into small steps.
- Stress that no matter how big a problem may appear to be, solutions can be found. Encourage students to practice different positive coping strategies until they find what works best for them.

COUNSELOR:

- Share resources about coping strategies with teacher and class.
- Counsel students who have difficulty coping with problems.

PARENT: Conduct parent workshops to give parents information related to stressors in children and adolescents. Include information in school publications, handouts.

COMMUNITY: Distribute information to students and families about community recreational activities that can be outlets for stress.

EVALUATION: Students can identify positive steps to take to relieve stress.

# LESSONS

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

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

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

OBJECTIVE: 008.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.

GRADE: 7

OUTLINE: By identifying feelings associated with behaviors students will have opportunity to identify appropriate response to feelings, rather than reacting negatively.

ACTIVITIES/STRATEGIES:

TEACHER:

- Have students reflect in a journal after a literature assignment.
- Relate what is being learned to similar issues facing students.
- Listen for verbal and nonverbal signs of stress.

COUNSELOR:

- Ask students to identify as many feeling words as they can. List on board.
- Ask "How do our feelings affect us? (behavior, physically, psychologically)"
- Ask "Does everyone have the same response? How do we react differently?"
- Ask "What happens if you don't recognize and express your feelings?"
- Ask "How does one become more aware of their feelings?" (Pay attention to yourself several times a day and note how your body is reacting).
- "Look carefully at the source to see if there is a problem that needs to be solved- do you need to act on it?"
- Remind students of ways to get help from adults.

PARENT:

- Consult with parents about students under stress.
- Offer seminars for parents about adolescent development issues.

COMMUNITY:

EVALUATION: Students can demonstrate ways to get help in the school.

# LESSONS

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

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

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

OBJECTIVE: 008.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.

GRADE: 6-8

OUTLINE: Students will list problems that young people may have. They will discuss where they may find sources of help. Students will prepare a report on a particular helping agency, using library resources or resources made available to them.

ACTIVITIES/STRATEGIES:

TEACHER:

- Ask students to list problems that young people have. Write these on the board. Examples may include problems with friends, problems with grades, parents' divorce.
- Discuss with students the fact that there are times when they may come up with solutions for handling their problems. For example, if they are having problems with grades, they may ask the teacher for extra help after school.
- Point out that when students have problems, they should think first, "What can I do to help this situation?" When they don't know what to do in a problem situation, students should seek help. Discuss with students where they might find sources of help. These include advertisements in a newspaper, friends or family, telephone directory, school counselor or teacher, or minister.
- Take students to library (this should be scheduled in advance) or make copies of information about various helping agencies. Have students prepare a report on a particular helping agency. Write the following questions on a flip chart to guide the students in their reports:
  - I. What sort of help does this agency program provide?
  - II. How can they be reached?
  - III. Is there a fee?
  - IV. Is parental consent required for service?
  - V. Is transportation a problem?
- Allow volunteers an opportunity to share their reports to class.

COUNSELOR:

- Share information about various helping agencies with teacher and students.
- Counsel students who need help with a particular problem.

PARENT: Listen to your child. Offer suggestions about ways to handle problems. See that child gets needed help.

COMMUNITY: Collect information from all available resources for students and families from helping agencies.

EVALUATION:

- Students will list problems that young people have.
- Students will discuss where they can locate sources of help in the community.
- Students will prepare a report on a helping agency.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.05 Use conflict resolution skills.

GRADE: 6- 8

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OUTLINE: Students will review conflict resolution skills. They will work with a partner to practice using the skills in various conflict situations.

ACTIVITIES/STRATEGIES:

TEACHER: Explain to students that it is normal for conflicts with others to occur at times in our lives. Instead of avoiding them or fighting them out, agree to resolve them by reaching a mutual agreement in which both parties go away feeling satisfied. Point out that this is called a win-win situation. Review with students conflict resolution skills that lead to a win-win solution. Include the following steps:

Step 1: Acknowledge the conflict. (Each person agrees they are in a conflict situation with one another.)

Step 2: Agree to try to resolve the conflict. (Both people must want to resolve the conflict.)

Step 3: Each person tells their story. (Both people take turns explaining what has happened. Listening to understand is very important.)

Step 4: Brainstorm solutions. (List lots of ideas and do not discuss until the list is complete.)

Step 5: Choose a solution. (Both people decide together which solution to try out.)

Step 6: Implement the solution. (Both people must follow through on their agreement.)

- Tell students they will have an opportunity to practice conflict resolution skills.
- Pair students up at random or have them choose a partner.
- Distribute a written conflict situation to each group.
- Have each group member decide which character he or she will be.
- Instruct students to solve the conflict using the resolution skills reviewed.

*Continued*

# LESSONS

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

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

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

OBJECTIVE: 008.05 Use conflict resolution skills

GRADE: 6- 8

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*Continued*

Example of a conflict situation: Beth cannot find her new ink pen and she notices that Hannah, who sits near her is using one just like hers. "Hey, that is my pen!" Hannah looks up, surprised and says, "No it is not!" Beth starts to grab the pen, but Hannah pushes her hand away. This makes Beth so mad that she pushes Hannah hard enough to send her sprawling from her desk. The teacher steps in and sends both girls to the office. The principal tells them that each girl will be disciplined, but the discipline will not be as harsh if the two girls try to solve the problem themselves. A mediation appointment with a counselor has been scheduled.

- When students have finished, provide closure by asking students to share how they felt when both students came away a winner? Ask them to share any benefits they see of using the mutual agreement or win-win solution when solving conflicts.

COUNSELOR:

- Share conflict-resolution materials with the teacher and the class.
- Teach conflict resolution skills to groups of students
- Provide mediation time for students who need to work through a conflict

PARENTS: Allow your child opportunities to try to solve his or her conflicts through problem solving.

COMMUNITY: A human resource officer can discuss the importance of interpersonal skills in the workplace.

EVALUATION: Students can use the steps of resolving a conflict.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.06 Demonstrate a respect and appreciation for individual and cultural differences.

GRADE: 6

OUTLINE:

Students will participate in a discussion about the importance of showing respect and appreciation to others. They will demonstrate respect for others by writing positive statements of appreciation about some of their classmates.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the importance of showing respect and appreciation to others. Include in the discussion the definition of respect as showing high regard for authority, for other people, for self, for property and for country. When we show respect, we are saying that they have value as human beings.
- Point out that making positive statements to each other and showing appreciation to each other helps us to work together better. Tell students they will have an opportunity to show respect and appreciation for each other.
- Distribute a construction paper cut-out in the shape of a head and shoulders to each student. Have each student write his or her name in large, colorful letters on the head area of his or her cut-out. Instruct students to pass the cut-outs around so that each student can write a positive statement on five other students' cut outs.
- Give students the following examples of the kind of statements they may write: "Thank you for sharing with me the notes you took when I was absent." And, "I liked it when you sat with me at lunch."
- When students have written five positive statements of appreciation, collect the cut-outs and pass them back to each other.
- Wrap up by having volunteers share one statement that they made about others and one statement that others made about them.

COUNSELOR: Share information about the character trait "respect" with teacher and class.

PARENT: Demonstrate respect and appreciation for child. Model showing respect for others.

COMMUNITY:

EVALUATION:

- Students will participate in discussion about showing respect and appreciation to others.
- Students will write words of respect and appreciation about other students.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.07 Indicate when peer pressure is influencing a decision.

GRADE: 6- 8

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OUTLINE: Students will listen to information about peer pressure. They will make decisions about how they would handle various peer pressure situations. They will indicate if peer pressure affected their decision.

ACTIVITIES/STRATEGIES:

TEACHER:

Talk to class about how all of us have experienced times when our friends or acquaintances invite us to do what they are doing. Point out that some of these things may be good for us and some may be harmful to us. Explain that with our desire to have friends, we sometimes feel pressures to join in and do what they are doing.

Inform the class that they will have an opportunity to discuss how they would handle various peer pressure situations. Read difficult situations from a sheet and call on a volunteer to respond. Example: "You are on your way home from school. Your best friend asks you to stop by a convenience store with him and shoplift some candy. What would you do?"

Have other students raise their hands to indicate if they agree or disagree with the decision made by the volunteer. Discuss whether or not peer pressure influence their decisions. Close with a reminder that even though we may feel pressure from our friends to do certain things, it is important to choose what is best for us. Tell students to practice saying to friend that while you value his friendship you don't feel comfortable joining in. A true friend will respect your wishes.

COUNSELOR: Share information/resources about peer pressure with teacher and class. Offer small groups to students on developing assertive skills.

PARENTS: Provide opportunities for child to develop healthy self-esteem to combat pressure to "join in."

COMMUNITY: Provide positive recreational activities for children.

EVALUATION: Students will use skills to handle difficult situations and can identify peer pressure techniques.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.08 Calculate long and short term goals.

GRADE: 7

OUTLINE: Students will listen to information about goals and goal-setting. They will learn the difference between long- and short-term goals. They will indicate from a list of goals which ones are long-term and which ones are short term. Students will choose from the list (or create ones of their own) one short-term and one long-term goal that they would like to achieve.

ACTIVITIES/STRATEGIES:

TEACHER:

- Explain to the students that short-term goals are ones that people are able to make for themselves and reach in a short period of time, such as make a better grade on a math test. Further explain that long-term goals are ones that people are able to make for themselves and reach after a long period of time, such as complete the current grade successfully by year end. Point out that setting and reaching short-term goals can lead to successfully reaching long-term goals.
- Discuss how we sometimes make mistakes or encounter stumbling blocks as we try to reach our goals. The key is to keep on trying.
- You might talk about the character trait “perseverance” at this point of the discussion.
- Distribute to students a list of goals. The list may include the following kinds of goals:
  - To behave better in class
  - To get along better with others
  - To get a good citizenship award
  - To be on the A/B Honor Roll
- Have students write beside each goal “ST” for short-term goal and “LT” for long-term goal.
- Then have students circle one short-term and one long-term goal that they would like to achieve. (They may had their own goal(s) if ones they want to achieve are not listed.)

*Continued*

# LESSONS

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

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

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

OBJECTIVE: 008.08 Calculate long and short term goals.

GRADE: 7

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*Continued*

COUNSELOR:

- Share goal-setting resources with teacher and class.
- Share information about the character trait “perseverance” with the teacher and class.

PARENT:

- Help child set goals for himself or herself.
- Show appreciation when child sets goals and achieves them.

COMMUNITY:

EVALUATION:

- Students will listen during discussion of goal-setting.
- Students will decide which are short-term and which are long-term goals.
- Students will choose one short-term and one long term goal to achieve.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.09 Evaluate alternative ways of achieving goals.

GRADE: 8

OUTLINE: Students will explore biographies of selected figures of history. They will identify problems the figures encountered in reaching their goals. Students will list a goal for themselves and steps they need to take to reach the goal.

ACTIVITIES/STRATEGIES:

RESOURCE: Alan Elliott's A Daily Dose of the American Dream

TEACHER:

- Lead the class in a study of selected figures of history. These may be figures from politics, the arts, sports, etc. (Autobiographies of the selected people will be needed for this lesson).
- Make constant references to life goals attained and how these figures accomplished their goals. After an exploration of these historical figures, have students identify some of the difficulties they encountered during the journey to reach their goals.  
Did one person's way of achieving his or her goals seem to work better than another's?  
What did all of their methods have in common?
- Have students list one of their long term goals for life. Then list the steps they will need to take to reach that goal. Are there any obstacles that they will need to overcome?
- Have volunteers share their goals with the class.

COUNSELOR:

- Share goal-setting resources with teacher and class.
- Use interest inventories and other guidance assessments in class to help students begin setting career goals.

PARENT:

- Be supportive of child who may fall short of reaching goal.
- Help child learn alternate ways of achieving goals.

COMMUNITY: Invite a community planner to discuss established short- and long-term goals for the community.

EVALUATION:

- Student will explore selected autobiographies of historical figures.
- Students will list a life-long goal.
- Students will list steps necessary to reach their life-long goal.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 008.10 Use persistence and perseverance in acquiring knowledge and skills.

GRADE: 6-8

OUTLINE: Students will participate in a discussion about the value of continued effort toward achieving goals. They will brainstorm the obstacles that can get in the way of education. They will discuss what they can do about these obstacles.

ACTIVITIES/STRATEGIES:

TEACHER:

- Lead a discussion about the value of continued effort toward achieving goals. Point out that when learning a new skill it is sometimes easier to give up when the lessons get tough, but there are many benefits to being persistent. Share benefits, including the following:
- Learning to stick with a goal until they achieve it will serve students well in getting their education and finding careers.
- Persons who persevere often learn to be patient with themselves and consistent in their plans; most success is gained through steady effort.
- Perseverance helps students be better equipped to face problems in life and keep moving forward..
- Tell students about Thomas Edison, who tried 1,000 different combinations before he found the right materials for the light bulb.
- Talk about the importance of trying out an idea over and over again when the first try does not work.
- Have students brainstorm the different obstacles that can get in the way of our education.
- Discuss with them what we can do about these obstacles.

COUNSELOR: Share counselor education materials on “perseverance” with teacher and class.

PARENT:

- Model perseverance.
- Show appreciation to child when he or she shows continued effort to reach a goal.

COMMUNITY:

EVALUATION:

Students will be able to identify ways to overcome obstacles to goals.

# LESSONS

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

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

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

OBJECTIVE: 008.10 Use persistence and perseverance in acquiring knowledge and skills.

GRADE: 7

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OUTLINE: Students observe historical models who overcame obstacles to their success.

ACTIVITIES/STRATEGIES:

TEACHER:

- Gather information about persons who overcame obstacles:  
Winston Churchill – serious speech impediment  
Franklin Roosevelt- crippled most of his adult life  
Ray Charles, Stevie Wonder – blind musicians
- Read several stories of people who overcame obstacles despite tremendous odds.
- Ask students to tell of goals they achieved by overcoming obstacles.
- What would you do if you had an obstacle in your pathway to your goal?
- Write your goals for this school year.

COUNSELOR:

PARENT: Encourage persistence in learning difficult information.

COMMUNITY: This is a good opportunity to ask a speaker from the community who overcame odds to talk to the students.

EVALUATION: Students can write goals in their journals.

# LESSONS

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

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

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

OBJECTIVE: 008.11

GRADE: 7

**OUTLINE:** Students will participate in a discussion about their future goals. They will choose a goal that they would like to achieve and write about the steps needed to reach the goal. Volunteers will share what they have written with the class.

**ACTIVITIES/STRATEGIES:**

**TEACHER:**

- Talk with students about their long range goals. Explain that many people have dreams about things they want to do in the future, but these dreams must be turned into goals in order to come true.
- List the following categories on the board:
  - What I want to be when I finish school
  - A place I would like to visit in the future
  - An activity in which I want to excel
  - Something I want to accomplish
- Instruct students to choose one of the categories to write about.
- Have them write their chosen topic at the top of a sheet of paper and then list the steps necessary to achieve their goal or write the steps in paragraph form. For example if a student chooses the topic "What I want to be when I finish school," he or she might write: "I would like to be a doctor when I finish school." This means that I will have to work hard and make good grades so that I can be accepted into a university. It also means that I need to take as many courses in science as I can..."
- Circulate and help students who need help.
- Have volunteers share what they have written.
- Wrap up with questions such as the following:
  - How do we benefit from setting goals for the future?
  - Were there similarities in the goals we wrote?
  - What are they?
  - Is it ever okay to change your mind about a goal?
- Display goal sheets on a bulletin board.

**COUNSELOR:** Share goal-setting resources with teacher and class.

**PARENT:** Help child set realistic goals.

**COMMUNITY:**

**EVALUATION:** Students will choose a goal and write steps needed to reach that goal.

# LESSONS

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

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

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

OBJECTIVE: 009.01 Demonstrate knowledge of personal information.

GRADE: 6- 8

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OUTLINE: Students will complete information cards, listing important personal information.

ACTIVITIES/STRATEGIES:

TEACHER: Explain to students that you will need some information from them so that you will be able to contact their parents throughout the school year to share necessary information with them. Further explain that some of the information requested is to help you to be aware of health/medical concerns for students' well-being throughout the school year. Distribute a three by five inch file card to each student. Instruct them to read the information requested as printed on the board and to complete their cards accordingly. Print on the board the following:

NAME:

PARENTS NAMES:

ADDRESS:

HOME PHONE NUMBER:

MOTHER/GUARDIAN PHONE NUMBER:

FATHER/GUARDIAN PHONE NUMBER:

EMERGENCY CONTACT (NAME AND PHONE NUMBER):

KNOWN ALLERGIES:

MEDICAL ALERT:

Collect cards and file in a safe place.

COUNSELOR: Be aware of special needs of students.

PARENT: Supply information for students.

COMMUNITY:

EVALUATION: Students can identify personal information related to health and safety.

# LESSONS

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

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

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

OBJECTIVE: 009.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.

GRADE: 7-8

OUTLINE: Students will understand school handbook and discipline code.

ACTIVITIES/STRATEGIES:

RESOURCE: Student Handbook, Discipline Code

TEACHER:

- Introduce school handbook and discipline code.
- Prepare several true/false questions related to school rules (stand for true, stay seated for false).
- Identify and list as many school rules and norms as you can.
- Working in pairs, have students prepare a problem statement or concern they would like to address about school rules.
- Collect these and pass out a role slip to each student – either "student," "classroom teacher," or "principal".
- Divide according to roles and explain that "students" will have the anonymous concerns/problems/questions to direct to the appropriate "adult" group.
- Allow groups time to assume their roles and prepare to explain and clarify potential rule questions.
- Note: This activity allows you to handpick particular students for the various roles.

COUNSELOR: Assist with the activity.

PARENT: Be familiar with the school discipline code.

COMMUNITY:

EVALUATION: Students demonstrate an understanding of the school rules and consequences.

# LESSONS

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

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

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

OBJECTIVE: 009.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.

GRADE:6- 8

OUTLINE: Students will participate in a discussion about the need for rules and laws. They will write about one rule and one law that are important to follow.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about the need for having rules in group situations where people work together on a regular basis. Ask students why do we have rules in the classroom?
  - Write suggestions on the board. (Suggestions may include "to keep students safe; to promote learning; to make the best use of time...")
  - Point out to students that there are rules that we have to follow in society. These rules are laws that help to keep us safe and protect our rights. Give examples of some laws. (Examples may include laws involving driving: "We have to wear seat belts, we have to stop at red lights," or other laws such as : "We have to be 18 years old to vote; we can't purchase alcohol until age 21.)
  - Have students choose one rule that we follow in school and one rule that we follow in society and write a paragraph about the importance of each.
  - List examples of rules under each category on the board, for students to choose from. Examples may include:
    - 1) School Rules
    - 2) Everyone in their seats and ready to begin by 8:00
    - 3) Walk-don't run in the hallway
    - 4) Raise our hands before we speak
- Society Rules
- We must pay taxes
  - We must have a license to drive
  - We must be eighteen years old to vote

Have volunteers share their paragraphs with class. Wrap up by stating that rules and laws help to keep each of us safe, and they help protect our rights as individuals in society.

COUNSELOR:

PARENT: Discuss need for family rules.

COMMUNITY: Determine if there are community rules or just laws.

EVALUATION: Students can choose one rule and one law and write about their importance.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.03 Compare the difference between appropriate and inappropriate physical contact.

GRADE:6- 8

OUTLINE: Students will participate in a discussion about respect. They will brainstorm a list of ways we show respect for others.

ACTIVITIES/STRATEGIES:

TEACHER:

- Tell students that you want to talk to them about a very important character trait that we should all possess- respect. Define respect as: "Showing high regard for authority, for other people, for self, for property, and for country."
- Understanding that all people have value as human beings, tell students that you would like to focus today's lesson on showing respect for others.
- Point out that when we respect others, we are polite and use good manners around them. We don't call them names or put them down.
- Have students brainstorm a list of additional ways we show respect for others. Write these on the board. Add: "We don't touch others inappropriately." if students have not already included it on the list.
- Discuss each item. When discussing "not touching others inappropriately," point out that this means we don't shove or push others in line, and we don't hit others. It also means not touching anyone in any way that makes them feel uncomfortable.
- Remind them that each person's body belongs to himself or herself. No one has a right to touch anyone in an unwelcome or disrespectful way.
- Have students give you examples of appropriate touches (handshake, pat on the back, high five to a team member).
- Remind students that if they are touched inappropriately, they should let their teacher or another adult know.
- Continue to discuss the other ways we show respect that are listed on the board until they have all been covered.

COUNSELOR:

- Share resources about respect with teacher and class.
- Offer counseling to students who habitually touch others inappropriately.

PARENT: Model respect for others.

COMMUNITY:

EVALUATION: Students can give examples of appropriate and inappropriate behaviors and who to go to for help.

# LESSONS

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

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

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

OBJECTIVE: 009.04 Demonstrate the ability to assert boundaries, rights, and personal privacy.

GRADE: 7

OUTLINE: Students practice communication skills to assert their personal privacy.

ACTIVITIES/STRATEGIES:

TEACHER: Practice the communication skills with students after the lesson.

COUNSELOR:

- To resolve conflicts, persons must actively listen to each other.
- Persons must also communicate effectively. Persons communicate with one another in three ways: AGGRESSIVELY, SUBMISSIVELY, OR ASSERTIVELY. In order to communicate assertively and effectively, an "I" Message can be used.
- What does the "I" Message look like?
- Show the "I" Message on the overhead

I feel \_\_\_\_\_  
When you \_\_\_\_\_ (behavior)  
Because \_\_\_\_\_ (consequence).

- Give an example ("I feel UNIMPORTANT when you DON'T LISTEN TO ME because YOU ARE NOT PAYING ATTENTION TO ME!!!).
- Have students practice the "I" message on the worksheet.
- Close by asking students to share their responses. Ask: "What other tool or strategies can you use?"
- "What is one thing you learned that you will use?"

PARENT: Practice assertive responses at home to help your child.

COMMUNITY:

EVALUATION: Students can deliver "I" messages.

# 9.04 ATTACHMENT

## " I " Message Worksheet

Pretend you are involved in a conflict and design an "I" message for each situation.

**1. Your good friend keeps interrupting you during a conversation.**

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.

**2. The same person is always putting you down.**

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.

**3. Your teacher accuses you of not being honest when in fact you were.**

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.

**4. A friend borrows \$5.00 and does not pay you back, and asks to borrow more.**

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.

**5. Situation:** \_\_\_\_\_

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.

# LESSONS

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

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

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

OBJECTIVE: 009.04 Demonstrate the ability to assert boundaries, rights and personal privacy.

GRADE:6- 8

OUTLINE: Students will work in groups to develop assertive solutions for handling difficult situations involving boundaries, rights and personal privacy. A member from each group will share solutions with class.

ACTIVITIES/STRATEGIES:

TEACHER:

- Explain to class that today you will work on being assertive in certain situations. Define assertive as “standing up for yourself in a positive, respectful way, so as to get what you need and not hurt anyone else in the process.”
- Talk about how we all have certain needs and rights and in many situations, we have to be assertive to get these needs and rights met.
- Describe “assertive language” to students, listing the following points on the board:
  - Stand tall. Look the person in the eye.
  - Say what you want and how you feel in a calm manner, using “I” messages.
  - Don’t make excuses. If you say “no”, say it clearly and mean it.
  - Don’t be afraid to repeat yourself until you know the other person has heard you.
- Divide the class into six groups. Explain that two groups will work on asserting boundaries; two groups will work on asserting rights, and two groups will work on asserting personal privacy.
- Further explain that you will be giving each group a difficult situation. The group has to come up with a way to handle the situation assertively. Examples of situations for each two groups is attached.
- Give students ten minutes to decide how to handle the situation for their group.
- Wrap up by reminding students that it takes practice to be assertive, especially if we are by nature passive or aggressive. We will feel better inside if we speak up for ourselves in a way that doesn’t hurt anyone else but protects our rights. When we are assertive, we are showing respect for others by asking for what we need in a caring way, and we earn respect for ourselves by being honest.

COUNSELOR: Share assertive skills resources with teacher and class.

PARENT: Set reasonable rules and boundaries; reinforce assertive skills at home.

COMMUNITY:

EVALUATION: Students can work in groups to arrive at an assertive solution for handling situations.

# 9.04 ATTACHMENT

## ASSERTIVE RESPONSES

- Stand tall. Look the other person in the eye.
- Say what you want and how you feel in a calm manner, using “I messages.”
- Don’t make excuses. If you say “no,” say it clearly and mean it.
- Don’t be afraid to repeat yourself until you know the other person has heard you.

### Situations Requiring Assertive Responses

1. A friend that you sit with at lunch asks you every day to go and get an extra food item for him. He does pay for it himself, but you are tired of going to get it. How do you tell him assertively that you don’t want to get it anymore?
2. The student you are assigned to sit next to on the bus is very loud and unruly. You are trying to read, but you can’t concentrate because of her distractions. How do you let the student know that her behavior is bothering you?
3. Your friend continually asks to read your letters from someone else, and you really would prefer to keep the letters private. How do you let her know this?

# LESSONS

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

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

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

OBJECTIVE: 009.05 Differentiate between situations requiring peer support and situations requiring their help.

GRADE:8

OUTLINE: Students will clarify the differences between harassment and flirting and when to seek help from an adult.

ACTIVITIES/STRATEGIES:

RESOURCE: School System policy on sexual harassment/school discipline code.

TEACHER:

- Display on newsprint or transparency the following:

## **Sexual Harassment**

Is degrading  
Feels powerless  
Negative touching  
Unwanted  
Illegal  
Demeaning  
Sad/angry  
Negative self-esteem

## **Flirting**

Is a compliment  
Feel in control  
Equality  
Wanted  
Legal  
Flattering  
Happy  
Positive self-esteem

*Continued*

# LESSONS

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

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

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

OBJECTIVE: 009.05 Differentiate between situations requiring peer support and situations requiring their help.

GRADE:8

*Continued*

- Discuss the school system policy on sexual harassment with students.
- Ask students if they think that only girls can be sexually harassed? Can boys be harassed too?
- Sexual harassment can result from communication problems. It can happen when people do not respect each others' feelings or pay attention to the way others respond to their actions or comments.
- Divide class into small groups of six to eight; give each group newsprint, markers and tape; and ask them to choose a recorder.
- Ask them to make a list of what they think they would do if they were sexually harassed. After a few minutes, ask them to make another list of what they would do if a friend told them that she or he was being harassed.
- Ask the recorder to share the group results.
- Listen for the following strategies as you write them on a clean sheet or board:
  - Tell a person who harasses you to stop.
  - Tell a friend about it.
  - Tell a family member.
  - Tell someone at school such as a trusted adult.
  - File a formal complaint with the principal.
- Summarize with students by reminding them of the adults in the school who will listen and help. Remind them of three steps to take when faced with sexual harassment:
  - Step 1: Communicate to the harasser that you expect the behavior to stop!
  - Step 2: If the behavior is repeated, go to a person in authority. Document exactly what happened. Use exact quotes. (What happened, when, where, who witnessed, what you said or did in response, how you felt).
  - Step 3: If behavior is repeated go to someone in higher authority.

COUNSELOR: Counsel individually with victims of harassment. Share information with students, parents, teachers.

PARENT: Share school system policies with parents.

COMMUNITY:

EVALUATION: Students know the steps to stop sexual harassment. Students know who in the school to go to for assistance.

# LESSONS

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

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

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

OBJECTIVE:009.06 Assess resource people in the school and community, and know how to seek their help.

GRADE: 6-8

OUTLINE: Students will be assigned a community agency to find out more about by interviewing a representative of that agency. They will develop ten questions to ask the representative. They will share their findings with the class.

ACTIVITIES/STRATEGIES:

TEACHER:

- Talk to students about how we all have difficulties or problem situations in our lives at one time or another. Very often, we are able to handle these situations by thinking them through on our own or by talking about them to a friend or loved one.
- Sometimes our problems are bigger and we need help from various resource agencies.
- Point out the importance of knowing how to go about contacting a resource person or an agency for the help we need.
- Distribute to each student a list of resources in the school and community. You may use a local phone book or a list of community resources available from the school counselor.
- The school list should include names of resources such as teacher- Ms. Jones and counselor, name, for example. The community list should include names, addresses and phone numbers of resources.
- Assign a community agency to each student and have them circle that agency on their list. (Point out that if one needed to see a resource person located at school, it would simply require getting a teacher's permission to set up an appointment).
- Have students write ten questions to ask a representative of their community agency. Tell students that these questions will be used as they interview a person.
- The interview will be a homework assignment. (Allow several days for the interview to occur).
- Remind students that one does not have to have a problem to utilize the services of an agency. Many provide services that enrich our lives. Some examples would be Scouting, 4-H, Agricultural Extension Agency, YMCA, Arts Councils, etc.
- When students have completed the assignment, have them share their findings.
- Collect all information into a class resource file. Display the guide in a prominent place where it can be used when needed.

COUNSELOR: Share list of community resources with teachers and classes.

PARENT:

- Be a resource for your child.
- Expose your child to various community agencies.

COMMUNITY: Agree to agency interviews.

EVALUATION: Students will be able to identify several community sources of assistance and enrichment.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

GRADE:6

OUTLINE: Students will review a decision-making model. Using this model, they will work in groups to make safe and healthy choices in a given situation.

ACTIVITIES/STRATEGIES:

TEACHER:

- Tell the class that they will have an opportunity to practice decision-making skills. Ask students to name some decisions they frequently must make.
- Write their suggestions on the board. Suggestions may include choosing which television programs to watch, deciding who to invite to spend the night at your house, and who to sit with at lunch.
- Ask students how they go about making these decisions. Answers may include talking with parents, friends, making the same choice as a friend, their mood, etc.
- Present a chart on which you have written the following decision-making model:

Decision-making Model:

1. Define the decision to be made.
2. Identify alternatives.
3. Weigh positive and negative consequences of each alternative.
4. Choose an alternative.
5. Act on your choice.
6. Evaluate your choice – if it did not work, you may need to return to step four.

*Continued*

# LESSONS

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

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

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

OBJECTIVE: 009.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

GRADE:6

*Continued*

- Briefly explain each step. Make sure students understand that this is just one way of making a decision; there is more than one model to use.
- Point out that some decisions have to be made, having a model, such as the one presented, is helpful.
- Divide the class into groups of five. Give each group an index card with a situation involving making a safe and healthy choice written on it. You might give each group the same situation, or use a different situation for each group. An example of such a situation follows:
  - “ After school, you and your best friend pulls out a pack of cigarettes and offers you one.”
  - Instruct each group to decide what they could do at each step of the decision-making model to find a solution to their problem.
  - Have each group choose a recorder to make notes for sharing with the class.
  - Give each group fifteen minutes, and then discuss their solutions. Wrap up by reminding students that some decisions are difficult to make, especially when peer pressure is involved, but it is important for us to respect our own needs and make safe and healthy choices.

COUNSELOR: Share decision-making resources with teacher.

PARENT: Give your child opportunities to make decisions.

COMMUNITY:

EVALUATION: Students can use a decision-making model in the process of making choices.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

GRADE: 8

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OUTLINE: Students will use a decision-making model to think about.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR:

- Introduce the lesson by talking about choices and consequences.
- Is there something you have been thinking about doing- something that carries a risk? (This can include positives such as going out for a team, running for a student council office, applying for a part-time job, asking parents for something. It can apply to choices related to negative peer pressure also)
- Write down what it is you are thinking about doing in your journal.
- Next write down the consequences you can think of – Negative on one side and Positive on the other side. Think it through.
- Next think about the ‘Worst’ thing that can happen if you choose your course of action; and the “Best” thing that can happen as a result. Think it through.
- At the bottom of your page, write the decision you selected. Explain your choice.

PARENT:

COMMUNITY:

EVALUATION: Students can demonstrate a decision-making model when selecting a course of action.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.08 Forecast about the emotional and physical dangers of substance use and abuse.

GRADE: 6

OUTLINE: Students learn about the negative impact of substance use and abuse through adult mentors.

ACTIVITIES/STRATEGIES:

RESOURCES:

- <http://www.naesp.org/whatnow.htm#safety>
- American School Counselor Association Safe School Links [www.schoolcounselorg/safe.htm](http://www.schoolcounselorg/safe.htm)

TEACHER (This lesson is ideal for health and physical education and/or science:

- National Association for Elementary School Principals website has excellent teacher lessons on keeping children safe.
- October is Safe Schools Month. Raise awareness through bulletin boards, brochures and handouts for parents and students about agencies offering assistance. Have articles printed out from the NAESP website "Keeping Kids Safe and Healthy" for parents.
- Brainstorm with students how alcohol abuse, smoking, and drug abuse negatively impact one's performance.
- If possible, have students refer to research conducted previously.
- Have students work in groups to brainstorm all the possible side effects of the their topic. Have them make list under the headings Emotional Effects and Physical.Effects.
- Students share their findings with the entire class.

COUNSELOR: Counsel students who have difficulty standing up to pressure. Have information for students and parents about appropriate referrals for substance abusers needing additional assistance.

PARENT: Encourage parents through newsletters, seminars to talk to and listen to their children about substance use and abuse.

COMMUNITY: Community mentors can enhance students' self-confidence and ability to withstand the pressure of substance use: Junior Achievement, Mentors/Shadowing, Community in Schools, Scouting , Community Recreation, DARE, Terrific Kids Program.

EVALUATION: Students can name negative impact of drug abuse.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.09 Compare ways to cope with peer pressure.

GRADE: 6- 8

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**OUTLINE:**

Students will listen to a review of the definition of peer pressure. They will name situations in which they might feel pressured by their peers to do something they do not feel comfortable doing. Students will be given information about peer pressure styles. They will each be assigned a style and will write assertive responses geared to address the particular situation and styles. Students will answer discussion questions about peer pressure.

**ACTIVITIES/STRATEGIES:**

**TEACHER:**

- Review the definition of peer pressure (When people your age try to influence you to do something or behave in a certain way.)
- Have them name situations in which they might feel pressured by their peers to do something they feel uncomfortable about.
- List the situations on the board.
- Point out that there are different styles of peer pressure and if we can recognize a style, we can respond to it in the best way.
- Review the different styles and ways of responding to each. (See attached sheet.)
- Assign each student a particular situation from those listed on the board.
- Instruct students to indicate which style of peer pressure is being used in the situation and to write a script of four lines telling how a conversation might sound between two people involved in this situation. Share the following example with students:

*"The Broken Record"*

Person # 1: "Come on, one cigarette won't hurt you. Let's do it."

Person # 2: "No, I don't want to. I don't like the way cigarettes smell."

Person # 1: "Oh, come on, just one."

Person # 2: "No, I am not going to do it."

Provide closure by stating it is important for students to learn how to stand up for themselves in a confident and assertive way.

*Continued*

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.09 Compare ways to cope with peer pressure.

GRADE: 6- 8

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*Continued*

COUNSELOR: Share resources with teacher. Provide assertiveness training to small groups.

PARENT: Provide opportunities for your child to practice skills of assertiveness.

COMMUNITY:

EVALUATION:

- Students can list situations in which they might feel pressured.
- Students write scripts with assertive responses to various pressure situations and styles.

# 9.09 ATTACHMENT

## PEER PRESSURE STYLES (And ways to handle them)

**THE BROKEN RECORD:** Person repeats the same thing over and over, trying to wear you down. You can outlast the person by persistently restating your refusal.

**THE YES, BUT-ER.** Person likes debate. Will challenge you with “Why not?” When you tell your reason, he /she will try to talk you out of it. You do not have to continue arguing with the person. Instead, suggest that he goes ahead and does whatever it is alone.

**THE CHICKEN CALLER:** Person calls you a chicken and tries to trick you into proving that you are not afraid. You do not have to fall for it. Let person know there is nothing wrong with being hesitant to do something that is bad for you.

**THE BULLY:** Person physically threatens you. May actually hit or push you. You do not have to put up with physical abuse. Get help from an adult. If there is no adult around, leave the situation right away.

**THE COERCER:** Person often uses bribes or threats related to your friendship. Usually person is bluffing. Stand up for yourself and show that you have a mind of your own. A real friend would not try to control you.

**THE RIDICULER:** Person puts you down in an effort to get his or her way. Tries to trick you into proving that you are an okay person. Don't fall for it. You do not have to prove a thing. You are okay. Stand up for yourself.

**THE REASSURER:** Person assures you that everything will be all right. She/He tries to calm your fears and pretends to take all the responsibility. Remember no one can guarantee a good outcome when you take part in something wrong or dangerous. You need to look out for yourself.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.10 Create techniques for managing stress.

GRADE: 8

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OUTLINE: Students will identify stress **makers** and stress **breakers**.

ACTIVITIES/STRATEGIES:

TEACHER:

COUNSELOR:

- Stress can come from many sources. Ask students to define stress. How does stress happen? How does it affect us?
- Brainstorm a list of **stress makers**.
- Give handout to each student "**Stress Breakers**" and have each student complete.
- Look at the stress breakers. What activities involve other people? Cost money?
- With a partner, compare your lists. How are they alike? Different? Are there any stress breakers that other people find useful that you would like to try?

PARENT: Be alert to overextension in extra-curricular activities. Stress often comes from being too busy.

COMMUNITY:

EVALUATION:

- Students can identify at least three ways to ease stressful situations.
- Students share as a team player.

# 9.10a ATTACHMENT

## STRESS BREAKERS

In the boxes below, write 12 activities that are Stress Breakers- things that you can do to feel better when you are stressed out.


With a partner, compare your list. How are they alike? Different?

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.10 Create techniques for managing stress.

GRADE: 8

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OUTLINE: Students will practice several stress reduction techniques. They will discuss the techniques and share their preference with the class.

ACTIVITIES/STRATEGIES:

TEACHER:

- Discuss with students the need to have knowledge of stress reduction techniques for those times when we experience stress in our lives. Introduce class members to several stress reduction techniques, allowing them time to practice each one.
- Handout Stress Reduction Techniques.
- After students have tried the techniques, allow them an opportunity to discuss them and share with the class which techniques they like best, which they can use.

COUNSELOR:

- Share information about stress with the teachers.
- Offer counseling for students who are experiencing stress.

PARENT: Listen for signs of stress. Monitor extracurricular activities for evidence of overload.

COMMUNITY: Provide recreational activities.

EVALUATION:

- Students can identify and use a variety of stress reduction techniques.
- Students can identify some stressors in their lives.

# 9.10b ATTACHMENT

## STRESS REDUCTION TECHNIQUES

### **Progressive Relaxation:**

Students focus on body, moving from their toes to the top of their head. Ask students to tense body parts in succession and then release the tension. At the end, students should just sit and soak up warm energy as if they were sponges absorbing warm water.

### **Balloon Breathing:**

While seated or lying down, students are instructed to close their eyes and breathe deeply. As they inhale, they are to push the stomach area like a balloon and as they exhale, they should release tension and deflate the "balloon". Encourage students to release the tension.

### **Guided Imagery:**

Have students close their eyes. Softly read a fantasy situation to the students. Use many descriptors to spark visual pictures. For example: "Imagine you are floating on a huge puffy cloud. As you drift along, you can feel a nice cool breeze on your cheeks..."

### **Make a Fist:**

Have students close their eyes and make fists. As they squeeze their hands tight, they should inhale. As they release their fists, they should exhale. This is a simple relaxation technique that only takes a few minutes and is good to use when time is short.

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

OBJECTIVE: 009.11 Select coping skills for managing life events.

GRADE: 6- 8

OUTLINE: Students will participate in a discussion about crises. They will write an account of a personal crisis that they have or someone they know has experienced. Volunteers will share what they wrote, sharing ways that helped them cope with the crisis. This activity is best done in a small group where trust has been established. Students should be told they do not have to self-disclose. They may choose a community crisis.

ACTIVITIES:

TEACHER:

COUNSELOR: Lead a discussion about the meaning of crisis. Point out that a crisis is a time when a big change occurs in a person's life. The change is most often caused by a loss of some kind. Strong emotions are felt during the crisis. Write examples of crisis from the class. Have students select a crisis to write about that they know about (in the community, country, or personally). Can they think of things that were helpful during that time? Volunteers share ideas for helpful strategies. After each sharing, talk about thoughts and feelings people tend to have in connection with the crises shared. Point out the following facts:

- Every crisis will pass in time
- Positive feelings will gradually replace painful ones.
- Crisis events such as family divorce is not the fault of a child.
- There are people in the school and community who can help.

Discuss ways of coping with crises, including:

- Talking with family.
- Involving oneself in positive actions.
- Writing about the event.

Monitor the class in the event that there is a student currently experiencing a crisis event or one who is just getting through such an event. Close with a reminder that crises in our lives are sometimes inevitable as there are many things beyond our control. We can get through them by seeking help, and giving ourselves time to heal.

*Continued*

# LESSONS

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

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

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

OBJECTIVE: 009.11 Select coping skills for managing life events.

GRADE: 6- 8

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*Continued*

PARENT:

- Listen to your child.
- Allow child opportunities to express feelings.
- Seek help when needed

COMMUNITY: Share information about community support agencies with students and parents.

EVALUATION:

- Students know how to access help in personal crises.
- Students can identify coping strategies for dealing with personal crises.

# LESSONS

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

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

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

OBJECTIVE: 009.11 Select coping skills for managing life events.

GRADE: 8

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OUTLINE: Through cooperative brainstorming students will identify situations causing anger and through group writing develop a paragraph with a solution.

ACTIVITIES/STRATEGIES:

TEACHER: Assist with the activity.

COUNSELOR:

- Have students write a paragraph about a personal situation in which they became angry or became hurt.
- Divide the class into small groups. Each group selects a "recorder" who (through group discussion) describes each paragraph according to three categories:
  - A. Situation
  - B. Thoughts about the situation
  - C. The resulting feelings
- Use large paper divided into 3 columns.
- Students brainstorm alternate responses for column B. Discuss how feelings can change depending on one's perception. (column B)
- Class as a whole discusses roles of responsibility and self-discipline in reacting to anger or hurtful provoking situations.
- Discussion should lead to realization that the person's feelings are determined by his thoughts about a situation, rather than the situation in and of itself – controlling thoughts can have an effect on one's response.

PARENT:

COMMUNITY:

EVALUATION: Students can identify coping strategies.