

# HIGH SCHOOL 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 9	Benchmark:End of Grade 11	Benchmark:End of High School

# 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: 9-12

**OUTLINE:**

- Students study behavior theory that people must engage in worthwhile activities in order to feel worthy; e.g., William Glasser's Reality Therapy.
- Students organize and engage in outreach projects for the school or community.
- In small groups, students commit to accomplish individual tasks; thus, a project [such as community or school clean-up, planting gardens for nursing homes, conducting food/clothing drives for victims of natural disasters—or simply engaging in random acts of kindness] becomes assured of completion and likely success.

**STRATEGIES/ACTIVITIE:**

TEACHER: Leads review of behavior concepts; serves as facilitator for brainstorming; suggests contacts for students; chaperones on-site projects; coaches/cheerleads when glitches occur.

COUNSELOR: Facilitates; brainstorms with small groups or individuals; helps with community contacts.

PARENT: Encourages student; provides resources; shares personal outreach endeavors and outcomes; lends support.

COMMUNITY PEOPLE: Contribute resources; network among businesses for project support.

**EVALUATION**

- Student writes a personal mission statement to include specific commitment and responsibilities.
- Student keeps a journal to reflect feelings as the project develops.
- Using the journals as sources, student discusses feelings about aspects of and developments with the project.
- Student creates a personal outcome statement reflecting his growth and change as well as the project's status.

# 7.01 ATTACHMENT

## SELF - CONFIDENCE ON THE JOB

Dr. Atley Morrow, a registered psychologist, says you can't underestimate the importance of self-confidence in every area of your life. It is extremely important. Here are some ways to build it if you're lacking:

- Practice stepping out of your comfort zone. Stretch yourself to do things you have never done before or have always felt uncomfortable with—even if anxiety is present.
- Learn to decrease situations in which you walk away muttering, "Gee, I wish I'd...."
- In situations where you walk away feeling you didn't assert yourself, think about what you want to say, then go back and make your well thought-out point.
- Acknowledge yourself and acknowledge what you do well. People lacking in self-esteem or self-confidence are often quick to criticize themselves but rarely give themselves a pat on the back for a job well done. Even a fear you have pushed through (a stretching of the comfort zone) deserves a pat on the back.
- Practice being assertive (not aggressive). Practice learning what you want to say. Start with supportive friends and family members.
- Studies have shown that exercise raises self-confidence. Just a 30-minute walk a day will give you more energy and a more positive outlook on life.

Kerry Dutchyn, head counselor and founder of Generation 2000 Counseling Center, says that portraying self-confidence is a valuable life skill; so, learn to sell yourself! Dutchyn says, "The post-baby boom generation is really the first generation to be taught that it's OK to talk about themselves in a good way." While this applies in all areas of your life, it is of particular importance in the workplace. For example, an interviewer or prospective employer is looking for someone with confidence for a number of good reasons. A confident person:

- is not afraid to speak up and may offer valuable suggestions.
- is less likely to take criticism the wrong way or to react defensively in a certain situation.
- learns faster, simply because the person believes he can.

This, of course, all boils down to the power of positive thinking.

# 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 Assess personal values, attitudes, and beliefs.

GRADE: 11-12

OUTLINE: Students carry out values clarification exercises in which they must make informed choices congruent with their values, attitudes, and beliefs. One source of these exercises is *Values Clarification for Counselors* by Gordon M. Hart [ISBN 0398038], Charles Thomas, pub, 1979.

STRATEGIES/ACTIVITIES:

TEACHER: Provides articles on values clarification; reviews behavior concepts relevant to values clarification; facilitates; makes assignment for students to research options; sets up exercises without personal bias or without intent to create controversy; monitors to assure each informed choice is respected; demonstrates the value of an individual's rights.

COUNSELOR: Assists teacher and students with resources; suggests activities that are appropriate for values clarification.

PARENT: Converses with his/her student about family mores; allows him/her to agree or disagree with family mores and values; shares personal evolution in his/her value system.

COMMUNITY PEOPLE: Share history of social change within the community; create a two-way conversation with students; listen.

EVALUATION:

- Students participate in interviews about changes that transpired after researching options.
- Students keep journals which are evaluated for meeting the requirements of the assignment, not the opinions that the students express.

# 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: 007.03 Communicate the goal setting process.

GRADE: 9TH health 10 or 11 science

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OUTLINE: Students will determine goals they would like to accomplish in their lifetimes after studying the results of their interest inventories. Students save the list in a safe place such as in the family's safety deposit box or records file.

STRATEGIES/ACTIVITIES:

TEACHER: Task students to list 5—6 realistic things they want to accomplish in their lifetimes [combination of short-and long-term goals]; work with counselor to provide copies of the student's interest inventory profile; brainstorm with students the safe places they might save their lists of goals.

COUNSELOR: Ascertain that each student has taken an interest inventory and provide him a copy of the profile.

PARENT: Discuss how you have reached, missed or changed goals you set while in high school.

EVALUATION:

- Students identify accomplishable, lifetime goals.
- Students perceive that different people set different goals.
- Twelfth graders review the goals set in 10th grade and confirm or amend the goals.

# 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: 007.04 Document change as a part of growth

GRADE: 9, 10

OUTLINE:

- In groups, students recall the transition from middle to high school, listing differences between the two school levels. Their task is to determine what responses each student made to the changes; e.g., study habits, social groups, school subjects, sleep patterns, clubs, work.
- Student analyzes a life change such as a move, a family member's death (or even the death of a beloved pet) and reflects on his reactions, giving attention to his level of self-awareness and understanding.

STRATEGIES/ACTIVITIES:

TEACHER: Establishes groups and their tasks; facilitates; monitors groups

COUNSELOR: Assists students in the reflection process so that they understand how to get below the surface and into the substance of feelings and memories.

PARENT: Discusses how the change affected the family; reflects about growth observed in his student since the life change occurred

EVALUATION:

- Student creates a flow chart, beginning with the change. The chart indicates their responses to change.
- Students compare and contrast the change process; e.g., experiences, individual and unique responses.
- Students write a personal and psychological essay, reflecting on the change and their self-awareness of the resultant growth.

# 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: 007.05 Manage feelings.

GRADE: 9TH health or English

OUTLINE: Students study a feelings list to discover the good and bad are not appropriate responses when queried about feelings. Students study the distinction of each list work so they can use precise descriptions.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates feelings list; reviews meanings and helps clarify differences between feeling words.

COUNSELOR: Shares resources such as the feelings list.

PARENT: Encourages his/her student to participate willingly in identifying feelings; shares personal experiences about being able-- or unable—to express his/her feelings.

EVALUATION:

- Students role play situations involving similar feelings so they demonstrate their understanding of the various degrees and depths of feelings.
- Students honor the commitment to use precise words rather than good or bad in response to questions about feelings.

# 7.05a ATTACHMENT

## GUIDELINES FOR FACILITATING ROLE PLAYS

Role plays provide opportunities to learn and practice skills for conflict resolution. Role play scenarios are open-ended. There is no script, no right or wrong ending. The actors make it up as they go.

### **Before the role play...**

#### **Organize the participants.**

Role plays usually are limited to two or three actors. Those who are not actors are observers. Observers should take notes during the role play and be prepared to report their impressions.

#### **Create a positive climate.**

Make it clear that there is to be no judging or criticizing of role plays, and that everyone's contribution is valuable.

#### **Establish procedures that set role play apart from "real life."**

Participants may be more comfortable if some formalities are observed. Role play performers can wear special name tags or badges.

#### **During the role play...Aim for an appropriate length.**

Role plays can last from 2—3 minutes to 20 minutes, depending on the skills being practiced and the level of participants' skills and role play experience. Early attempts at role playing usually will be brief. As participants become more skillful and relaxed, they may extend their role plays.

#### **If role players get "stuck," take a break.**

Talk about the action and try to figure out what's going wrong. Sometimes even a slight change can help.

#### **Observers remain detached.**

Observers do not act in the role play or talk to the actors. They refrain from commenting or criticizing. They simply watch and take notes on their observations and impressions sheet.

#### **After the role play...Actors can discuss the role play.**

What seemed authentic or unauthentic? What was uncomfortable? What was particularly effective?

#### **Observers can report impressions.**

Observers are likely to notice things that the actors are not aware of, such as body language, tone of voice, and pacing.

#### **Follow-up role plays can be done.**

Observers and actors can switch jobs; actors can switch roles or try to play the same role in a different way.

Guidelines for Facilitating role Plays," *Teachers as Educational Advisors and Mentors: Technical Assistance Manual*, Louisiana Department of Education, p.180. [Their citation credits *Sunburst Conflict Resolution* materials.]

# 7.05b ATTACHMENT

## FEELINGS LIST

abandoned	cheated	divided	greedy	left out	pressured	sorrowful
adequate	cheerful	doubtful	guilty	lonely	pretty	spiteful
affectionate	childish	ecstatic	happy	longing	proud	startled
agonized	clever	electrified	hateful	loved	quarrelsome	stingy
ambivalent	combative	empty	heavenly	loving	raging	stupid
angry	competitive	enchanted	helpful	mean	refreshed	stunned
annoyed	condemned	energetic	helpless	melancholy	rejected	suffering
anxious	confused	envious	high	miserable	relaxed	sympathetic
apathetic	conspicuous	excited	homesick	mystified	relieved	tempted
ashamed	contented	evil	honored	naughty	remorseful	tense
astounded	contrite	exhausted	horrified	neglected	restless	threatened
awed	cruel	fascinated	hurt	nervous	reverent	tired
beautiful	crushed	fearful	hysterical	nutty	rewarded	trapped
betrayed	deceitful	flustered	impressed	obnoxious	righteous	troubled
bewildered	defeated	foolish	infuriated	obsessed	satiated	ugly
bitter	delighted	frantic	inspired	odd	satisfied	uneasy
bold	despairing	friendly	intimidated	outraged	scared	unsettled
bored	destructive	frustrated	isolated	overjoyed	settled	wicked
brave	determined	frightened	jealous	overwhelmed	shocked	wonderful
burdened	different	free	joyous	pained	silly	weepy
calm	discontented	full	jumpy	panicked	skeptical	worried
capable	distracted	furious	kicky	peaceful	smug	
challenged	disturbed	glad	kind	pleasant	sneaky	
charmed	dominated	gratified	lazy	pleased	solemn	

# 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 Distinguish between appropriate and inappropriate behaviors.

GRADE: 9-12 Social Studies

OUTLINE: Students read literature in which characters act inappropriately. Students analyze character's actions. In group, students state appropriate, alternative behaviors for the character.

STRATEGIES/ACTIVITIES:

TEACHER: Assigns literary piece to read or shows video or movie based on the literary piece; facilitates and monitors groups.

COUNSELOR or TEACHER: Follows up with classroom discussion/summary of ramifications when behavior similar to the character's occurs in the school or the community.

PARENT: Supports the analysis of inappropriate behaviors; shares personal experiences in similar circumstances.

EVALUATION:

- Using the behaviors deemed appropriate by the groups, students choose one appropriate behavior to write a scenario of the results if the character's action had been appropriate.
- Students create a matrix of appropriate behaviors and project the likely outcomes in the literary context.

# 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 Differentiate personal boundaries, rights, and privacy needs.

GRADE: 9-10

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OUTLINE: Students role play the violation of rights of others 1) by being aggressive, 2) by stealing small articles, 3) by copying homework for a difficult assignment, 4) by asking really personal and sensitive questions.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates role playing prompts; facilitates; brainstorms with students.

COUNSELOR: Assists teacher with appropriate prompts; counsels students with role playing assignments; helps teacher while students are planning and reflecting about their role playing situations.

PARENT: Brainstorms with his/her student about the role playing situation; shares personal experiences as a victim or perpetrator of violation of rights.

COMMUNITY PEOPLE: Contribute personal experiences; extern to classroom to help teacher as this teaching of values and rights proceeds.

EVALUATION

- In a personal essay, students choose and analyze one role play. They own the emotions of the violated and reflect the victim's feelings.
- Students demonstrate understanding of the violation of rights by their responses in personal interviews.

# 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: 007.08 Establish self-control.

GRADE: 9

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OUTLINE: Students respond writing prompts.

- “Explain why or why not you see yourself as the subject of this question: Are you a person who snacks constantly so that you have no appetite for regular meals?”
- “In which aspect of your life do you know you need to practice more self-control? Explain.”

STRATEGIES/ACTIVITIES:

TEACHER: Discusses concept of delayed gratification and impulse control; reports research findings that people who can delay gratification are less stubborn, more confident, more trustworthy and dependable and more employable.

COUNSELOR: Works with students who recognize their lack of self-control on a plan to improve their impulsivity; provides articles on self-control.

PARENT: Reflects to his/her student the improvements that she/he observes in student’s self-control; works with child to make the plan succeed.

EVALUATION:

- Students write in journals of their awareness of their ability—or inability--to practice self-control in certain situations.
- Students create a plan to gain self-control in certain situations.
- Students perceive self-control as essential to success.

# 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 Demonstrate cooperative behavior in groups.

GRADE: 10

OUTLINE: Having finished a group exercise, each member is tasked with a silent reflection to determine the person who has contributed most to the progress of the group through cooperative behavior. Each group member writes the cooperative member a warm fuzzy in which the cooperative actions are recounted. [If the group member considers himself to be the most cooperative member, he may write the warm fuzzy to himself.] To reach a group definition of cooperative behavior, the group will determine who—to include how many in the group--received warm fuzzies and for what reasons.

STRATEGIES/ACTIVITIES:

TEACHER: Explains the dynamics of cooperative behavior in group; reviews compromise, negotiation, assertiveness, aggressiveness, and individual rights; facilitates; monitors to determine that fairness—not scapegoating—if the motivating force; keeps students on task.

COUNSELOR: Shares articles and information on cooperative behavior with teacher and students; team teaches with teacher during this exercise; monitors.

PARENT: Models cooperative behavior; acknowledges positively the cooperative behavior of his student in the family.

COMMUNITY: Model cooperative behavior in political, civil, economic settings; visit classrooms to share experiences and expertise regarding cooperative behavior.

EVALUATION:

- Students analyze the group dynamics and decide on those individuals whose actions have been most cooperative.
- Through group discussion and consensus, students establish a working definition of cooperative behavior in groups.

# 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: 007.10 Document personal strengths and assets

GRADE: 12

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OUTLINE: Students fill out an abilities chart. Students subsequently form small groups to discuss results.

STRATEGIES/ACTIVITIES:

TEACHER: Discusses the Johari Window [a square divided into four equal portions: the upper right representing those things that each person and other people know about the person; the lower right, things people know about themselves that others don't know; the lower left, things others know about the person that he doesn't; the upper left, things no one knows about the person]. Provides abilities chart; facilitates; monitors to keep students on task in a positive manner; reflects observations about students' strengths to individual students.

COUNSELOR: Helps teacher to select the appropriate abilities chart for the class's use; counsels students who express needs for help in determining their abilities.

PARENT: Reports his observations of strengths in his student; encourages student to analyze himself fairly and accurately.

COMMUNITY: In classroom presentations, address those abilities and attributes most suitable to good citizenship or to success in specific occupations.

EVALUATION: Each student will have a self-assessment of their abilities as well as some knowledge about how others view the students' abilities.

# 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: 007.11 Anticipate changing personal and social roles.

GRADE: 11-12

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OUTLINE: Students examine chronologically-ordered pictures of themselves taken during the past three years. Using candid photos or year-book pictures as springboards to jog their memories, students discuss obvious changes which have occurred—physically and/or personally.

STRATEGIES/ACTIVITIES:

TEACHER: Tasks students with bringing photos to class or provides yearbooks from the past three years; establishes the framework of the assignment for changing personal and social roles.

COUNSELOR: Explores with the class the developmental changes which usually take place with students during the three cited years or provides the information to the teacher, if requested.

PARENT: Positively shares the changes observed in his/her student during the times since the pictures were made.

EVALUATION:

- Students identify and discuss ways they have changed personally either in group discussion or in a personal essay or journal article.
- Students chart and appraise their personal and/or social growth through a line graph accompanied by annotations.
- Students predict their personal growth by writing about what they will be doing fifteen years from now.

# 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: 007.12 Identify and recognize changing family roles.

GRADE: 9-12

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OUTLINE: Students select one family member to decide on the member's responsibilities within the family. Students list the member's responsibilities. Student imagines what his family would be like if the chosen family member were not in the family.

STRATEGIES/ACTIVITIES:

TEACHER: Assigns the task; monitors; facilitates; reflects his/her observations of the student or his/her personal family.

COUNSELOR: Counsels any students who have issues arising from this assignment; assists the teacher in framing the task.

PARENT: Communicates with his/her student how she/he defines his personal responsibilities; reflects to his/her student how the parents interpret the student's responsibilities within the family.

EVALUATION:

- Student shares his/her list with group to determine if the list is complete.
- Student shares his/her list with the subject, analyzes it with the subject, and writes a journal entry about the response of the subject, the resulting conversation, and the conversation's outcomes.

# 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 Establish that everyone has rights and responsibilities, including family and friends.

GRADE: 9-12, Social Studies

OUTLINE: In small groups, students brainstorm the rights and responsibilities of family members and friends. Students discuss the core responsibilities and those that vary or change. Each group contributes its top four statements to be analyzed for inclusion in the Bill of Rights. Students write a ten item "Class Family Bill of Rights," using consensus and prioritizing as the mode for including or excluding items.

STRATEGIES/ACTIVITIES:

TEACHER: Explores brainstorm, consensus and prioritizing with students; explains the concept of a Bill of Rights; disseminates information about functional families and how these families process; guides research on other Family Bills of Rights that currently exist; facilitates groups' discussions.

COUNSELOR: Provides teacher and students with information about functional families; suggests sources/materials that groups should research.

PARENT: Shares his/her perceptions of successes and failures within the family with his/her student; details his/her vision of the functional family.

COMMUNITY: Agencies such as Department of Social Services, adoption agencies, or police departments can present information on functional families.

EVALUATION:

- Students create a "Class Family Bill of Rights."
- Students compare their family bill of rights with others found over the internet or through agency networking.
- Students perceive rights and responsibilities of family members within a functional family.
- Students have a vision of what their family will be when they are parents.

*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: 007.14 Respect alternative points of view.

GRADE: 9-12

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OUTLINE: Students review "Final Words of Wisdom from the Experts." Students choose three of the items with which they have had experience in order to write journal entries about what they did in dealing with the people and what they should have done, if anything, differently.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates "Final Words of Wisdom from the Experts," a summary of behaviors that one should use when dealing with different or difficult people.

COUNSELOR: Serves as resource.

PARENT: Talks with his student about coping skills and getting along with people.

COMMUNITY: Plant manager or Human Resources Officer presents situations on the job which result in conflict because people do not use people skills. He/she makes a valid case for students being able to get along with others unlike themselves.

EVALUATION:

- Role play scenarios which reveal depth of students' understanding of and tolerance/respect for alternative points of view.
- Share journal entries with class and involve class members in discussion of appropriate and inappropriate responses.

*continued*

# 7.14 ATTACHMENT

## FINAL WORDS OF WISDOM FROM THE EXPERTS

### Heed some important advice from the experts:

- Always accept people as they are. Don't try to change them or expect them to change on their own; it won't work!
- Ask yourself if you're dealing with a difficult person or a difficult situation.
- Establish boundaries and limits and let others know when they've stepped over them.
- Staying in control of your emotions is a sign of strength and self-discipline, so do it.
- Distance yourself from the person by taking a walk or a time-out if you need to regroup.
- Don't sweep things under the rug. Open communication begins with getting things out in the open and not having them bottled up. Do it in private first though, and remember to share negative and positive perceptions.
- Be clear, honest, and decisive.
- Look forward (opportunities), not backward (fault finding, accusations).
- Try to see things from both sides and approach decisions with compromises instead of demands.
- Try to keep a positive attitude—that they're not being difficult for difficulty's sake, but instead have positive intentions. It always helps to believe there is a nice person in there somewhere.
- Don't be a doormat for their antics. As one negotiator said, "There are no victims, only volunteers."
- Always treat these people with respect. Don't give them ammunition, give them courtesy and choice.
- Don't let things get personal. Focus thoughts and feelings on the task at hand and not on the person or details of his or her life. Always separate the person from the problem.
- Some of the great skills you'll be honing are paraphrasing and feedback, listening and speaking, interpreting body language, and being assertive and confident. It's worth your while to practice!
- Become more sensitive to what people need, and find balance instead of conflict. For example, where one person is weak in an ability and another is strong, think of it as a complement of skills rather than a power struggle.
- When giving feedback, don't translate. Instead, repeat their own words back to them or ask them questions.
- It's okay to interrupt if you need to, as long as you're polite about it.
- Put things in perspective to prevent yourself from getting worked up.

*Continued*

# 7.14 ATTACHMENT

## FINAL WORDS OF WISDOM FROM THE EXPERTS *Continued*

- Think of role models who handles similar situations effectively, whether it's a fictional character on TV, a family member, or even yourself in the past.
- Become an ally and adapt to their communication style to get a task done. But be careful that it doesn't look like ridicule.
- Humor can do a world of good in keeping the atmosphere from getting tense.
- Be flexible and patient. When all else fails, try again.
- If stress is aggravating their behavior, identify the root and see what you can do about it.
- Understand your rights as a person and an employee and stand up for those rights of fair treatment.
- Choose the response that will have the best consequences; therefore, think before you react!
- If the behavior is unusual and you know the person well, make sure there's not a serious underlying cause for the stress.
- Think about the importance of the relationship and the frequency with which you will be dealing with the individual. This process will give your greater motivation to cope.
- Imagine the person is your best friend. What would you say if he/she were doing this to you under those circumstances?
- Examine the attitudes and behaviors, which often work against you and keep them, in check. Remember that you're not responsible for the other person's behavior, but you are for your own. Your response will affect their response.
- Don't run, hide, ignore or avoid these problem people. If you do, you're letting them win their control game. Aren't your peace of mind, productivity and job satisfaction worth fighting for?

# 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: 007.15 Recognize, accept, respect, and appreciate individual differences.

GRADE: 10

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OUTLINE: Students examine their values and goals to determine their individual differences. Students take a personal inventory, form small groups to share their responses. They discuss whether or not they see each other as the responses on the inventory indicate.

STRATEGIES/ACTIVITIES

TEACHER: Provides personal inventory sheet or website; facilitates groups.

COUNSELOR: Helps teacher choose best instrument for the class; shares resources with students who want to make career decisions based on the inventories.

PARENT: Expresses interest in his student's choices; discusses his/her observations of the student in regard to the student's choices.

COMMUNITY PEOPLE: Presenters at a Career Fair profile the characteristics and employability skills of the workers who succeed in their businesses.

EVALUATION:

- Students select the items that are most important—and possibly rank order them.
- Students demonstrate the ability to use peer feedback.
- Students retain the inventory in their portfolios to revisit them before graduation.

*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: 007.16 Recognize, accept, and appreciate ethnic and cultural diversity.

GRADE: 10 or 12, English or Social Studies

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**OUTLINE:**

- Students read *Brave New World* and examine the characters' positions in that society. They discuss whether the positions permit movement from one class into another. Are characters given the opportunity to use all their talents?
- Students create a suggestion system, the goal's being to enable students to offer suggestions for improvement in the school or the school's environment.

**STRATEGIES/ACTIVITIES:**

**TEACHER:** Makes reading assignment; asks open-ended questions to elicit class discussion; shares information about flat or well-rounded characters; helps class determine which characters, if any, are accepted and appreciated for their cultural diversity.

**COUNSELOR:** Shares resources in the counseling office; meets with students who might need significant other to discuss the cultural ramifications of the novel.

**PARENT:** Encourages his/her student to think about the real issues of the novel; shares his/her expertise about people who are assigned positions and cannot grow within a certain environment.

**EVALUATION:**

- Students analyze the characters in *BNW* and make connections between lack of appreciation for cultural diversity and positions assigned by an environment.
- Students recognize that different students have different needs via the suggestion box; yet, they respect the diversity; e.g., ROTC, minority students, FFA, FTA, French Club.

# 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: 007.17 Recognize and respect differences in various family configurations.

GRADE: 9-12

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OUTLINE: Students study articles about family configurations. Students discuss the pros for families of these configurations.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates articles to groups or makes assignment for students to search for the articles and bring them to class; facilitates within the groups; monitors to assure validity of critiques.

COUNSELOR: Makes suggestions about articles and sources; counsels with students who might have issues resulting from the study.

PARENT: Converses with his student about the configuration of his family and why it is that particular one; analyzes strengths and weaknesses of this family configuration with his student.

COMMUNITY: A social worker, a psychologist, or a family court judge discuss the changes that new family configurations bring to their organizations.

EVALUATION:

- Students perceive the validity of different family configurations.
- Students analyze the need for new family configurations.
- Students write journal articles about any new conclusions they have reached about family configurations different from their own.

# 7.17 ATTACHMENT

## CHANGING FAMILY COMPOSITION

Significant changes in America's household and family composition have occurred in the past 25 years, with a smaller than ever proportion of traditional two-parent families with children, according to a recently issued Census Bureau report, "Household and Family Characteristics: March 1995." Also, the report said, childless couples, single-parent families, and people living alone have become increasingly common.

"The increasing diversity of household types continues to challenge our efforts to measure and describe American society," said Ken Bryson, author of the report. "The typical household," he added, "is an illusion."

Other changes from 1970 to 1995 for America's households and families:

A "household" is an individual or a group of people who occupy a housing unit, whereas a "family" is a group of two or more people, one of whom is the householder, living together, who are related by birth, marriage, or adoption.

Information in "Household and Family Characteristics: March 1995" is based on March Current Population Survey results for 1970, 1980, 1990, and 1995. The Current Population Survey is a monthly household survey used primarily to collect information on the nation's work force and is subject to sampling error.

	1970	1995
<b>Percent of households with five or more persons</b>	<b>20</b>	<b>10</b>
<b>Percent of households of persons living alone</b>	<b>16</b>	<b>25</b>
<b>Percent of families with no children of their own under 18 living at home</b>	<b>44</b>	<b>51</b>
<b>Number of families (in millions) maintained by women with no husband present</b>	<b>5.6</b>	<b>12.2</b>
<b>Number of families (in millions) maintained by men with no wife present</b>	<b>1.2</b>	<b>3.2</b>

CHILDREN TODAY—Special Issue on Child Support Enforcement – Volume 24, No. 2, 1997

# 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: 007.18 Use effective communication skills.

GRADE: 11, 12

OUTLINE: Write a resume and a cover letter to 1) accompany a college application or 2) to apply for a job interview. Peers read and suggest changes.

STRATEGIES/ACTIVITIES:

TEACHER: Reviews the business letter of request format; gives each student copies of resume formats and discusses the pros and cons of each format style; explains that this assignment has real life applications and that the letter and resume are to be mailed either for 1 or 2 or both.

COUNSELOR: Works with teacher so that students understand that their college application packets also will include the resume and cover letter; suggests to students seeking job interviews that they work with the CDC or that they network among their peers and parents to determine business sites seeking entry-level employees.

PARENT: Encourages student to perfect the resume and letter; edits for grammar and content.

COMMUNITY: Partner with school to request resumes and cover letters from all secondary applicants.

EVALUATION

- Students prepare and disseminate resumes and cover letters.
- Students discover that the well written resumes and cover letter create opportunities that poorly written ones do not.
- Class engages in peer evaluation of a real life product.

# 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: 007.19 Understand that communication involves speaking, listening, and nonverbal behavior

GRADE: 10-12

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OUTLINE: Students follow a procedure. Given a checklist of To Do's, students become familiar with its contents. Next they role play a student in chemistry class receiving instructions about handling a volatile solution; an employee on an oil rig whose degree of attention and the adherence to the procedure will prevent or cause a deadly accident; or a nurse who must follow the procedure or risk her patients' health.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates the Procedures To Do's; makes the role playing assignments; facilitates the follow up of the presentations.

COUNSELOR: Provides additional resources.

PARENT: Talks with student about his/her involvement in following procedures—as a citizen, a parent, and an employee.









COMMUNITY: Host a field trip in which a demonstration of how a procedure should work is the focus—to include the responses and actions of the employees who must follow the procedure.

EVALUATION:

- Students retain a list of To Do's in following procedures.
- Students participate in role play involving consequences.
- Students understand that speaking and listening of essential to conversation.

# 7.19 ATTACHMENT

## FOLLOWING A PROCEDURE

-  **Focus your attention. Look the person in the eye and concentrate on what he/she is saying.**
-  **Identify the topic. Find out the procedure to be explained.**
-  **Use your background knowledge. Keep in mind what you might already know about the procedure.**
-  **Listen for the main ideas. Be sure you hear and understand each step of the procedure.**
-  **Listen for the order of the steps. Listen for “First, you will...,” “Next...,” and “Finally...”**
-  **Visualize the message. As you listen, picture each step of the procedure. Often the speaker actually will demonstrate the process. In this case, form and store away mental pictures of the demonstration.**
-  **Ask questions. Check your understanding when you are not sure you understand a step. When you have heard all the instructions, restate them in your own words.**
-  **Take notes. Write down the steps of the process and any points the supervisor emphasizes.**

# 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: 007.20 Research how to communicate effectively with family.

GRADE: 11-12

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OUTLINE: Students receive the “Active Listening” and “I” Messages” sheets. Students indicate lack of communication with parents. Role playing scenarios follow:

1.You are a student. Your parents demand that you do chores every day before you watch TV, talk on the phone, or leave the house to do any other activities with your friends. In the past, they have always refused to make an exception to this rule. You have a research project due at the end of the week, and you know that you need to spend at least 5 hours on research in books at the library. You decide to discuss the problem with them to see if they will change the rules for the week. Role play the scene.

2.You are a student. Your younger sibling is defiant, hostile, angry and disrespectful to your parents. Every time there is a disagreement between your parents and your sibling, all the kids in the family suffer by listening to them fighting and by having to do extra chores because your parents are angry. You are tired of this and decide to discuss it with your parents. Role Play the conversation.

STRATEGIES/ACTIVITIES:

TEACHER: Provides the information sheets and the role playing scenarios.

COUNSELOR: Shares additional resources.

PARENT: Encourages child to become an active listener who uses “I” messages.

EVALUATION:

- Students retain the information sheets in their portfolios.
- Students demonstrate understanding of the concepts in their role plays.
- Students commit to use the methods at home with their parents and siblings.

# 7.20a ATTACHMENT

## "I" MESSAGES

"I" messages allow you to express to someone your need for him/her to change his/her behavior, without blaming the person or putting the person down. "I" messages create a positive atmosphere for communication and problem solving.

"I" messages have four parts:

1. <b>I feel....</b>	State the feeling	I feel betrayed....
2. <b>when you</b>	State the other person's behavior	when you tell other people something I told you in confidence....
3. <b>because...</b>	State the effect on you	because it's humiliating and it makes me feel I can't trust you.
4. <b>I need...</b>	State what you want to happen	I need to know that when I tell you something personal and private, you won't tell a single person.

**"I" messages don't always have to be about something negative. It's important to send positive "I" messages, too.**

"I'm really glad that you've been coming to the after-school study sessions. It makes me feel that you really care about your work. I'll be glad to help you in any way I can."

**Beware of put-downs disguised as "I" messages.**

'I can't believe you're such a slob! Every day is miserable because of you. I want you out of my locker and out of my life!'"

# 7.20b ATTACHMENT

## ACTIVE LISTENING

Active listening is essential to effective communication and is a vital part of conflict resolution. In active listening, judgment is suspended and the listener uses empathy to try to understand the speaker's experiences, feelings, and point of view. The main principles of active listening are:

<b>Encourage</b>	
Draw out the other person. Use verbal and nonverbal cues to show that you really are listening.	Convey attentiveness with body language and short vocal responses. Be aware that appropriate body language and vocalizations vary from culture to culture.
<b>Clarify</b>	
Ask questions to confirm what the speaker has said. Not only will this help you understand, but it also may help the speaker examine his/her own perceptions.	Example: "Could you tell me which of those things happened first?" "I'm still not sure I understand why that made you so upset. Could you explain again?"
<b>Restate</b>	
Repeat in your words what the speaker has said. This shows you are listening and helps check for facts and meaning.	Example: "So she said she would call back and then she called two days later."
<b>Reflect</b>	
Tell the speaker what you think he/she is experiencing. This can lead the speaker to be more expressive. It also provides a way to check the accuracy of your perceptions.	Example: "You said what she did hurt a lot. It sounds like you really felt humiliated. Do I have that right?"
<b>Summarize</b>	
Reiterate the major ideas, themes, and feelings the speaker has expressed. This provides review and a basis from which to continue the dialogue.	Example: "So the main problems you have with this are...."
<b>Validate</b>	
Show appreciation for the speaker's efforts; acknowledge the value of talking; affirm your positive feelings about being part of the dialogue.	Example: "I'm really glad we're talking." "It makes me feel good that you confided in me."

# 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 Use a decision-making and a problem-solving model.

GRADE: 9-12

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OUTLINE: Students select real life problems that are troubling them to apply the information on the attached “Decision-Making Model” information sheet.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates “Decision-Making Model” to students; makes assignment; facilitates and monitors.

COUNSELOR: Counsels those students for whom this exercise raises concerns and issues.

PARENT: Shares with his/her student those family decisions that have been most important; talks about different methods for solving problems or making decisions.

COMMUNITY: Resource speakers on decision-making or on specific decisions that the community must make or suffer the consequences for ignoring.

EVALUATION:

- Students experience making a real life decision, using a valid decision-making model.
- Students serve as peer helpers for each other.
- Students write about the process of decision-making in their journals.

# 8.01 ATTACHMENT

## MAKING DECISIONS

### Decision-Making Model

Steps	Task
I. Define the problem	State the problem clearly and accurately
II. Identify the alternatives	<ul style="list-style-type: none"><li>• Read newspapers and magazines.</li><li>• Ask other people for their ideas.</li><li>• Make a list of alternatives.</li></ul>
III. Study the alternatives	<ul style="list-style-type: none"><li>• Identify risks and benefits.</li><li>• Look at short-term and long-term outcomes.</li></ul>
IV. Apply decision aids	<ul style="list-style-type: none"><li>• Judgment</li><li>• Interviews</li><li>• Discussions</li><li>• An evaluation of possible effects</li><li>• Scenario writing, role playing, simulations</li></ul>
V. Make a decision	Choose one of the alternatives.
VI. Carry out the decision	Put the decision into action.

*Continued*

# 8.01 ATTACHMENT

## MAKING DECISIONS *Continued*

### I. Define the problem

The hardest part of decision making is defining the problem. For example, people driving to work each day may be causing terrible traffic jams. This is a problem; however, buses are not available to most of these workers and there is no light rail system. The problem is really that driving is the only way people can get to work.

### II. Identify the alternatives

List as many ideas as you can. Be creative. (Brainstorming works great here.) For example:

- Provide more buses.
- Build a light rail system.
- Put helicopter-landing pads on roofs of office buildings.

### III. Study the alternatives

Some ideas may be too difficult to carry out; some may be too expensive. Some light rail, for example, might harm the land. For each alternative, identify the risks and benefits and look at the short-term and long-term outcomes. Then decide if it is a good idea.

### IV. Apply Decision Aids

There are many methods for making decisions. Some are fairly easy to use. Some require complicated mathematics and computers. Here are some methods you can use:

- Judgment: Based on what you know about the problem and on your own experiences.
- Interviews: Presents an opportunity for you to ask others (students, teachers, parents....) what they know and think about the problem. They can share their knowledge and experiences.
- Discussions: Create opportunities to talk and share facts and opinions about problems with group members.
- Evaluation of possible effects: Allows you to chart or diagram the consequences as lists of doing or not doing something right now or in the future. It lets you list next to each consequence the risks and benefits of each action.
- Scenario writing, role playing, and simulations: Allow you to explore new or different ideas. They provide opportunities to become actively involved in the problem.

### V. Make a decision

Select the solution you think is best. (You can change your mind and select another if this one is hard to carry out or just doesn't work.)

### VI. Carry out the decision

Do whatever is necessary to put your idea into action. (For example, call the mayor, collect money, and talk to business people.)

# 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 Understand consequences of decisions and choices.

GRADE: 9-12

OUTLINE: Students will describe the consequences of their decisions and choices. Role play the following scenarios:

- A student works each afternoon during his/her high school years to save money for his/her college tuition. Consider the ripple effect as it includes parents, friends, activities, and the student himself/herself.
- Three students set a small fire as a prank; however, it begins a really large conflagration that envelops two houses. Consequences?
- One student in the ninth grade determines to graduate as the class's valedictorian. Choices?

STRATEGIES/ACTIVITIES:

TEACHER: Define consequences; review decision-making; review interpersonal skills as they relate to decision-making.

COUNSELOR: Serves as resource for students, parents, and teachers.

PARENT: Congratulates his/her child for using the decision-making model; discusses family decisions which have far-reaching consequences.

COMMUNITY: Politicians, agency representatives, and other people with experience in making formidable decisions can present their situations and points of view. They also could observe the role playing to evaluate the conclusions.

EVALUATION:

- Students will experience exercises in reflective decision-making.
- Students can videotape scenarios to discuss different outcomes.
- Students participate in peer helping to increase their interaction skills.

*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: 008.03 Debate alternative solutions to a problem.

GRADE: 9-12

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OUTLINE: Students in groups will brainstorm about a school problem. They also will use the decision-making guide [Attachment to 007.21] as a tool. They will record the list of suggestions so that they can deliver it to people who can make the decisions—or will commit to implementing the most likely alternative solution themselves.

STRATEGIES/ACTIVITIES:

TEACHER: Assists, facilitates, and monitors groups; reviews brainstorming strategies .

COUNSELOR: Shares resources; counsels students with issues and concerns growing from this exercise.

PARENT: Discusses alternative ways to solve problems; reveals situations in which she/he needed decision-making and brainstorming skills to reach a workable decision.

COMMUNITY: Present community issues that require sound decision-making; lead students in decision-making and brainstorming models.

EVALUATION:

- Students file in their portfolios the decision-making and brainstorming information sheets.
- Students commit to a plan for action as a result of practicing decision-making about a school problem.
- Students continue to use the models in other situations.

## 8.03 ATTACHMENT

### BRAINSTORMING

#### About Brainstorming

In brainstorming, the goal is to uncover ideas, not strive for order and coherence. Being concerned with organization and details at this stage slows down our writing and inhibits our thinking. Effective brainstorming keeps pace with our roughest and happens quickly and freely. **CAUTION:** When we write in complete sentences, we often follow the initial idea and thus may eliminate the possibility of new ideas. Sometimes our best thoughts are buried beneath our initial, obvious thoughts.

Brainstorming allows us to capture all of our thoughts. It also takes the pressure off because we don't have to get it right—the outcome isn't permanent. In the end, it also allows us to see all of our thoughts at once. We can then see the “big picture” and not get trapped in the mire of little words.

#### The Basic Rules of Brainstorming

- Relax.
- Write as fast as you can.
- Write in any order.
- Free-associate ideas.
- Write down all ideas.
- Keep writing.
- Don't worry about spelling.
- Don't worry about organization.
- Don't worry about word choice.

*Continued*

# 8.03 ATTACHMENT

## BRAINSTORMING *Continued*

### Five Brainstorming Techniques

1. **Key-Word:** Place your topic at the top of a sheet of paper. Write down all of your ideas. Continue to focus on your topic, but try to let your thinking go. Write key words only—just enough to be able to retrieve the thought in the future. Write as fast as you can. Write in list form [Remember, don't worry about spelling, word choice, and appropriateness]. Get as many ideas on paper as quickly as possible.

2. **Mind Mapping:** Very useful when developing presentations or papers where you know what the major topics or general areas are in advance. Place each of the general topics at the top of a separate sheet of paper and brainstorm each of them using the key-word technique. Mind mapping allows lengthier topics to be broken into more workable pieces. **NOTE:** Always include a miscellaneous page for those ideas that seem to fit but you don't know what to do with at that moment.

3. **Sticky Notes:** Place your topic at the top of a sheet of paper, then begin brainstorming, placing one idea on each of the sticky notes. Fill the page with these sticky notes. When you're finished with brainstorming, you easily can experiment with a variety of organizational formats by merely moving the sticky note. **NOTE:** This format can be adapted in a large group that is brainstorming to the use of a wall or chalkboard.

4. **Galaxy:** Place your topic at the center of the page (universe). Write your first bright idea, circle it, and connect it to the center. Write your next idea and circle it. If it is related to your first idea, draw a line connecting them. If not, connect it to the center. Sometimes we get a starburst of related ideas, where one topic triggers a number of other ideas. Each idea becomes a star, stars may have planets; and planets may have moons. Soon, you'll have a whole Galaxy of ideas.

5. **Free-Sketch:** Begin with a picture or a drawing of an idea. By looking at the drawing or sketch, you sometimes begin thinking of a variety of ideas. Jot all of your ideas down. Draw line, move quickly, doodle, and experiment. Anything that comes to mind is okay.

# 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 Develop effective coping skills for dealing with problems.

GRADE: 9-12

OUTLINE: Students read “How Students Can Cope with Stress.” Their task is identify with one of the stressing situations and, then, to visualize a positive conclusion/ solution.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates information sheet; gives students assignment.

COUNSELOR: Assists teacher and students with resources; counsels students whose investigation of coping skills raises issues and concerns.

PARENT: Models coping skills through behaviors involving a healthy lifestyle; knowing himself/herself; celebrating successes and having fun; talks with his/her child about coping skills.

COMMUNITY: Mental health professionals assist the teacher and counselor in teaching the skills; administer tests for coping skills so that students can assess themselves.

EVALUATION

- Students assess themselves.
- Students hone peer helping skills—in group or individually.
- Students write in journals.
- Students must recall at least four different coping skills on a review test.
- Students discuss issues in group.
- Students take a self-assessment.

# 8.04 ATTACHMENT

## HOW STUDENTS CAN COPE WITH STRESS

- Change the source of the stress. Do something else for a while. Put down those study notes and jog for an hour.
- Confront the source of the stress. If it is a person, persuade him or her to remove the stress. Ask the teacher for an extension on a project. Sit down with the person driving you crazy and talk about ways you might better work together.
- Talk about the source of stress. Rid yourself of frustration. Find a good listener and complain. Talk through possible solutions.
- Shift your perspective. Tell yourself that each new situation or problem is a new challenge, and that there is something to be learned from every experience. Try to see the humorous side of the situation.
- Learn skills and attitudes that make tasks easier and more successful. Practice effective organization and time-management skills. For example, large projects are easier and less overwhelming when broken down into manageable steps. Learn to type and revise assignments on a word processor. Learn about yourself and your priorities, and use the information to make decisions. Learn how to say “no” gracefully when someone offers you another attractive (or unpleasant) task about which you have a choice. Tell yourself that this unpleasantness will be over soon and that the whole process will bring you closer to reaching your goal. Mark the days that are left on the calendar, and enjoy crossing out each one as you near the finish.
- Take time out for enjoyable activities. Everyone needs a support system. Find friends, teachers, or relatives with whom you have fun. Spend time with these people when you can be yourself and set aside the pressures of school, work, or difficult relationships. As a reward for your efforts, give yourself work breaks. Listen to your favorite music, shoot baskets, or participate in some other brief activity that is mentally restful or fun.
- Ignore the source of the stress. Practice a little healthy procrastination and put a pleasant activity ahead of the stressful one. This, is, of course, only a short-term solution.
- Get regular physical exercise and practice sound nutrition. Physical activity not only provides time out, but also changes your body chemistry as you burn off muscle tension built up from accommodating stress. Exercise also increases resistance to illness. Nutritious food and regular meals help regulate your body chemistry and keep you functioning at your sharpest. Eating healthy and attractively prepared food can be an enjoyable activity on its own.

### Unhealthy Ways Students Cope with Stress

- Escaping through alcohol, drugs, frequent illness, sleep, overeating, or starving suggests permanent withdrawal or avoidance rather than time outs.
- Selecting to exercise little or no effort in response to a challenge—academic or otherwise.
- Aiming too low.
- Overscheduling daily life so that the only possible way to get everything accomplished is through super human effort.

# 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 Demonstrate when, where, and how to seek help for solving problems.

GRADE LEVEL: 9-12

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OUTLINE: Students brainstorm the people or groups to whom they generally turn for help and support and create a list of support people. Next, they take the “Life Stress Test” and score themselves. If their scores indicate Medium Susceptibility or higher, they construct individual action plans for their particular problems.

STRATEGIES/ACTIVITIES:

TEACHER: Reviews group dynamics; reviews brainstorming; disseminates “Life Stress Test” and emphasizes that the item does not need to happen directly to the student but simply within his/her family.

COUNSELOR: Shares resources; counsels students with issues arising from dealing with problems; refers student to a therapist when the issue is larger and more complex than a counselor-educator is trained to handle.

PARENT: Reflects to his/her student the indicators which suggest stress and related problems in the student’s life; suggests that student seek help from counselor or some other support person; offers love and support.

COMMUNITY: Mental health professionals, doctors, and counselors provide affective or cognitive therapy for the student when the problems indicate outside intervention.

EVALUATION:

- Students create a list of helping individuals.
- Students become aware of the stressors in their lives.
- Students realize when their problems indicate the need for support and intervention from helpers.

# 8.05 ATTACHMENT

## LIFE STRESS TEST

In the past 12 months, which of the following major life events have taken place in your life?

- Make a check mark next to each event that you have experienced this year.
- When you're done, add up the points for each event.
- Check your score at the bottom

<input type="checkbox"/>	Death of spouse	100	<input type="checkbox"/>	Change in work responsibilities	29
<input type="checkbox"/>	Divorce	73	<input type="checkbox"/>	Trouble with in-laws	29
<input type="checkbox"/>	Marital Separation	65	<input type="checkbox"/>	Outstanding personal achievement	28
<input type="checkbox"/>	Jail Term	63	<input type="checkbox"/>	Starting or finishing school	26
<input type="checkbox"/>	Personal injury or illness	53	<input type="checkbox"/>	Change in living conditions	25
<input type="checkbox"/>	Marriage	50	<input type="checkbox"/>	Revision of personal habits	24
<input type="checkbox"/>	Fired from work	47	<input type="checkbox"/>	Trouble with boss	23
<input type="checkbox"/>	Marital reconciliation	45	<input type="checkbox"/>	Change in work hours, conditions	25
<input type="checkbox"/>	Retirement	45	<input type="checkbox"/>	Change in residence	20
<input type="checkbox"/>	Change in family member's health	44	<input type="checkbox"/>	Change in schools	20
<input type="checkbox"/>	Pregnancy	40	<input type="checkbox"/>	Change in recreational habits	19
<input type="checkbox"/>	Addition to family	39	<input type="checkbox"/>	Change in church activities	18
<input type="checkbox"/>	Business readjustment	39	<input type="checkbox"/>	Mortgage or loan under \$10,000	17
<input type="checkbox"/>	Change in financial status	38	<input type="checkbox"/>	Change in sleeping habits	16
<input type="checkbox"/>	Death of close friend	37	<input type="checkbox"/>	Change in number of family gatherings	15
<input type="checkbox"/>	Change to a different line of work	36	<input type="checkbox"/>	Change in eating habits	15
<input type="checkbox"/>	Change in number of marital arguments	35	<input type="checkbox"/>	Vacation	13
<input type="checkbox"/>	Mortgage or loan over \$10,000	31	<input type="checkbox"/>	Christmas season	12
<input type="checkbox"/>	Foreclosure of mortgage or loan	30	<input type="checkbox"/>	Minor violations of the law	11

**Your Total Score**

This scale shows the kind of life pressure that you are facing. Depending on your coping skills or the lack thereof, this scale can predict the likelihood that you will fall victim to a stress related illness. The illness could be mild—frequent tension headaches, acid indigestion, loss of sleep—to very serious illness such as ulcers, cancer, migraines and the like.

### Life Stress Scores

#### 0—149

Low susceptibility to stress-related illness

#### 150—299

Medium susceptibility to stress-related illness

Learn and practice relaxation and stress management skills and a healthy well lifestyle.

#### 300 and over

High susceptibility to stress-related illness

Daily practice of relaxation skills is very important for your wellness. Take care of it now before a serious illness erupts or an affliction becomes worse.

1997 Dr. Tim Lowenstein

# 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 Use conflict resolution skills.

GRADE LEVEL: 11-12

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OUTLINE: Students will read in "Negotiation Skills" information. They will role play the negotiation process by using situations which are devised by them from past or present conflicts.

STRATEGIES/ACTIVITIES:

TEACHER: Provides information sheet; facilitates the groups as they devise the role playing situations; redirect or refocus role plays which seem to miss the mark about compromise and win-win.

COUNSELOR: Shares resources.

PARENT: Encourages his child to use negotiation skills in resolving family conflicts; uses the skills himself/herself in family conflict resolution.

COMMUNITY: Mediators or frequent negotiators speak to the class about the strategies which most often work for their situations.

EVALUATION:

- Students retain information about negotiation skills.
- Students choose real life situations to role play in conflict resolutions.
- Students practice conflict resolution.
- Students engage in peer helping.

# 8.06 ATTACHMENT

## NEGOTIATION SKILLS

Whenever you're problem solving, the journey that gets you to the answer is at least as important as getting the answer. Since negotiation is problem solving and conflict resolution, do remember that it is first and foremost a process, not an event.

Below are the eight fundamental steps in the process of negotiation. Note that only steps five and six involve the actual discussions for resolving the problematic issues. The set-up and wrap-up to the solution finding are just as vital for ultimate negotiation success, so follow all the steps carefully.

- 1.What am I doing?** Doing some homework on your own
- 2. To whom am I really talking?** Getting to know the other side
- 3.About what are we negotiating?** Defining the issues
- 4.For what are we negotiating?** Establishing goals
- 5.Where do we disagree?** Getting discussions under way
- 6.What can we do about it?** Reassessment and compromise
- 7.How do we wrap things up?** Agreement, affirmation and follow through
- 8.What could I have done differently or better?** Looking back and learning

*Continued*

# 8.06 ATTACHMENT

## NEGOTIATION SKILLS *Continued*

### Tips about the Eight Fundamental Steps That I Should Know

**1. What am I doing?** Reflecting to be absolutely clear about what is important to me and what I have on my side

- What are my goals? Positions? Underlying interests?
- What are my temperament, personality and style when dealing with people and problems?
- What information do I have about the issues? What do I still need to know?
- What are my strongest points? My weaknesses? Counter-arguments?
- What are the worst, neutral and best solutions I can expect?
- What is my best alternative to a negotiated alternative? How much incentive is there for me to negotiate? How much power do I have to walk away? What do I have to fall back on if the solution isn't found?
- What's the context for this problem? What led to and lead from this conflict and its resolution? Short-term and long-term consequences?
- What are some of the issues that come to mind? Are there any advantages to splitting or combining issues?
- Any time constraints or other limitations on my part.

**2. To whom am I really talking?** [REMEMBER: Not an enemy but a competitive partner?]

- Understanding my competitive partner before tackling the issues so that I separate the person from the problem.
- Realizing that I must learn to see things from different points of view if I hope to be a good negotiator. Am I able to see myself as others see me?
- Setting-up the negotiating environment so that I'm sitting on the same side as my competitive partner so that it doesn't appear to be me versus you.
- Showing respect and keeping an open mind. Being flexible.

**3. About what are we negotiating?**

- Getting all the relevant facts straight. Making sure that the other side and I are on the same page.
- Ranking issues in terms of importance on the negotiation agenda.
- Identifying problems in a neutral and mutually agreeable way .

**4. For what are we negotiating?** A Win-Win situation:

- Separating opposing interests from positions.
- Thinking about the 5 basic outcomes.
- Win-Lose: Most competitive outcome.
- Win-Win: Both sides have very important issues.
- Compromise: Meeting in the middle so both needs are met.
- Avoidance: Indifference of/for any needs.
- Accommodation: Yielding to the other side because my issues are really not as important as theirs.

*Continued*

# 8.06 ATTACHMENT

## NEGOTIATION SKILLS *Continued*

### 5. Where do we disagree?

- Finally, getting down to tackling the issues and ideas that I have spent so long preparing for and understanding
- Remembering that negotiation discussions are not a test of power but a chance to reveal needs
- Disagreeing if I have a new avenue for discussion that will keep the talks moving.
- Communicating effectively: Speaking, listening, and understanding
- Speaking
- Being honest
- Being assertive—not aggressive
- Being calm and concise
- Not being patronizing or demeaning
- Listening and understanding
- Paying attention when the other person speaks
- Giving feedback
- Maintaining eye contact
- Pondering the implication of what is being said
- Being aware of nonverbal messages because they can contradict what your mouth says
- Using humor to reduce tension
- Never telling a lie
- Showing that you are reasonable by not getting angry when the other side is venting

### 6. What can we do about it?

- Assessing the trade-offs and determining what is fair
- Making decisions based on objective criteria and principles, not emotion or stress.
- Avoiding rushing or panicking
- Going for a compromise if a win-win becomes impossible
- Seeking the help of a mediator
- Using transitional words such as “What if...” “How about...” “Let’s try....”
- Analyzing negotiations constantly so that I know when to walk away because the negotiations are not worth continuing

### 7. How do we wrap things up?

- Making sure that everyone understand what has been agreed to
- Being explicit about the terms of the agreement
- Writing down and signing the terms of the agreement
- Holding up my end of the bargain
- Shaking hands as a sign of commitment

### 8. What could I have done differently or better?

- Reflecting on my negotiating and figuring what went well and what didn’t
- Understanding the dynamics at work and examining events in hindsight
- Determining what I can do differently next time so that I become better at solving problems in a civilized way

# 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 Demonstrate a respect and appreciation for individual and cultural differences.

GRADE LEVEL: 11-12

OUTLINE: Students read "Cultural Diversity."

Students determine a way that they differ from a cultural norm and write an essay in which they visualize/project a process they would endorse in order to be a team member on-the job.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates "Cultural Diversity;" leads students in review of or definition for all salient terms; assigns the essays and determines its rubric and parameters; shares rubric with students.

COUNSELOR: Shares resources; counsels students with problems or issues arising from this process.

PARENT: Practices and teaches his/her child tolerance for different points of view as well as for different ethnicities, genders, religions, nationalities, politics, etc.

COMMUNITY: Panel of community citizens representing aspects of cultural diversity speaks to classes about "fitting in," accommodations they have made willingly; accommodations they cannot make; outcomes.

EVALUATION:

- Students recognize elements that indicate cultural diversity.
- Students visualize themselves as culturally different and must project their willingness to accommodate and compromise—in some situations.
- Students analyze their beliefs and feeling in order to write the essay.

# 8.07 ATTACHMENT

## CULTURAL DIVERSITY

### Introduction

It is becoming increasingly clear in the workplace that employees are demanding more out of their work environments. They want more than equal pay, health care and flex time. They want to work in places where their “people needs” are met, where promotion is based on merit and where everyone is treated equally and fairly—regardless of skin color, sex or language differences. They want a place where co-workers don’t shy away from diversity, but use it to build better and more profitable working relationships.

### The Ideal

How often do you hear people brag about their workplace and how excited they are to work there? Of course some do, but studies show that less than 20 per cent of all workers (including executives) are thrilled by the prospect of putting in a 40-hour work week.

Their major complaint? They don’t feel appreciated, understood or valued; they often feel worthless and usually they figure the company and most of their co-workers couldn’t care less if they were hit by the morning train.

When you consider that the whole idea of an organization or company is to bring people together to help accomplish worthwhile goals and mutual profit, you can imagine how much more would get done if people feel warm and fuzzy about their work environment. If companies and workers created an environment where they valued and supported each other, there would be a lot more happy campers out there.

Easy? Maybe not, but creating an excellent organization is quite possible, if uncommon. It means that people pay attention to the issues and needs of their co-workers. They try to be sensitive, understanding and look for workable solutions around difficult problems. They treat people with the same respect and attitude that they themselves would like to receive.

### Stereotyping

Almost universally, the “ideal” workplace is defined as one where employer flexibility and respect are given to all employees. Unfortunately, stereotyping sometimes gets in the way of this goal. Although the workplace has become very diversified over the past few decades, many people still feel there is a cloud of insensitive corporate culture hanging about.

You would think that in the 21st Century, jokes aimed at women or ethnic minorities would be things of the past, but this is not the case. People still tell stories that single one group or another or jokes which put down people of different ethnic cultures.

If you talk to anyone in human resources (Personnel Department), you will very quickly find out that the level of tolerance for that sort of stuff is nil. It may get you fired, and it certainly doesn’t do a whole lot for employee relations.

This information is especially important to employers because losing an employee due to relationship hassles can be an expensive proposition. Not only does it cost to hire and train new people, it costs big in employee morale. It tells the people who work there that their employer is not sympathetic to their needs and it serves to divide the workers further.

*Continued*

# 8.07 ATTACHMENT

## CULTURAL DIVERSITY *Continued*

### **People Power**

In a number of national studies, a major complaint of employees is that they are not given the opportunity to use all of the talent they are willing and able to offer. Many feel their employers and co-workers see them as a “position” and that they should stay in their place and only do what they are told to do.

Most people run complicated households or perhaps have a hobby or special interest which gives them added skills. Yet, all too often employers tend to overlook such talents and life experiences. Many organizations don’t make use of a suggestion system, let alone ask their employees for ideas on how to improve the work they do or the environment they work in.

There is a vast reservoir of untapped energy, talent and insights found in a diverse workforce which, when properly applied, can greatly improve productivity and reduce workplace tension. Discovering the full value of the people you work with makes good business sense.

### **Image**

Ask yourself, “What would I like the customers and the people who work with me to think about me? How would I like them to feel and what would I like them to say about me?” Everyone has an “image” and, in most cases, it is acquired through your dealings with other people.

Image is a fragile but important part of the job. People who are likable--that is those who show tolerance, understanding and compassion—generally have a good company image. On the other hand, back stabbing, gossip, racism or sexism lead to failed work relationships and hurt your chances of winning a promotion.

The next generation could use some positive examples to show them there’s more than a dog-eat-dog world out there. Learning how to adapt to workplace diversity can be a tremendous contribution to future generations who are looking and hoping for workplace harmony.

Everyone can play a role in making things better. It is just a matter of paying attention to “people needs” and taking steps to include sensitivity in your job description.

### **Work Teams Work**

Excellent companies act on the belief that every organization is simply a reflection of its people. While skills are essential, it is communication and people skills which translate into true power.

There is an old school of thought that says “If I work hard for me, the dollars will follow.” Although we all have to look out for number one, there is incredible power in doing things for the benefit of all. People often get so focused on what they do as an individual that there is no time to think about the common goal.

Work teams are a fairly new concept in the workplace. The idea is that, by placing together workers from all areas of the company—including people from different cultural backgrounds, it opens the door to better understanding and, hopefully, better productivity. When team members are forced to work closely together, the most unlikely alliances can and do emerge.

Over the past decades, teams have become a way of life in virtually all of America’s companies. Improved quality and customer service, fewer layers of management as well as increased employee morale are just a few of the selling points. Based on experiences, employers say that teams indirectly support an important workplace initiative—diversity.

# 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 Indicate when peer pressure is influencing a decision.

GRADE LEVEL: 11-12

OUTLINE: Students read “Adolescence and Peer Pressure” and respond to one of the two tasks below:

- Read the article written by a Nebraskan who is a supporter of 4-H, a home extension scientist, and an adult. Respond to his ideas with your personal experiences to support or confront at least three quotes from the article.
- Read the article. Remember a positive peer influence that helped you make a decision. Were you aware at the time that they were helping/influencing you? Were other people as helpful? Explain in a journal entry or in a personal essay.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminate article; make writing assignment; facilitate and monitor the activity.

COUNSELOR: Share resources; counsel students with issues arising from this assignment.

PARENT: Read the article. Discuss with your child your feelings during his/her adolescence as she/he identified with his/her peers; in the light of his/her increased maturity, reveal the pride you have in his/her development as a responsible person.

EVALUATION:

- Student will write a journal entry or personal essay related to peer pressure.
- Student will reflect about his maturity since adolescence.
- Student will make connections with peer pressure and positive personal responsibility.

# 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: 8.09 Calculate long and short term goals.

GRADE LEVEL: 9-12 (With annual review)

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OUTLINE: Students agree that short term goals might be accomplished in less than six months; long-term will take at least a year—probably longer. Each student will list in the matrix in the appropriately labeled columns at least five short-term goals and five long-term goals; the strategies, the materials, support people required, expected outcome, and date of task completion.

STRATEGIES/ACTIVITIES:

TEACHER: Make assignment and help class with definitions of short-term and long-term [the class may choose to alter the definitions above]; disseminate matrix.

COUNSELOR: Uses the matrix in a conference with the student, preferably before the deadline for short-term goals occurs

PARENT: Encourages his/her student to set goals and to have a plan for implementing the goals; shares goals that she/he has reached and missed.

EVALUATION:

- Student will have matrix of his short-term and long-term goals.
- Student will file matrix in his portfolio.

# 8.09 ATTACHMENT

## SHORT - TERM GOALS

For \_\_\_\_\_

Date \_\_\_\_\_

Goals	Strategies	Materials or Resources	Support People	Expected Outcomes	Completion Dates

# 8.09 ATTACHMENT

## LONG - TERM GOALS

For \_\_\_\_\_

Date \_\_\_\_\_

Goals	Strategies	Materials or Resources	Support People	Expected Outcomes	Completion Dates

# 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 Evaluate alternative ways of achieving goals.

GRADE LEVEL: Second semester juniors, or first semester seniors .

OUTLINE: Students who are college bound will devise plan of action for three college acceptance possibilities: the first plan concerns being accepted at the college that is the “pie in the sky” choice, a school where they dream of going but seriously doubt being admitted. The second involves the college or university which represents some degree of challenge but not as much as the first choice. The last deals with the post secondary institution which almost certainly will offer admittance.

STRATEGIES/ACTIVITIES:

TEACHER: Makes the assignment; discusses the three levels of acceptance; disseminates a matrix for each student to fill and to file.

COUNSELOR: Provides profiles of colleges; assists with information packets for juniors and their parents; lends videos of the campuses for students’ at-home viewing; writes recommendations and sends transcripts.

PARENT: Visits the campuses with his/her child and participates in any activities arranged for parents and prospective students; discusses family’s financial situation with student; offers suggestions and opinions but does not overly emphasize any one school nor base all his/her hopes on his/her child’s being accepted at the “Pie in the Sky” choice.

COMMUNITY: Lead alumni activities designed to acquaint students with particular schools; write letters of recommendation; serve as the representative from certain campuses which usually are a distance from the student’s home [Sometimes local reps help with interview or essay issues].

EVALUATION:

- Student projects the possibilities inherent with his college applications.
- Student visualizes and plans for alternative goals.
- Student commits himself/herself to do certain things, depending on the schools where she/he is accepted.
- Student has a more nearly realistic view of the possibilities.
- Student analyzes his/her choices and chances, based on the degree of academic challenge she/he has exerted in high school.

# 8.10 ATTACHMENT

## POST SECONDARY ACCEPTANCE GOALS AND DECISIONS

Take some time to consider not only the names of three post secondary institutions to which you will apply but also some of the individual differences, appealing characteristics, actions you must take if you are accepted, and family considerations. When you have completed the matrix, write realistic conclusions about your acceptance at each school.

Name	Does it offer the major I want to pursue?	Individual differences	Unique appeal	Academic Reputation	Costs? Distance to travel? Misc. expense?	Degree of academic challenge I must accept?	Other activities I anticipate at this school?	Graduate programs admissions?
Example:  Harvard	No, but it's Harvard!	Oldest and most expensive school in the nation	Far from home, prestige, networking possibilities, Cambridge	<b>#1</b>	Big bucks! 650 miles? I haven't been there--yet! Frats	GPA=3.5... night and day studying	Cultural diversity, Crewing on yachts,	Great [but will I be among the graduates?]

# 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 Use persistence and perseverance in acquiring knowledge and skills.

GRADE LEVEL: 9

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OUTLINE: Students create individual study schedules so they will succeed in the 9th grade.

STRATEGIES/ACTIVITIES:

TEACHER: Provides model schedules; teaches study skills such as note taking, time management, Pre-Mac Principle [Do the worst first]; facilitates.

COUNSELOR: Team teaches; serves as resource; counsels students whose grades are below C.

PARENT: Provides a quiet, well-supplied place for his/her child to study; offers to help by holding notes and asking questions or by editing [but not doing the corrections herself/himself].

COMMUNITY: Speak of the attributes they need in employees; advise students to earn more than a high school diploma; emphasize the necessity of one's being a lifelong learner.

EVALUATION:

- Students devise schedules for studying on a daily basis.
- Students make commitments to academic success.
- Students establish a tranquil, well supplied [computer, dictionary, thesaurus, pencils, paper, compass, graphics calculator, etc.] space to study.

# 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: 008.12 Develop an action plan to set and achieve realistic goals.

GRADE LEVEL: 10

OUTLINE: Students determine their career and educational goals and, subsequently, declare career majors that require more education than a high school diploma. Each student reviews his/her six-year plan annually with his/her counselor and a parent to determine whether she/he is on target to reach his/her goals; however, if she/he needs to make adjustments because of different interests or needs, she/he may change his/her six-year plan to fit his altered plans.

STRATEGIES/ACTIVITIES:

TEACHER: Familiarizes himself/herself with the curriculum for each career cluster and with graduation requirements for each course of study; facilitates and monitors.

COUNSELOR: Invites student and parent to at least one annual conference focused on educational and career plans; counsels student about the directions his/her interest inventory suggests for him/her; suggests community and work-based involvement so that student can gain experience in the career area she/he chooses.

PARENT: Attends career and educational conference with his student and the counselor; demonstrates interest in his/her child's six-year plan; talks with his/her child about the talents and strengths she/he observes in his/her child.

COMMUNITY: Develop high expectations for students' career and educational plans; announce company policies which mandate that unskilled workers not be hired; communicate that more and more companies expect entry-level workers to have an associate degree.

EVALUATION:

- Students create concrete maps to get them to their career and educational goals.
- Students use the support system that undergirds them: Administrators, counselors, teachers, parents, community people, business people.

# 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 (e.g., telephone number, home address, emergency contact).

GRADE LEVEL: 9-12

OUTLINE: Students will submit 4" x 6" information cards or school verification forms to their homeroom and classroom teachers. Information requested will be birth certificate name, date of birth, home telephone number, home address, emergency contact, names of parents, number of siblings, and other pertinent personal information. The 4"x6" cards can be shuffled to form groups, to determine who is to answer the next question, to record absences, or for other logistical and instructional purposes. Students print in black ink the requested information [or use a computer if enough stations exist for every class member].

STRATEGIES/ACTIVITIES:

TEACHER: Provides cards or forms on which the students prints the information; gives clear instructions about where personal information goes on form; uses the cards for forming teams, asking review questions; determining who addresses the class next, etc.

COUNSELOR: Might request duplicate copies if the student's name appears on his/her client list.

PARENT: Emphasizes the importance of student's knowing personal information; helps students to gather and learn the traditional information required on forms.

COMMUNITY: Insist that personal information gathered on forms be legible, written in black ink, and correct.

EVALUATION:

- Student has personal information at his command.
- Student demonstrates his ability to recall information and to record it neatly and according to directions.
- Student learns that printing is the accepted style, that black ink is the color for business, that pencil is used only when directions indicate it, that he should have all personal information memorized or recorded in an accessible place.

*Continued*

# 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 LEVEL: 9, ELPS(Civics)

OUTLINE: Students participate in a year-long series of field trips and guest speakers to learn about the relationship between rules, laws, safety, and the protection of an individual's rights. They observe and hear complementary pairs: (1) District Attorney or criminal lawyer pairs with a recipient of Man of the Year [or a similar award bestowed on an outstanding community leader]. This session should be at the courthouse with a presentation of legal issues, followed by a tour of the facilities for trials/incarceration. The Man of the Year shares his goals and action plan for success [If he made some bad choices he's willing to share, fine; students might realize that a misstep or two does not necessarily end the quest]. (2) A stock broker/investment banker and a credit counselor present two sides of handling money. The stock broker/banker addresses saving modest sums monthly for a whopping retirement fund; the credit counselor, money and credit misuse. (3) Police officer in Juvenile Services and social worker from DSS addresses issues involving Protective Services for Children. These pair with a school psychologist and leaders in the Community Youth Council or similar organization for outstanding young people. 4) The final presentation is a panel of representatives from the various sites. These people would be requested to return by the students so that students' questions and issues could be addressed. Summative comments involving comparisons of behavior and individual rights conclude session.

STRATEGIES/ACTIVITIES:

TEACHER: Field trips; facilitates and monitors; teaches lessons on etiquette involved with invites speakers; sets-up trips and speakers.

COUNSELOR: Counsels students with issues and concerns arising from the series; supports teacher as a resource.

PARENT: Supports the series as enlightening for his/her child; talks about issues that concern his/her child; serves as a chaperone, if asked

COMMUNITY PEOPLE: See "Outline."

EVALUATION

- Students observe components of the community at work.
- Students understand not only the focal concepts but also how their choices influence their lives.
- Students write journal articles or personal essays after each experience.
- Students get to visit sites and meet with professionals who daily work with people who experience consequences of good or bad choices involving individual's rights.

# 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 LEVEL: 9 -10

OUTLINE: Students receive the school's handbook and bring it to class. They read the sections on Conduct and Violence. They role play appropriate and inappropriate contact. They discuss how they personally realize inappropriate conduct.

STRATEGIES/ACTIVITIES:

TEACHER: Assigns students to bring handbooks; helps with role playing tasks; facilitates discussion; monitors group dynamics.

COUNSELOR: Discusses consequences of inappropriate contact; meets with students with issues arising from this session; serves as a resource.

PARENT: Encourages student to read handbook; demonstrates respect for the student by not instructing him/her to conduct himself/herself in ways not approved in the handbook; works with the school authorities whose rules on physical contact are dictated by the school board and by legal limits.

COMMUNITY: School Board members speak at assembly or classrooms about the community expectations for school students' behaving appropriately.

EVALUATION:

- Students demonstrate understanding of appropriate and inappropriate contact through their role-plays and the subsequent discussions.
- In their journals or in personal essays, students analyze how they perceive appropriate or inappropriate conduct.
- A component of the analysis is students' indication of their responses to appropriate and inappropriate conduct. When they know which is which, what are their responses?

# 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 LEVEL: 9-12

OUTLINE: Students review "How Students Can Cope With Stress," "'I' messages," and "Negotiation Skills." They practice the skills used to assert boundaries, rights, and personal privacy by role playing the appropriate responses to other people who violate boundaries, obstruct people's rights, and invade personal space.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates copies of the articles above or instructs students to find in their portfolios the above documents which were attachments to 007.20, 008.04, and 008.06; facilitates and monitors class role-playing; redirects, if necessary.

COUNSELOR: Serves as resource; team teaches the activity with the classroom teacher.

PARENT: Communicates family expectations that his/her child respect the rights, boundaries, and privacy of others; models the expected behavior.

EVALUATION:

- Students demonstrate in their role plays their understanding of boundaries, rights, and privacy. Students establish class consensus of parameters-- for the role play concepts-- of boundaries, rights, and space.
- Students write reflections in their journals.
- Students react appropriately in class when these issues arise after the activity occurs.

# 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 adult professional help.

GRADE LEVEL: 9-12

OUTLINE: Students study the pertinent information about suicide and its prevention. Students receive the suicide information sheet with the accompanying statement that no one in the classroom is equipped to deal with suicidal people. The best help one can give a person talking of suicide or indicating suicidal behaviors is to refer them to adult professional help. Keeping suicide issues secret frequently results in permanent loss of friends!

STRATEGIES/ACTIVITIES:

TEACHER: Teacher disseminates information; monitors and facilitates in class discussion; advises people who have friends who are suicidal to make immediate appointments with the counselor so that referral to out-of-school help can be made ASAP.

COUNSELOR: Team teaches the concepts; informs students of the treatments available within the community care agencies; advises students that they are not breaking confidence of friends to tell counselors when friends are displaying suicidal behaviors.

PARENT: Communicates to child that suicide is a permanent solution to a temporary problem; conveys the devastation that suicide causes in families; encourages child to share issues that concern friends' lives and well being with a counselor or teacher.

COMMUNITY: Respond to the referral with haste and sound therapy; speak to school classes about the ramifications of suicide.

EVALUATION:

- Students will have information about suicide to which they can refer if suicide becomes an issue personally.
- Students will go to counselor with names of friends who are suicidal.
- If a suicide has occurred, friends of the victim should be counseled and encouraged to ventilate and get their feelings into the open—and also referred for outside interventions.
- Students take seriously suicidal threats.

# 8.09 ATTACHMENT

## SUICIDE INFORMATION AND PREVENTION

### A. Suicidal people express these problems frequently

1. Family
  - Changing because of abuse, alcoholism
  - Changing because of mental or physical illness of a family member
  - Changing because of other suicides within the family
  - Changing because of divorce or death
2. Lack of a peer group [Network of friends]
  - Isolated kids have higher tendency
  - Be really aware that suicidal person might be in trouble if a confidante moves, dies, or abandons the suicidal person.
  - Being willing to talk with the person about his problems truly helps!
  - Birth trauma: Direct correlation to suicide
3. Birth problems
  - Bonding problems
  - Lack of prenatal care
4. Depression [The risk of suicide increases with the onset of adolescence. When adolescence is coupled with depression, suicide is possible.]
5. Previous attempts at suicide: 75% of the people who commit suicide have made previous attempts to kill themselves
  - Males use more violent means; e.g., guns
  - Males talk about their emotions less
6. Societal acceptance of suicide
  - Suicide has lost its mystique
  - No big deal in some quarters.... Music reflects resignation and acceptance of suicide.

### B. Evaluating Suicidal Tendencies

1. Is there depression plus one of these situations
  - Loss of relationship
  - Alcoholism, drug abuse
  - Early morning awakening; sleep disorders
  - Early morning blues
  - Eating habits of overindulgence or anorexia
  - Psycho motor agitation: People who are depressed have more accidents because the body system is dysfunctional
  - Antidonoia: Loss of pleasure
  - Chronic fatigue

*Continued*

# 8.09 ATTACHMENT

## SUICIDE INFORMATION AND PREVENTION *Continued*

- Feelings of worthlessness
  - Guilt or remorse
  - Poor thinking and slow rationalization leading to an inability to study and learn
  - Recurrent thoughts of death and/or suicide
2. Any other evidence of psychopathology present? Borderline personality + depression = high risk
  3. Drug abuse or alcoholism?
    - Deadens sensation...feel no pain!
    - Removes inhibitions
    - Creates aggressive and violent behavior
  4. Thoughts about themselves? Hopelessness + helplessness = violence [If a family member previously has committed suicide, be acutely aware that the dead person's suicide has removed the taboo; thus, making suicide an acceptable solution!]
  5. Does the suicidal person give clues?
    - Sharing prized possessions out of the blue.
    - Making indirect statements: "You won't have me to push around."
  6. What are the plans? Apply the **SAL** Test.
    - **S** – How specific are the plans? The more specific, the greater the risk.
    - **A** – Availability of means?
    - **L** – How lethal?

### C. Preventing Suicide

1. Mobilize resources
  - Counselor
  - Person's family
  - Helping professionals
2. Formalize a plan
  - Insist that friend make a no suicide pact with you. ("I will not harm myself or allow myself to be harmed." - May be short-term but it will enable you to get help.)
3. When someone calls to talk about committing suicide, act as if you have all the time in the world. Be a listener on the feeling level.
4. Do not push the person's buttons
  - "Go ahead! Who cares?"
  - "You say this all the time?"
  - "Call me when it's over."
5. Get help from police or other people to go to the location where the person is while you keep him on the phone.
6. Use the cell phone to dial 911 for help if you are alone.

# 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 LEVEL: 9-12

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OUTLINE: Students are given access to a community directory of resources--if one is available. Students realize that such a resource directory is available and that it is housed at school in specific locations. Whether a directory exists or not, students determine which resources they might need and create a personal resource list containing resource names, addresses, contact names, and phone numbers. [In towns without resource directories, students might use telephone books or interview helping personnel to inquire about recommended sources.] Students file the list in their portfolios and/or make a list for their pocketbooks, telephone books, or other sources of easy access.

STRATEGIES/ACTIVITIES:

TEACHER: Assembles resources; facilitates and monitors; makes suggestions or redirects.

COUNSELOR: Shares resources; makes additional suggestions about items to include.

PARENT: Commends student for being aware of need for easy access to community resources; requests a copy of the list for the household.

COMMUNITY: Make suggestions; give leads to students who make inquiries.

EVALUATION:

- Each student will have a list of community resources to access easily.
- Students analyze which resources to include, based on need.
- Students express their sense of security because the list is in their possession.

# 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 LEVEL: 9-12

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OUTLINE: Students receive the “PMI” information sheet. Using a personal problem or decision, students practice the PMI principle and determine the best course of action to take in solving the problem or in making the decision.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates PMI sheet; facilitates and monitors; offers another problem to solve using the PMI technique; assigns students the task to make into a personal decision making exercise.

COUNSELOR: Share additional decision-making techniques with the class and teacher.

PARENT: Commends the use of PMI; agrees to use it himself/herself; shares any techniques she/he has for making decision-making simpler and more concrete

COMMUNITY: Share techniques they use for decision making and problem solving.

EVALUATION:

- Students have the “PMI” information to file in their portfolios.
- Students report they use PMI successfully to help with solutions.

# 9.07 ATTACHMENT

## PMI - PLUS/MINUS/INTERESTING

### What is PMI?

PMI stands for 'Plus/Minus/Interesting.' It is a valuable development (by Edward de Bono) of the pros and cons technique used for centuries.

PMI is a basic decision making tool. When you are facing a difficult decision, simply draw up a table headed up Plus, Minus, and Interesting. In the column underneath the Plus heading, write all the positive points of taking the action. Underneath the Minus heading, write all the negative effects. In the Interesting column write the extended implications of taking the action, whether positive or negative.

### Scoring your PMI table

You may be able to make a decision simply from the table you have drawn. Alternatively, consider each of the points you have written and assign a positive or negative score to each appropriately. The scores you assign can be entirely subjective. Once you have finished assigned point values, add the scores. A strongly positive score indicates that an action should be taken; a strongly negative, that the action should be avoided.

An example appears below:

### Should I move to the big city?

<b>Plus</b>	<b>Minus</b>	<b>Interesting</b>
More going on (+5) Easier to see my friends (+5) Easier to get places (+3)	Have to sell my house (-6) More pollution (-3) Less space (-3) No countryside (-2)	Easier to find a new job? (+1) Meet more people? (+2) More difficult to get work done (-4) More difficult to get to work?(-4)
13	-14	-5

TOTAL = -6....I'm happier living just outside the city!

*De Bono, Edward, Serious Creativity, HarperBusiness, New York, US, 1992.*

# LESSONS

**CURRICULUM:  
AREA:**

**SCHOOL COUNSELING  
PERSONAL/SOCIAL DEVELOPMENT**

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

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

GRADE LEVEL: 9-10

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OUTLINE: Students will hear firsthand from a youthful offender who has hit bottom because of drug use. Many offenders do community service in order to inform other young people of the perils of substance abuse. Students visit an incarceration facility for youthful offenders to determine how many inmates consider drug and alcohol abuse to be relevant in their incarceration.

STRATEGIES/ACTIVITIES:

TEACHER: Coordinates with the agency providing the speaker; organizes a follow-up field trip to tour in prison or youth detention facility.

COUNSELOR: Shares resources; accompanies students to the site—either for the presentation or the tour of the prison facilities; counsels with students who have issues resulting from this activity.

PARENT: Encourages his/her child to take the activities seriously; accompanies as a chaperone, if possible.

COMMUNITY: Share resources; make referrals when teacher requests assistance in locating a speaker.

EVALUATION:

- Students compare the speaker's conditions with the ones they have.
- Students realize that consequences do not happen only to old, hardened criminals.
- Students reflect in personal essays or journals about their situations.
- Students demonstrate the seriousness of the presentation and field trip by their demeanor and attentiveness.

# 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 LEVEL: 9-10

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OUTLINE: Students review “Final Words of Wisdom from the Experts,” “How Students Can Cope with Stress” and “Adolescence and Peer Pressure.” Also, they study “Components of Self-esteem.” After the class summarizes the tools each person needs to make good decisions, students write personal action plans, choosing personal situations in which peer pressure is pushing them into uncomfortable—or worse—situations.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates “How Students Can Cope with Stress” and “Adolescence and Peer Pressure” [or reminds them that copies are in their portfolios] and “Components of Self-esteem;” facilitates discussion; makes the writing assignment; follows up with students whose essays reveal need for adult intervention.

COUNSELOR: Shares resources; counsels with students whom the teacher refers; provides additional materials.

PARENT: Models coping with peer pressure in his/her own life; encourages his/her child to learn all the people skills possible; commends his/her student when she/he makes good decisions regarding peer pressure.

EVALUATION:

- Students create personal action plans for coping with peer pressure.
- Students file the plans in their portfolios for future use.
- Students demonstrate better skills in coping with peer pressure.

*Continued*

# 9.09 ATTACHMENT

## COMPONENTS OF SELF-ESTEEM

**Self-image:** A person's conception of himself or herself, his or her abilities, worth, etc.

<b>Positive Self-image</b>	<b>Negative Self-image</b>
<b>Self-acceptance</b>	<b>Self-destruction</b>
<b>Self-respect</b>	<b>Self-defeating</b>
<b>Self-reliance</b>	<b>Self-inflicted</b>
<b>Self-control</b>	<b>Self-conscious</b>
<b>Self-confidence</b>	<b>Self-deception</b>
<b>Self-worth</b>	<b>Self-criticism</b>
<b>Self-discipline</b>	<b>Self-pity</b>
<b>Self-help</b>	<b>Self-hatred</b>
<b>Self-improvement</b>	<b>Self-denial</b>
<b>Self-love</b>	<b>Self-righteous</b>
<b>Self-protection</b>	<b>Self-mutilating</b>
<b>Self-preservation</b>	<b>Self-contempt</b>
<b>Self-sustaining</b>	<b>Self-abuse</b>
<b>Self-assurance</b>	<b>Self-humiliation</b>
<b>Self-discovery</b>	<b>Self-conceited</b>
<b>Self-expression</b>	
<b>Self-examination</b>	
<b>Self-satisfaction</b>	
<b>Self-starter</b>	
<b>Self-approval</b>	

# 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 and conflict.

GRADE LEVEL: 9-12

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OUTLINE: Students read "Stress Management" and practice the suggested techniques in group role playing.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates the document; helps form groups; monitors and facilitates.

COUNSELOR: Works with students who have not developed coping skills for managing stress and conflict.

PARENT: Encourages his/her child to learn and practice techniques for managing stress and conflict; models good techniques.

COMMUNITY: Commend those students who practice coping skills and self-control; stress the management techniques as among the most useful ones in a work place.

EVALUATION:

- Students retain copies of "Stress Management."
- Students demonstrate understanding of the techniques in their role plays.
- Students continue to demonstrate their understanding of the techniques by employing them in real-life situations.

# 9.10 ATTACHMENT

## STRESS MANAGEMENT

Can we really learn to deal with the stressful pressures of relationships in our daily lives? Yes. But first there has to be something happening during these stressful relationships that you feel a need to change. Learning different ways of thinking can help you recognize actions and reactions that occur during even the most basic of communication between individuals.

So, how do you learn to manage stress? There are two main ways:

- Learn how to turn off the alarm system through various RELAXATION methods.
- Learn how not to turn it on unconsciously first.

Following are some methods to try during or after the next stressful event you find your facing. Remember, anything you can do that is the opposite of what the alarm system does will tend to disarm it.

**Deep breathing:** Try taking deep, slow breaths rather than the shallow, fast breaths we tend to take when stressed. This action can help to shut off the alarm—the feeling of breathlessness.

**Muscular relaxation:** Tensing and relaxing various muscle groups can work wonders. Try tensing your neck and shoulders, your shoulder blades, your forehead and eyes for a few seconds, then relaxing them. You can also combine this action with deep breathing by inhaling while you tense, then exhaling when you relax the muscles.

**Progressive relaxation:** Concentrate on relaxing your shoulders, then arms, then hands, then fingers, all the way down to your toes.

**Visualization:** Imagine a very peaceful scene, perhaps lying on the beach, floating in a fishing boat on a lake, or whatever pleasant experience you can envision. It can be a real place or an imaginary one. Try to feel and develop all your senses as you imagine being in this peaceful relaxing place. For instance, what do you see? What can you hear?

Our feelings and behaviors are largely caused by our thoughts. Do not blame yourself entirely for self-defeating thoughts. There are many contributing experiences we learn from while growing up, some of which can lead to stress later in life.

“It is how we talk to ourselves about what is happening now that controls us, says Dr. Rob Sarmiento, PhD. “For example, if you experienced abuse as a child, you may have developed a ‘self-talk’ that you are worthless. This underlying thought can be the belief that makes you depressed today, because in every difficult situation you already believe you are worthless and cannot handle the situation. Stress and depression will generally result from this thinking.”

The good news is, we can learn to overcome these behaviors and develop a new self-talk that empowers us, helping us get beyond the bad experiences of the past. It means we have power over ourselves, so we do not have to be victims of the past or of present circumstance.

*Continued*

# 9.10 ATTACHMENT

## STRESS MANAGEMENT *Continued*

The best way to manage stress in dealing with other people is to learn to change anxiety to concern. Concern means you are sympathetic to the situation, but you are refusing to take responsibility for the other person's circumstances.

The following questions—provided by Sarmiento, are things to ask yourself whenever you feel upset—for example, anxious, stressed, worried, depressed, angry, guilty, frustrated, embarrassed, insecure or jealous. When you are in a difficult situation with someone, try to take a few moments away from the situation and answer the following for your own peace of mind. Think of it as a reality check.

- What am I doing to create this situation?
- Are my emotions helping me or hurting me?
- What am I telling myself?
- Am I exaggerating or distorting?
- How likely are my worries?
- Whose problem is this anyway?
- Am I taking this too seriously? Too personally?
- Am I unrealistically demanding success? Approval? Control? Perfection? Certainty? Comfort? Fairness? My way?
- Do I need this or only want it?
- How can I think more realistically?
- Am I stewing rather than doing?
- What are my options?

*Continued*

# 9.10 ATTACHMENT

## STRESS MANAGEMENT *Continued*

We all know that there are political games evolving in every environment, but did you know there are some rules to follow? These stress reduction rules correspond to the reality check questions, only these apply in an office [or school] setting.

- Keep it professional always.
- Play the game being played; not the one you want or think should be played.
- Do not make enemies. Do not burn bridges.
- Do not whine and complain.
- Do not intimidate superiors. Try to avoid going over your superior's head.
- Do not make others look bad.
- Do not criticize employees or bosses.
- Help others get what they want.
- Establish affiliations of mutual advantage with important people.
- Find common ground with others.
- Do not discuss personal problems.
- Selectively self-disclose.
- Do not assume anything will stay secret.
- Create win-win solutions
- Keep employers' perspectives in mind.
- Cultivate a positive, simple, accurate image.
- Force yourself to do difficult, uncomfortable or scary things.
- Be pleasant. Laugh and smile.
- Be assertive and tough when required, not aggressive.
- Do not oversell. Be natural. Develop your style.

*By Julie Zagorski*

# 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 LEVEL: 9-12

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OUTLINE: Students take or refer to the “Life Stress Test,” Attachment to 008.05. They choose three events from the test which have occurred recently in their lives. Referring to the Attachment for 009.10, “Stress Management,” they develop personal action plans for getting through stressful life events while using the stress management techniques.

STRATEGIES/ACTIVITIES:

TEACHER: Disseminates information documents; makes assignments; follows-up with reflections based upon analyzing/evaluating the action plans.

COUNSELOR: Helps stressed students to work through devising their plans of action; shares resources

PARENT: Encourages his/her child to work out action plans for stressful life events; models good decisions under stress; demonstrates that showing emotion does not mean one is bending under to the stress.

EVALUATION:

- Students visualize and plan for stressful life events.
- Students perceive that familiarization with procedures through visualization make the real events easier to handle.
- Students have three action plans.