Course Description
K-4 Guidance School Counselor Curriculum Guide

The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences. The National Standards for School Counseling Program related to academic, career and personal/social development are delivered and taught in individual and group sessions by the counselors with the support of the administration and professional staff as is necessary. Teachers and counselors collaborate to integrate activities from the counseling curriculum into classroom lessons and into school-wide programs. It is expected that at a minimum counselors shall meet individually with students twice in a year and also through an approved plan in appropriate group sessions.

The recommended K-12 Guidance Curriculum is a national and standards based curriculum that provides clear directions for the nature and scope of the Guidance Program and also the desired outcomes for students. This Guidance Curriculum begins with the major responsibilities of all Guidance Counselors as reported in the Study of the Guidance Program completed in April, 2014, followed by the ASCA National Standards, New Jersey Core Curriculum Standards and concludes in the Appendix with suggested timelines and activities at K-4, 5-8, and 9-12 grade levels. The suggested timelines and activities should be revisited each year and modified accordingly to meet the standards set and the responsibilities for Guidance Counselors.

http://www.state.nj.us/education/modelcurriculum/ela/
The Paterson School District Board of Education believes that the school counseling program is an integral part of the education of each student. The school counseling program therefore must be comprehensive, developmental, systemic, structured, flexible, sensitive and proactive. From Pre-K through the twelfth grade, the counseling program addresses the academic, personal, social, college/career, and life planning needs of all students. The district, through the direction of the Board of Education and the Superintendent, and the implementation by the counseling and teaching staff emphasizes the strong capabilities of every student and therefore organizes the counseling program as the primary means along with teachers to support and to develop every student to participate successfully in a rapidly changing world. The school environment, as directed by the building Principal, must therefore be a child-centered learning environment that supports individual student needs and interests along with the development of the critical skills of academic, emotional, and social intelligence. Guidance Counselors must be provided by the Principal and the District with a demanding but attainable schedule to counsel, guide, and support students. Additionally, Guidance Counselors must work with professional staff as well as the community to learn and to enlist their talents to serve students and their families well. The outcome of the Guidance Counseling Program is expected to equip every student with the confidence and skills to pursue college and/or a career enabling them to be successful and to thrive in the world they will enter. Anything less is regarded to be more than inadequate.
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
<th>ASCA National Standards</th>
</tr>
</thead>
</table>
| 1 | Students will use communication skills to know when and how to ask for help when needed. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
  **Standard 1**  
  Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
  **Personal/Social Development**  
  **Standard 2**  
  Students will make decision, set goals, and take necessary action to achieve goals.  
  **Standard 3**  
  Students will understand safety and survival skills. |
| 2 | Students will demonstrate when, where, and how to seek help for solving problems and making decisions. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
  **Standard 1**  
  Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
  **Personal/Social Development**  
  **Standard 2**  
  Students will make decision, set goals, and take necessary action to achieve goals.  
  **Standard 3**  
  Students will understand safety and survival skills. |
| 3 | Students will know how to apply conflict resolution skills. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
  **Standard 1**  
  Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
  **Personal/Social Development**  
  **Standard 2** |
| 4 | Students will learn techniques for managing stress and conflict. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
**Standard 1**  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
**Personal/Social Development**  
**Standard 2**  
Students will make decision, set goals, and take necessary action to achieve goals.  
**Standard 3**  
Students will understand safety and survival skills. |
| 5 | Students will learn coping skills for managing life events. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
**Standard 1**  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
**Personal/Social Development**  
**Standard 2**  
Students will make decision, set goals, and take necessary action to achieve goals.  
**Standard 3**  
Students will understand safety and survival skills. |
| 6 | Students will demonstrate the ability to work independently, as well as the ability to work cooperatively | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | **Academic Development**  
**Standard 1**  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. |
| with other students. | **Personal/Social Development**  
Standard 2  
Students will make decision, set goals, and take necessary action to achieve goals.  
Standard 3  
Students will understand safety and survival skills. |
|---------------------|---------------------------------------------------------------|
| Students will demonstrate the ability to assert boundaries, rights, and personal privacy. | **Academic Development**  
Standard 1  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span  
**Personal/Social Development**  
Standard 1  
Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.  
Standard 3  
Students will understand safety and survival skills |
| 7 | **Academic Development**  
Standard 2  
Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.  
Standard 3  
Students will understand the relationship of academics to the world of work, and to life at home and in the community.  
**Personal/Social Development**  
Standard 2  
Students will make decision, set goals, and take necessary action to achieve goals.  
Standard 3  
Students will understand safety and survival skills |
<p>| Students will establish challenging academic goals at each grade level. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Students will demonstrate the motivation to achieve individual potential.</th>
<th>CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</th>
<th>Students will understand safety and survival skills.</th>
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<tbody>
<tr>
<td>8</td>
<td>Academic Development</td>
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<tr>
<td></td>
<td>Standard 2</td>
<td>Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</td>
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<td>Standard 3</td>
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<td>Standard 2</td>
<td>Students will make decision, set goals, and take necessary action to achieve goals.</td>
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<td></td>
<td>Standard 3</td>
<td>Students will understand safety and survival skills.</td>
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<tr>
<td>9</td>
<td>Students will seek co-curricular and community experiences to enhance the school experience.</td>
<td>CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</td>
<td>Students will understand safety and survival skills.</td>
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</table>
| Page | Students will understand the consequences of decisions and choices. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development  
Standard 2  
Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.  
Standard 3  
Students will understand the relationship of academics to the world of work, and to life at home and in the community.  
Personal/Social Development  
Standard 2  
Students will make decision, set goals, and take necessary action to achieve goals.  
Standard 3  
Students will understand safety and survival skills. |
|---|---|---|---|
| 10 | Students will demonstrate when, where, and how to seek help for solving problems and making decisions. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development  
Standard 2  
Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.  
Standard 3  
Students will understand the relationship of academics to the world of work, and to life at home and in the community.  
Personal/Social Development  
Standard 2  
Students will make decision, set goals, and take necessary action to achieve goals.  
Standard 3  
Students will understand safety and survival skills. |
| 11 | Students will learn techniques for managing stress | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development  
Standard 2 |
| Standard 1 | Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. |
| Standard 2 | Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college. |
| Standard 3 | Students will understand the relationship of academics to the world of work, and to life at home and in the community. |

Personal/Social Development

| Standard 2 | Students will make decision, set goals, and take necessary action to achieve goals. |
| Standard 3 | Students will understand safety and survival skills. |

Students will learn coping skills for managing life events.

CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12

14 Students will take responsibility for their actions.

CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12

Academic Development

Standard 2
Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard 3
Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Personal/Social Development

Standard 2
Students will make decision, set goals, and take necessary action to achieve goals.

Standard 3
Students will understand safety and survival skills.
| 15 | Students will understand the relationship between learning and work. | CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | Academic Development  
Standard 1  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
Standard 3  
Students will understand the relationship of academics to the world of work, and to life at home and in the community.  
Personal/Social Development  
Standard 3  
Students will understand safety and survival skills. |
Educational Technology

Standards

8.1.P.A.1, 8.1.P.B.1, 8.1.P.C.1, 8.1.P.E.1

- Technology Operations and Concepts
  - Use an input device to select an item and navigate the screen
  - Navigate the basic functions of a browser

- Creativity and Innovation
  - Create a story about a picture taken by the student on a digital camera or mobile device

- Communication and Collaboration
  - Collaborate with peers by participating in interactive digital games or activities.

- Research and Information Literacy
  - Use the Internet to explore and investigate questions with a teacher’s support.
Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- Technology Operations and Concepts
  - Identify the basic features of a computer and explain how to use them effectively.
  - Create a document using a word processing application.
  - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
  - Enter information into a spreadsheet and sort the information.

- Creativity and Innovation
  - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- Communication and Collaboration
  - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.

- Digital Citizenship
  - Develop an understanding of ownership of print and non-print information.

- Research and Information Literacy
  - Use digital tools and online resources to explore a problem or issue.

- Critical Thinking, Problem Solving, and Decision-Making
  - Use geographic mapping tools to plan and solve problems.
Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

- **Technology Operations and Concepts**
  - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - Use a graphic organizer to organize information about a problem or issue.

- **Creativity and Innovation**
  - Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

- **Communication and Collaboration**
  - Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- **Digital Citizenship**
  - Understand the need for and use of copyrights.
  - Analyze the resources citations in online materials for proper use.
  - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- **Research and Information Literacy**
  - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- **Critical Thinking, Problem Solving, Decision Making**
  - Apply digital tools to collect, organize, and analyze data that support a scientific finding.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<table>
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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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<table>
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<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
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<th>CRP5. Consider the environmental, social and economic impacts of decisions.</th>
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</table>
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step</td>
<td>Teacher-made checklist</td>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic</td>
<td>Spell-checker</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete</td>
<td>Reference resources to promote independence</td>
<td>TV &amp; videos</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Provide a warning for transitions</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<td>Read directions aloud</td>
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<td>Color code materials</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<td>English to Spanish translation if necessary</td>
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- **Processing**
  - Extra Response time
  - Have students verbalize steps
  - Repeat, clarify or reword directions
  - Provide a warning for transitions
  - Reading partners

- **Comprehension**
  - Precise step-by-step directions
  - Short manageable tasks
  - Brief and concrete directions
  - Provide immediate feedback
  - Small group instruction
  - Emphasize multi-sensory learning

- **Recall**
  - Teacher-made checklist
  - Use visual graphic organizers
  - Reference resources to promote independence
  - Visual and verbal reminders
  - Graphic organizers

- **Tests/Quizzes/Grading**
  - Extended time
  - Study guides
  - Shortened tests
  - Read directions aloud

- **Behavior/Attention**
  - Consistent daily structured routine
  - Simple and clear classroom rules
  - Frequent feedback

- **Organization**
  - Individual daily planner
  - Display a written agenda
  - Note-taking assistance
  - Color code materials
# Enrichment

**Accommodate Based on Students Individual Needs: Strategies**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

### Strategies:

- Open-ended activities and projects.
- Form and build on learning communities.
- Providing pupils with experiences outside the ‘regular.’
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Surveys
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
- Accountable Talk
- Student Conferencing
- Exit Slips
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

*Language Arts* emphasizes active questioning, analysis, and research skills for students to effectively frame their own arguments by defending, challenging, substantiating, and qualifying their assertions. Thus, exposing students to historical content necessitates making history an essential research source. Using technology and identifying reliable sources also plays a big role when defending or challenging ideas as it is imperative to be able to discern facts from fiction when developing proficiency in sourcing information. Communication, public speaking, and publication skills are involved when developing fluency in student writing skills. For example, when crafting writing assignments students must consider their audience and mode of communication. Students will need to identify the best form of communicating their ideas/analysis, which will enable them to develop proficiency when writing and sharing their ideas over an extended period of time. As a result, the more confident a student becomes in their writing the more proficient they become in communicating and are therefore more inclined to share their ideas with society by way of informal publication such as online blog posts and school displays.
Grade: K-4  

**Topic: Transitioning to School**

**College Ready Practices:** CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12  

<table>
<thead>
<tr>
<th>Student Learning Objectives/Standards</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
</tr>
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</table>
| Students will use communication skills to know when and how to ask for help when needed. | How do you determine what are safe and unsafe situations? Who are some people you can go to when you feel unsafe at home, school, and the community? | Individual sessions  
Group sessions and classroom guidance lessons  
Assist in the transition and adjustment to educational life  
Career and Character Education  
Discuss academic and personal progress  
Process the value of education  
Provide crisis intervention services  
Facilitate Peer Mediation/Problem-Solving  
*See appendix A & B* |
| College Ready Practices:  
CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12  
Group sessions and classroom guidance lessons  
Assist in the transition and adjustment to educational life  
Career and Character Education  
Discuss academic and personal progress  
Process the value of education |
| Students will use communication skills to know when and how to ask for help when needed. | Who are people you can go to assist choices and decisions you are experiencing? How do you know you are making good decisions? How do you problem solve and develop strategies? | Individual sessions  
Group sessions and classroom guidance lessons  
Assist in the transition and adjustment to educational life  
Career and Character Education  
Discuss academic and personal progress  
Process the value of education |
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<td>Students will know how to apply conflict resolution skills. College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</td>
<td>How do you face conflict? What conflict resolution strategies do you know and how do you know it was successful? Have you seen small disagreements turn into a big fight? What do you think that made that happen? Have you been caught in the middle of a conflict when other people couldn’t agree and how did you feel and what did you say or do? Are there some conflicts that can’t be resolved? Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving *See appendix C&amp;D</td>
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<tr>
<td>Students will learn techniques for managing stress and conflict. College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</td>
<td></td>
</tr>
</tbody>
</table>
| Students will learn coping skills for managing life events. | How do you respond when you are uncomfortable in a situation? What are your feelings and thoughts? | Individual sessions  
Group sessions and classroom guidance lessons  
Assist in the transition and adjustment to educational life  
Career and Character Education  
Discuss academic and personal progress  
Process the value of education  
Provide crisis intervention services  
Facilitate Peer Mediation/Problem-Solving  
*See appendix E |
| College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | When challenging events occur how do you respond? | |

| Students will demonstrate the ability to work independently, as well as the ability to work cooperatively with other students. | What does team work mean to you? Can you identify qualities of team work? Are you able to self-check yourself in school to work independently? | Individual sessions  
Group sessions and classroom guidance lessons  
Assist in the transition and adjustment to educational life  
Career and Character Education  
Discuss academic and personal progress  
Process the value of education  
Provide crisis intervention services  
Facilitate Peer Mediation/Problem-Solving  
*See appendix F |
| College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | | |
| Students will demonstrate a respect and an appreciation for individual and cultural differences. | What makes us special? How are we the same and different? What are your family traditions? | Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving |
| College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | | |
| Students will demonstrate the ability to assert boundaries, rights, and personal privacy. | What is respect and how do you model it? How do you define boundaries? Do you know the difference between good and bad touches? | Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving |
| College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | | |
| Students will identify positive qualities and positive attributes of their peers. | How do you view yourself? What builds upon self-esteem? | Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving |
| College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12 | | |

*See appendix G, H, I, J, K*
<table>
<thead>
<tr>
<th>Standard: A, Standard B, Standard C</th>
<th>Students will explore areas of interest and career development. College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</th>
<th>What is a career? Can you build on your interest to have a career?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard: A, Standard B, Standard C</th>
<th>Students will identify social and emotional development. College Ready Practices: CRP 1, CRP 3; CRP 4; CRP 5; CRP 8; CRP 10; CRP 11; CRP 12</th>
<th>Do you understand your feelings? How do we grow socially and emotionally?</th>
</tr>
</thead>
</table>

| Standard: A, Standard B, Standard C | | |
|--------------------------------------|-----------------------------------------------------------------|*See appendix R|
RESOURCES

ADDITIONS

National Institute on Drug Abuse
http://www.nida.nih.gov/
The National Institute on Drug Abuse supports over 85% of the world’s research on the health aspects of drug abuse and addiction. This site lists information on drug abuse trends, treatment methods, research, and publications.

National Institute on Drug Abuse and Alcoholism
http://www.niaaa.nih.gov/
This website includes news, research, publications, and databases on alcohol and related problems. The NIDAA also provides leadership in the national effort to reduce the severe and often fatal consequences of these problems.

National Clearinghouse for Alcohol and Drug Information
http://www.health.org/
Information about illicit drugs, alcohol, and tobacco are provided in these websites. Also included are related links, funding information, a "kids only" page, and special features and campaigns.

Web of Addictions
http://www.well.com/user/woa/
This site was developed in response to concern about the pro drug use messages in some Web sites and the extent of misinformation about drugs on the internet. The Web of Addictions is dedicated to providing accurate information about alcohol and drug addictions. This site is a resource for teachers, counselors, and students who need factual information.

Dual Diagnosis Website
http://users.erols.com/ksciacca/
Dual diagnosis refers to the co-occurrence of mental illness with drug or alcohol addiction. This site is designed to provide information and resources for service providers, consumers, and family members.

Substance Abuse and Mental Health Services Administration
http://www.samhsa.gov/
This federal agency is charged with improving the quality and availability of prevention, treatment, and rehabilitation services in order to reduce the consequences of substance abuse. This site provides news and information on mental health and substance abuse, including a treatment locator.
Alcoholic’s Anonymous  
http://www.aa.org  
The Alcohols Anonymous website offers information on this self-help fellowship, support, and network for those seeking recovery and those affected by other’s alcoholism.

Narcotics Anonymous  
http://www.na.org/index.htm  
Narcotics Anonymous is an international, community-based association of recovering drug addicts.

ABUSE and ASSAULT

Sexual Assault Information Page  
This is a not-for-profit information and referral service providing information about rape and acquaintance rape, child sexual abuse, incest, ritual abuse, sexual assault, and sexual harassment. Also included is information about counseling and legal sources.

National Clearinghouse on Child Abuse and Neglect  
http://www.calib.com/nccanch  
This is a national resource for professionals seeking information on prevention, identification, and treatment of child abuse, neglect, and related child welfare issues.

Voices in Action Incest Survivors  
http://www.voices-action.org  
VOICEs in Action, Inc. is an international organization providing assistance to victims of incest and child sexual abuse, helping victims to become survivors.

ASSESSMENT/TESTING

Myers-Briggs® Links: Online Personality Type Resources  
http://www.mdbest.com/mbti_links/htm  
Everything you always wanted to know about the Myers-Briggs but could never find online! This is the official site – others have been taken off line. This also includes information and links to the online version of the Keirsey-Sorter, sometimes called the "short version" of the Myers-Briggs.

Assessment and Evaluation on the Internet  
http://www.ericae.net/intbod.stm  
This site provides annotated links to some of the best sites on the internet that provide educational assessment, evaluation, and research compiled by the ERIC
Assessment and Evaluation Clearinghouse.

CAREER COUNSELING

New Hampshire Employment Security
http://www.nhes.state.nh.us/
The official website of NH Employment Security, with information about its various programs and links for job seekers and employers.

Career Builder
http://www.careerbuilder.com/
Career Builder offers job search features, career projects, career coaching, counseling, and testing, and articles such as "The Color of Success".

Career Magazine
http://www.careermag.com/
This site may interest students as it combines serious job search skills with humor. Features include negotiation skills, job hunt IQ test, and a learning center.

Promoting Safe Work for Young Workers
http://www.cdc.gov/niosh/99-14111.html
This Center for Disease Control and Injury Prevention web site lists rules and laws pertaining to working teens, and gives resource contact information. The homepage of this site contains a large list of health related resources, including curriculum.

WorkinfoNET
http://www.gov.nf.ca/nlwin/No_Frames/Home/2HOME.HTM
This site, developed by the government of Newfoundland and Labrador, Canada, offers information and guidance on occupations and career, workplace and employment issues.

CERTIFICATION INFORMATION

Information on State Credentialing
http://www.nbcc.org.states/info.htm
The National Board for Certified Counselors maintains a listing of state credentialing information for the country.

State Certification and Licensure Guidelines for School Counselors
http://members.delphi.com/psychoh815/index.html
The American Counselors Association provides this state by state information.
New Hampshire Certification Guidelines  
http://www.ed.state.nh.us/Certification/teacher.htm  
This New Hampshire Department of Education web site includes detailed information about the certification process, alternative certification processes, and requirements. Forms are available to download.

College Board  
http://www.collegeboard.com/  
The College Board site connects students to colleges and opportunities such as planning for college, taking the tests (SAT and others), Finding the right college, Getting into college, and Financial Aid.

Hobson’s College View  
http://www.collegeview.com  
Hobson’s offers online college search, campus events, books and articles, financial aid and scholarship information, career planning tools, and services for counselors.

New Hampshire Higher Education Assistance Foundation  
http://www.nhheaf.org  
The NHHEAF Network does more than help students and parents with college financing. They have program to assist teacher and counselors with helping students think about their futures early, workshops about college and career planning for counselors and for students and parents, and many other resources.

Peterson’s College Guide  
http://www.petersons.com/  
The developers of the well-known college guide have provided website services for guidance counselors, students, parents, and admissions officers.

Preparing Your Child for College  
http://www.ed.gov/pubs/Prepare/index.html  
This full text on-line publication, a resource guide for parents, includes sections on preparing for, choosing, and financing a college education, long-range planning, and career planning.

Think College Early  
http://www.ed.gov/thinkcollege/early/tce_home.htm  
The U.S. Department of Education initiative of college counseling for middle school age students is supported by a web site full of ideas, information, planning tools, and resources.
COUNSELOR EDUCATION PROGRAMS

Directory of CACREP Accredited Programs
http://www.counseling.org/CACREP/directory.htm
The Council for Accreditation of Counseling and related Educational Programs lists the accredited programs in each state.

COUNSELING INFORMATION ONLINE

American Psychological Association
http://www.apa.org/pubinfo/
The Public Affairs Office of the APA has prepared resources to provide information on mental health and psychological issues collected into topical groups of health information, family, and the mind-body connection. Articles cover such topics as: "Depression and Psychotherapy", and "Controlling Anger Before it Controls You".

Career and Personal Planning
http://www.bced.gov.bc.ca/irp/
The British Columbia (Canada) Ministry of Education has compiled an extensive curriculum plan for personal and social development K-12, which they call career and personal planning. This Integrated Curriculum Package contains learning outcomes, suggested ideas for instruction, a list of recommended learning resources (books, videos, electronic resources) and possible methods for evaluating students’ progress. This is one of my favorite guidance curriculum sites and I have sought and obtained written permission from the BC Ministry of Education for New Hampshire Guidance Counselors to download, duplicate, and use any information from this site. Follow the link from "Integrated Resource Packages" to "Career and Personal Planning", and then to any specific grade level.

Center for School Mental Health Assistance
http://csmha.umd.edu
CSMHA’s mission is assisting programs and individuals involved in or interested in advancing school mental health programs. Assistance is provided by phone, email, or at CSMHA sites.

Chuck Eby’s Counseling Resources
http://www.cybercomm.net/~chuck/guide.html
The links listed here provide a number of Counseling and Guidance resources for students, parents, and counselors, such as college information, financial aid information, sources for study skill help, career information, resources for parents, and resources for counselors.

Counseling Center Index Page
http://ub-counseling.buffalo.edu/index.shtml
The Student Health Center Counseling Center of the University of buffalo lists some useful information on their site including self-help materials (pamphlets for students) that would be appropriate for High School students. These self-help materials deal with topics such as Anxiety, Stress, Relationships, Alcohol & Drugs,
Overcoming Depression, Preventing Suicide, Rape, Abuse, and Violence, Coping with Death and Grief, Health, Diet, and Body Image, Study Skills, and other resources.

Counseling Center Village
http://www.ub-counseling.buffalo.edu/ccv.html
The University of New York at Buffalo sponsors this site, which is made up of many home pages and other web resources created by college and university counseling centers around the world.

Counseling Resources on the Internet
http://www.csun.edu/~hfedp001/links.html
The California State University at Northridge Department of Educational Psychology and Counseling has included links to Professional Organizations, Counseling Theories Webpages, Counselor Education Departments, Mental Health Links, Prevention Resources, Multicultural Counseling Resources, Career Counseling Resources, Family Counseling Resources, and others, including the American Association for Therapeutic Humor.

Crisis Counseling
http://www.crisiscounseling.org/
The Mentor research Institute Crisis Counseling page offers links and articles free for your information and use. Links lead to pages about effective crisis intervention, abuse and violence, suicide and self-hurting, drugs and alcohol, teenage runaways, and gangs, and others.

Curriculum Links for Guidance Counselors
http://www.esu16.k12.ne.us/curriculum/guidance.html
This page of useful links comes from the Nebraska Educational Service Unit #16. It includes career, behavioral, and mental health information, and links to the home page offer other types of educational information.

Discipline Help – You Can Handle Them All
http://www.disciplinehelp.com/
This web site is a free discipline resource from the MASTER Teacher learning center. A link to "Solutions for Handling 117 Misbehaviors" brings you to a tool that presents a step-by-step approach to changing inappropriate student behavior to appropriate behavior. The belief behind these methods is that "a program of discipline must teach self-discipline". NOTE: Some people have found these solutions equally effective with adult behaviors.

Dr. Bob’s Mental Health Links
http://www.dr-bob.org/mental.html
This page of mental health links is geared toward professionals in the field but has information for all, including a virtual en-psych-lopenedia, psychopharmacology tips, and a link to psycho-babble.
Effective Collaboration and Practice – Special Education
http://www.air.org/cecp/
The Center for Effective Collaboration and Practice describes their mission as "Improving services for children and Youth with Emotional and Behavioral Problems, helping communities create schools that promote emotional well-being and safe learning, and supporting effective collaboration at a local, sate, and national level." This web site contains an extensive list of resources to support their mission.

ERIC Counseling and Student Services Clearinghouse
http://ericcass.uncg.edu/
The Educational Resources Information Center Counseling and Student Services Clearinghouse (ERIC/CASS) is one of the original ERIC sites, established in 1966 by Dr. Garry R. Walz at the University of Michigan. Its scope includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development. Although ERIC has gone through some changes in the past year, there should be links to the new sites.

Guidance Resources Homepage
http://www3.dist214.k12.il.us/guidance/index.html
This information has been compiled by an Illinois High School Guidance Counselor to assist guidance counselors and high school students with planning for the future and with other guidance issues. Categories include Career Planning, General Post Secondary Information, General Financial Aid, Test Preparation, Special Education Issues, Personal Counseling Issues, Information on Specific Careers, College Home Pages, Scholarship Information. Study Skills, resources for Athletes, and College Information.

HE@LTH
http://www.athealth.com
Athealth.com is a site that provides information on a variety of mental health issues and conditions. Their motto is :Mental Health Touches Everyone. This site includes the latest information on mental health for both practitioners and consumers, and a weekly newsletter.

International Counselor Network
http://www.members.home.net/ruste/icn.html
The International Counselor Network (ICN) was started to cut down on the isolation felt by many counselors who do not have the time to connect with colleagues. The contact person reached by this link is a professional elementary school counselor, although all types and disciplines of counselors are members of this group. ICN members share ideas, resources, and discussions about counseling issues.

International Society for Mental Health Online - WebPsych
http://www.ismho.org/webspsych/
The WebPsych Partnership has set up this web site index to make it easy for both professional and lay people to find useful and timely information about a variety of counseling and psychology webpages.
Internet Mental Health
http://www.mentalhealth.com/main.html
The purpose of this website is “improve understanding, diagnosis, and treatment of mental illness throughout the world.” Links lead to information on the 54 most common mental disorders, web community message boards for sufferers of particular illnesses, information on medications, magazines, diagnoses, research, and links to other sites.

Lorrie’s Links
http://www.portup.com/~lburhans/leftcol.html
This regularly updated collection of Guidance and Counseling Resources for school counselors, parents, and students offers a large list of links to more links on topics such as school guidance, alcohol and adolescents, career exploration, counseling/psychology, and college resources.

Mental Help Net
http://www.mentalhelp.net/
This award-winning guide to mental health, psychology, and psychiatric information lists links to current research and articles, resource links, diagnostic criteria, medication information, and other services.

Positive Behavioral Interventions and Supports
The Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) has been established by the Office of Special Education Programs, US Department of Education, to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Brief fact sheets, called Positive Behavior Support Practices describe effective practices in a variety of behavioral areas.

Psych Central
http://psychcentral.com
Psych Central is Dr. John Grohol’s Mental Health Page offering mental health and psychology resource links, automated diagnostic quizzes, articles and essays, and book reviews.

Psych Web
http://www.psychwww.com/
This web site contains psychology-related information for students and teachers of psychology, including Books online, Brochures, APA Style resources, a Find Anything page, and Psychology Journals on the web.

Psychsight Articles by Robert Caldwell
http://www.psychsight.com/article.html
This site contains full text articles on specific counseling issues such as abuse, depression, shame, relationships, making choices, and others.
School Psychology: Counseling Internet Resources
http://library.scsu.ctstateu.edu/schlpsycbib.html
The Southern Connecticut State University annotated bibliography of Internet resources was created to be a practical guide for school counselors, school psychologists, parents, and students. The sites contained within the bibliography were primarily chosen for their value, timeliness, and subject specialty.

Student Counseling Virtual Pamphlets
http://counseling.uchicago.edu/vpc/virtulets.html
The University of Chicago Student Counseling and Resource Service has developed and posted a collection of pamphlets for students on various counseling issues. This extensive list was written with the Chicago University student in mind, so the write-ups may refer to services available only to students at that university. However, the topic information is good, and may be useful for guidance counseling office handouts.

Youth Suicide Prevention Programs: A Resource Guide
The National Center for Injury Prevention and Control has developed this resource guide to help identify the most effective strategies and model programs for youth suicide prevention. It includes information on School Gatekeeper Training, Prevention Programs, and recommendations.

Zeal Personal Health: Mental Health
http://www.zeal.com/PersonalHealth/Mental_Health/
This website is listed from the pages of The Counseling Zone, a network for mental health professionals and graduate students. It lists 17 subcategories and 21 websites.

EDUCATIONAL RESOURCES

New Jersey Department of Education
http://www.state.nj.us/education
The New Jersey Department of Education web site provides a wide range of resource and information in areas such as: School Ethics; School-to-Career, N.J. Administrative Code; NJ School Law; Standards and Assessments; Whole School Reform; and Special Education

American School Directory
http://www.asd.com/
This site, designed to connect families and schools, contains the "vital information on all 108,000 K-12 schools in America". Links take you to school calendars, menus, contact information, wish lists, and student artwork. Also offered are links for teachers such as classroom activities and Certificate Maker.

Busy Teachers’ Website K-12
http://www.ceismc.gatech.edu/busyt/welcome.html
This site is designed to provide teachers with direct source materials, lesson plans, and classroom activities for all grade levels on subjects ranging from Archaeology to Social Studies. There is a section for HS Guidance Counselors also.

**KidSource Online**
http://www.kidsource.com
The KidSource site has a variety of offerings for educators, school counselors, and parents, such as the full text article: "Helping Your Child with Homework," and discussion groups on Gifted, Learning disabilities, Medical and health problems, Teen years, Computers and kids, and Safety and nutrition.

**Middle Web**
http://www.middleweb.com/
Middle Web is a site exploring the challenges of middle school reform, and "brimming with resources" for educators and parents. Follow the Links to "our Favorite General Resources" or any of the other categories for some wonderful research, articles, and Internet resources. This is one of those deep sites where links lead to links lead to more links.

**National School-to-Work Learning Center**
http://www.stw.ed.gov/
The main page of the National STW site lists links for educators, employers, labor, parents, partnerships, and students.

**NCREL**
http://www.ncrel.org/info/sitemap.htm
The North Central Regional Educational Laboratory index page lists a number of links to educational information, including a link to "School and Community" which results in a Safe Learning Communities: Strategies and Resources page with links to data and research on school violence and safety, resources for schools, parents, students, and communities on violence prevention, and other.

**Pathways to School Improvement**
http://www.ncrel.org/sdrs/
Pathways to School Improvement, a site of the North Central Regional Educational Laboratory, is a huge and all inclusive source of information on meaningful learning. Topic headings include assessment, at-risk, curriculum, early childhood, goals and standards, governance, instruction, integrated services, leadership, learning literacy, math, parent and family involvement, preservice education, professional development, safe and drug free, school to work, science, technology, and others.

**Student Support Services**
http://www.gov.nf.ca/edu/Divisions/SSS.htm
The student Support Services Division of the Ministry of Education for Newfoundland and Labrador is responsible for special education programming, guidance services, student retention, and other special services. The links to "Pathways Forms" provide extremely clear forms for documenting pre-referral interventions and adaptation plans. This home page also, under "Publications", links to complete and extensive guidance documents on such topics as "Profiling the Needs of
Children and Youth", "Discipline, School Violence, & Safe School Teams", "Balancing Student's Rights and Responsibilities for Primary, Elementary, Intermediate, and Senior High", and Child Maltreatment".

**US Department of Education**


The USDOE website lists numerous links and a wealth of information on an enormous number of topics. By linking to "Gateway to Educational Materials" or "Publications & Products", counselors can access such items as: High School Counselor’s Handbook" "Grant Application for Elementary School Counseling Demonstration Program", "Early Warning, Timely Response: A Guide to Safe Schools", and many others. Some products and publications are free of charge.

**ETHICAL STANDARDS AND GUIDELINES**

**ACA Code of Ethics**

[http://www.counseling.org/resources/codeofethics.htm](http://www.counseling.org/resources/codeofethics.htm)

The American Counseling Association Code of Ethics and Standards of Practice are contained here.

**ASCA Ethical Standards**

[http://www.schoolcounselor.org/ethics/index.htm](http://www.schoolcounselor.org/ethics/index.htm)

The American School Counselors Association lists their standards and resources available from the Ethics Committee.

**National Standards for School Counselors**

[http://www.schoolcounselor.org/national.htm](http://www.schoolcounselor.org/national.htm)

This site gives information on the National Standards for School Counseling Programs from the American School Counselors Association.

**NBCC Code of Ethics**

[http://www.nbcc.org/ethics/nbcc-code.htm](http://www.nbcc.org/ethics/nbcc-code.htm)

The National Board for Certified Counselors web site contains the NBCC Code of Ethics, Standards for the Ethical Practice of Web Counseling, and Standards for the Ethical Practice of Clinical Supervision.

**GRANTS AND FUNDING SOURCES**

**Grant Opportunity Resources**


This site is a resource for information and expertise on grant writing.
Grants Web
http://www.sraininternational.org/cws/sra/resource.htm
The Grants Web site contains links to many other grants-related Internet sites and resources. They include funding opportunities, data bases, professional activities, and policy issues.

THEORIES OF COUNSELING

Behavior Online
http://www.behavior.net/
This site provides resources for Applied Behavioral Science Professionals. It includes discussion groups on a variety of mental health subjects including creative arts therapies, organizational development, meditation in therapy, law, ethics, and psychotherapy, as well as several specific theories of counseling.

California State University Links to Theories and Institutes
http://www.csun.edu/~hfedp001/links.html#anchor000000
This is a list of websites containing information about different counseling theories.

FAMILY COUNSELING

National Parent Information Network
http://npin.org/
This site provides links and research-based information about parenting and family involvement in education. It is maintained by the ERIC research system.

PROFESSIONAL ORGANIZATIONS

American Counseling Association
http://www.counseling.org/
The ACA is a not-for-profit, professional and educational organization whose mission is to promote the development of professional counselors, advance the counseling profession, and to use the profession and practice of counseling to promote respect for human dignity and diversity. The ACA provides leadership training, publications, continuing education opportunities, and advocacy.

American School Counselor Association
http://www.schoolcounselor.org/
ASCA is the national organization that represents the profession of school counseling by focusing on professional development, enhancing school counseling programs, and researching effective school counseling practices.
National Board for Certified Counselors
http://www.nbcc.org/
NBCC® is an independent, non-for-profit credentialing body that monitors a national certification system to identify for professionals and the public those counselors who have sought and obtained certification. It maintains an informative newsletter and promotes and verifies continuing education for counselors.

American College Counseling Association
http://www.collegecounseling.org/
ACCA is a division of the American Counseling Association. It’s member base is made up of counselors in the higher education, college, university, community, and technical college settings whose purpose is fostering student development.

National Career Development Association
http://ncda.org/
NCDA is a division of the American Counseling Association and provides service to the public and professionals involved with or interested in career development, including professional development activities, publications, research, public information, professional standards, advocacy, and recognition for achievement and service.

Association for Specialists in Group Work
http://asgw.educ.kent.edu/
ASGW was founded to promote quality in group work training, practice, and research both nationally and internationally.

American Association for Marriage and Family Therapy
http://www.aamft.org/
AAMFT is the professional organization for the field of marriage and family therapy, representing the professional interests of more than 23,000 counselors throughout the United States, Canada, and abroad.

International Association of Marriage and Family Counselors
http://www.iamfc.org/
IAMFC is an organization that promotes excellence in the practice of family counseling by creating and disseminating publications and media products, providing a forum for exploration of family-related issues, and emphasizing collaborative efforts.

Association for Counselor Education and Supervision
http://www.siue.edu/~epse1/aces/
ACES emphasizes the need for quality education and supervision of counselors in all work settings, through accreditation processes and professional development activities.

American Association of Pastoral Counselors
AAPC represents and sets professional standards for pastoral counselors and pastoral counseling centers. Pastoral Counselors are certified mental health professionals who have had in-depth religious and/or theological training.

Association for Counselors and Educators in Government
http://www.voled.com/org/aceg/index.htm
ACEG is an association for counseling and education professionals whose work settings are in government or military related agencies.

Association for Gay, Lesbian, and Bisexual Issues in Counseling
http://www.aglbic.org/
This division of ACA promotes education for mental health service provides about issues confronting gay, lesbian, bisexual, and transgender individuals.

Association for Multicultural Counseling and Development
http://www.edap.bgsu.edu/AMCD
AMCD provides global leadership, research, training, and development of multicultural counseling professionals with a focus on racial and ethnic issues.

American Mental Health Counselors Association
http://www.amhca.org/
AMHCA strives to enhance the professional of mental health counseling through advocacy, education, and professional development. This organization also provides information and standards on credentialing in this field.

National Association of Cognitive Behavioral Therapists
http://www.nacbt.org/
NACBT is an organization dedicated solely to the teaching and practice of cognitive-behavioral psychotherapy, to supporting practitioners, and to setting standards for credentialing that enable the general public to be confident that they will receive quality CBT from certified members.

National Association for College Admission Counseling
http://www.nacac.com/index.html
This organization for college admissions counselors links members to college fairs, national conferences, professional development, education and technology, and other resources.

National Institute on Mental Health
http://www.nimh.nih.gov/
NIMH is the component of the National Institutes of Health charged with generating the knowledge needed to understand, treat, and prevent mental illness.
College and Career Websites

- College Board on Line [www.collegeboard.org/](http://www.collegeboard.org/)
- American Universities [www.clas.ufl.edu/CLAS/american-universities.html](http://www.clas.ufl.edu/CLAS/american-universities.html)
- College, Scholarships, Careers, Majors, and More [www.embark.com/](http://www.embark.com/)
- Business, Trade, and Technical Schools [www.rwm.org/rwm](http://www.rwm.org/rwm)
- College Information: Kaplan Education Centers [www.1.kaplan.com/](http://www.1.kaplan.com/)
- College Information Peterson's Links to two and four year colleges [www.petersons.com/](http://www.petersons.com/)
- College Search on College Net [www.collegenet.com/](http://www.collegenet.com/)
- Listing of American Universities [www.clas.ufl.edu/CLAS/american-universities.html](http://www.clas.ufl.edu/CLAS/american-universities.html)
- Links to Web servers at university and community colleges in the U.S. [www.utexas.edu/world/univ/](http://www.utexas.edu/world/univ/)
- Information on college links and college admission process: FishNet [www.jayi.com/](http://www.jayi.com/)
- America’s Job Bank [www.ajb.dni.us](http://www.ajb.dni.us)
- America's Career Infonet [www.acinet.org/acinet/](http://www.acinet.org/acinet/)
- Career Builder [www.careerbuilder.com](http://www.careerbuilder.com)
- Career Mosaic [www.careermosaic.com](http://www.careermosaic.com)
- CareerPath.com [www.careerpath.com](http://www.careerpath.com)
- JOBTRAK [www.jobtrak.com](http://www.jobtrak.com)
- Online Career Center [www.occ.com](http://www.occ.com)
Career Services: The Catapult [www.jobweb.org/catapult/catapult.htm]
Learning Styles Inventories [http://snow.utoronto.ca/Learn2/introll.html]

**Mental Health Sites**

Center for Effective Collaboration and Practice: Improving Services to Children and Youth with Emotional and Behavior Problems [www.air-dc.org/cecp/]
School Mental Health Project/Center for Mental Health in Schools UCLA [www.smhp.psych.ucla.edu]
Center for Mental Health Services CMSGH [www.samhsa.gov/cmhs/htm]
National Institute of Mental Health [www.nimh.nih.gov]
Center for Mental Health Services Knowledge Exchange Network [www.mentalhealth.org/index.htm]
National Association of School Psychologists: Promoting Educationally and Psychologically Healthy Environments for All Children and Youth [www.naspweb.org/]
Peer Resources: Strengthening Peer Helping and Peer Support [www.peerc.ca/peer.html]
Adolescent Directory on line [http://education.indiana.edu/cas/adol/adol.html]
Resources for Children and Adults with Attention Deficit Disorder [www.chadd.org]
Mental Health Matters [www.mental-health-matters.com/]
Mindtools [www.mindtools.com/]
National Alliance for the Mentally Ill [www.nami.org/]
Youth Suicide Prevention [www.sanpedro.com/spcc/suicide.btm]
Mental Health [http://psychcentral.com/]
School Psychology Resources Online [http://mail.bcpl.lib.md.us/~sandyste/school-psych.html]
Suicide Prevention Advocacy Network [www.spanusa.org/]
The Federation of Families for Children's Mental Health [www.ffcmh.org/]
Center for School Mental Health Assistance [http://csmha.ab.umd.edu/]
Facts for Families [www.aacap.org/factsFam/]
Stress Management [www.stress.org/]
Stress and Anxiety Research Society [http://star-society.org/]

**Resources from Government and National Agency Websites**

The National Longitudinal Study of Adolescent Health [www.cpc.unc.edu/projects/addhealth.addhealth_home.html]
National Youth Gang Center [www.iir.com/nygc]
Law-Related Education [www.abanet.org/public/youth/youth.html]
Substance Abuse and Mental Health Services Administration www.samhsa.gov/
U.S. Department of Justice www.usdoj.gov
National Criminal Justice Reference Service NCJRS www.ncjrs.org
Office of Juvenile Justice and Delinquency Prevention OJJDP www.ojjdp.ncjrs.org
U.S. Department of Health and Human Services www.hhs.gov
Center for Substance Abuse Prevention www.samhsa.gov/csap/index.htm
Center for Disease Control and Prevention,
Division of Adolescent and School Health DASH www.cdc.gov/nccdphp/dash
Health Resources and Services Administration HRSA,
Bureau of Primary Health Care BPHC www.bphc.hrsa.dhhs.gov
Health and Human Services Administration HRSA,
Maternal and Child Health Bureau MCBH www.hhs.gov/hrsa/mchb
Office of National Drug Control Policy www.ncjrs.org
National Institute on the Education of At-Risk Students -
U.S. Department of Education www.ed.gov/offices/OERI/At-Risk/
Early Childhood Development and Education-
U.S. Department of Education www.ed.gov/offices/OERI/ECI
National Center for Educational Statistics www.nces.ed.gov/
Center for Effective Collaboration and Practice www.air-dc.org/cecp/
National Educational Services www.nes.org/
Office of Special Education Programs OSERS www.ed.gov/offices/OSERS/OSEP/index.html
Regional Education Laboratories www.nwrel.org/national/index.html
National Center for the Improve Practice in
Special Education Through Technology, Media, & Materials www.edc.org/FSC/NCIP/
Office of Special Education and Rehabilitative Services,
U.S. Department of Education www.ed.gov/offices/OSERS
Federal Resource Center for Special Education www.dssc.org/frc/
The Council for Exceptional Children www.cec.sped.org/home.htm
Council for Children with Behavioral Disorders www.air-dc.org/cecp/ccbd/
Center for Effective Collaboration and Practice www.air-doc.org/cecp/degault.htm
Blueprints for Violence Prevention www.Colorado.EDU/cspv/blueprints
Institute on Violence and Destructive Behavior www.interact.uoregon.edu/ivdb/ivdb.html
National School Safety Center www.nssc1.org
Partnership Against Violence Network PAVNET www.pavnet.org
Centers for Disease Control and Prevention, Division of Violence Prevention [www.cdc.gov/ncipc/dvp/dvp.htm](http://www.cdc.gov/ncipc/dvp/dvp.htm)
Office of Juvenile Justice and Delinquency Prevention [www.ncjrs.org/ojjdp](http://www.ncjrs.org/ojjdp)

**Alcohol and Substance Abuse Websites**

The Web of Addictions [www.well.com/user/woa/](http://www.well.com/user/woa/)
The Archivist on Addictions [www.habitsmart.com/index.html](http://www.habitsmart.com/index.html)
Al-Anon/Al-Ateen [www.al-anon-alateen.org](http://www.al-anon-alateen.org)

**Violence Prevention Websites**

School Violence Virtual Library [www.uncg.edu/ericass/violence/index.htm](http://www.uncg.edu/ericass/violence/index.htm)
Coping with School Violence [http://familyeducation.com/topic/front/0,1156,1-2179,00.html](http://familyeducation.com/topic/front/0,1156,1-2179,00.html)
School Violence Prevention [http://eric.uoregon.edu/publications/digests/digest094.html](http://eric.uoregon.edu/publications/digests/digest094.html)
School Discipline [http://eric.uoregon.edu/publications/digests/digest078.html](http://eric.uoregon.edu/publications/digests/digest078.html)
APPENDIX

K-4

A- Feeling Safe & Unsafe K-2
B- Feeling Safe & Unsafe 3-4
C- Conflict Management K-1
D- Conflict Management 3-4
E- Dealing with Stress K-4
F- Making Choices
G- Feelings (emphasis on anger management)
H- Feelings Chart
I- Feelings Activity with Sentence Starters
J- Feelings Toss Game
K- My Special Feelings Activity
L- My Health Plan (mental & emotional health)
M- Sometimes I feel…. Complete faces with feelings
N- Building Self-Esteem
O- Who Are You?
P- Career Development- Career Goals K-2
Q- Career ABC’s 3-4 Career Development
R- Personal Social Development
S- Help One Another- Team Building
U- Focus On Me – Self-Esteem Builders
V- Teaching Fairness
W- Acceptance Activity
X- Good Behavior Certificates
GRADES K-2  LESSON PLAN: FEELING SAFE AND UNSAFE

OBJECTIVES:
To give the children the opportunity to relate and discuss positive personal experiences
To enable the children to identify times when they feel safe and unsafe
To teach the children simple safety strategies for dealing with common unsafe situations

INTRODUCTION:
Say:

Today we are beginning some lessons that will help you to learn how to stay safe. We know that you are cared for and we want you to be safe. Today we’re going to spend some time talking about feelings.

Read and Discuss the following story: (change the names if any in your class has the same name)

It was a very special day for Joseph and Sarah. They were twins and it was their birthday. They were both 7 years old. Mom and Dad had promised to take them to McDonalds for a big birthday party. They had been looking forward to this day for a very long time.

Now the big moment had arrived and they were very excited. They were all packed into the car and headed off to McDonalds. When they arrived everyone got a party hat. Then they had burgers and fries and more burgers and fries and, of course, something to drink. Then they had ice cream. Dad got some on his nose and everyone laughed. Joseph's friend David started to sing, and soon they were all singing their favorite songs. At last it was time to go home and everyone said it was one of the best parties ever.

-Did the children enjoy the party?

-What did they like?

-How do you know?

-How did they feel?

-How do you know?
The twins felt happy on their birthday. They were very excited and enjoyed themselves a lot. When we are happy, we celebrate with our families and friends.

Show the faces.

Ask the children to identify the feelings associated with the expressions. Ask them to list the things that make them feel happy, sad, upset, scared, etc. Encourage the children to think about how they express feelings. Remind them that we can talk to people we trust about our feelings. Ask students who they can talk to and feel comfortable sharing their feelings.

Say:

I'm going to explain how feelings work. On the outside we have our bodies. Our bodies let us know if it's too cold by making us shiver and they let us know if it's too warm by making us sweaty. On the inside we have feelings, and they let us know things too. Your feelings are inside you and your feelings can tell you things about what's happening to you. Different things give us.

FEELING SAFE:

We will be looking at times we feel safe.

(Encourage the children to talk about times when they feel safe, places where they feel safe and people with whom they feel safe.)

In our Safety lessons we call feelings that make us feel safe, "Yes feelings."

FEELING UNSAFE:

But we don't have "yes feelings" all the time. Sometimes we have different feelings, when we have unsafe feelings.

Who can give me an example of a time when they felt unsafe? What if you saw shadows in the dark?
What if you were awakened by a thunderstorm? What if you were chased by a dog?

What is someone teased you or called you names?

Reassure the children that we can all feel frightened from time to time and that it is OK. Remind the children that we have different feelings and emotions; and there are people we can trust who love us and want to keep us safe.

Say:

Feeling unsafe is a "no feeling". When you have a ‘no feeling’ you can do something
to get rid of it and make yourself safe again. You can tell someone. You should always tell an adult if you have a 'no feeling".

Ask: why we have rules. Explain that rules are there to keep us safe. Discuss situations where rules are used, e.g. crossing the street, riding a bike, etc.

Say: Rules are made to keep all of us safe and healthy.

CONCLUSION:

Say: These rules show us that we get rid of the 'no feelings' by knowing what to do. We don't need to feel unsafe or scared. We can follow these rules and help keep ourselves safe. Next time we will talk a little more about taking care of ourselves.

Distribute the take-home worksheets. Please note: there is a space for parent/guardian signature, but we are not asking for that; please explain to the children that they do not have to bring these pages back.
LESSON PLAN: FEELING SAFE AND UNSAFE

Grades 3-4

OBJECTIVES:

To give children the opportunity to discuss times when they felt safe and unsafe
To help the children to anticipate potentially dangerous situations
To enable the children to devise practical ways of dealing with unsafe situations

INTRODUCTION:

Say:

*Today we are beginning some lessons on staying safe. We are going to spend some time talking about feelings.*

*Feelings are part of what makes us unique - one of a kind.*

Discuss: Ask the children to complete the following statements: I feel happy when...

I feel confident when...

I feel proud when...

I feel loved when...

*Your feelings belong to you and we all have many different feelings and different emotions. Your feelings tell you about yourself and about the world around you. It is important to express your feelings. Sharing our feelings can help us understand them better.*

*What if your friend Debbie gave you a lovely birthday present? How would you feel? (Look for responses like: happy, excited, surprised, etc.) How could you express this to Debbie? (say thank you, hug, etc.)*
What if your brother came first in a race? How would you feel? What could you say to him?

What if you visited a Haunted House with your aunt and you were so afraid that you started screaming, and then your aunt put her arm around you and told you it would be all right. How would you feel? What could you say to her?

FEELING SAFE:

Ask the children to describe times when they feel safe, places where they feel safe and people with whom they feel safe. Explain that throughout the lessons we will be using the term, “yes feelings”, as a general term for times we feel safe.

FEELING UNSAFE:

Say:

But we don't have "yes feelings "all the time. Sometimes we might not feel safe. We’re going to call these feelings, "no feelings ’. No feelings are all the feelings that make us feel unsafe, like when we're lost or worried about something.

Ask the children for examples of 'no feelings". Explain that you will be concentrating on these feelings and what they can do about them.

Say: If you get a "no feeling "or feel unsafe, you can do something about it. You can do something to get rid of that "no feeling "and feel safe again.

RULES if I LOST:

Getting lost on a busy street would certainly be a 'no feeling "

Has it ever happened to any of you?

How did you feel?

If you got lost on a busy street, what could you do?

Elicit as many responses as possible and discuss the proposed solutions. The purpose of this discussion is to make the children feel successful in solving the problem.
Try to lead them to coming up with the following rules about what to do if they get lost:

1. Do not wander away from where you became separated from your mom or dad.
2. Get help from the police or other ‘official ‘adult in the area.
3. Tell the person your name, who you were with and that you are lost.

Say: *How would you feel when your mom or dad found you? Would that be a ‘yes feeling’? So, if we follow the rules, we can feel safe and get rid of the ‘no feeling’.*

Discuss: the importance of safety rules in general, e.g. water safety, bike safety. Explain that rules are there to keep us safe.

Say: *Rules are made to keep all of us safe and healthy.*

CONCLUSION:

Say: *These rules we’ve learned today show us that we get rid of the ‘no feelings’ by knowing what to do. We don’t need to feel unsafe or scared. We can follow these rules and help keep ourselves safe. Next week we talk a little more about taking care of ourselves.*

Distribute: take-home worksheets. Please note: there is a space for parent/guardian signature, but we are not asking for that; please explain this to the children.
Lesson Plan: Dealing with Stress

Objective: Identify effects of stress on everyday issues and strategies to reduce or control stress.

Time: 45-60 minutes

Structure: On-line homework before class (Stress Questionnaire) Teacher introduction- large group

Brainstorm and Q & A on stress- small group Coping with stress worksheet- individual Stress coping skills practice- large group

Reducing stress strategies- individual homework

Materials: Handout: Stress questionnaire (from website)

Handout: Q&A on stress

Handout: Fact sheet on stress/anxiety

Handout: Coping with stress worksheet

Handout: Stress Coping Skills

Materials: Flip chart paper and markers

Introduction: Stress is part of life, we all experience it, some have more than others, some manage it differently. Too much stress can affect your mood, your relationships, and your school performance. It is important to help students identify signs of stress, how it affects them, and what they can do about it.

Details of Class Lesson Plan:

Preparatory Work: Ask the students to fill out the stress questionnaire on-line the night before the class and print out the results page.

Introduction: Teacher to introduce topic of stress- that everyone experiences it, some more than others. Too much stress can affect your mood, your relationships, and your school performance. This workshop is to help you learn how to recognize stress, and skills to reduce and cope with stress in your everyday life. Making life a whole lot more fun!!

Large Group activity: After the introductions ask the group to raise hand if they think they are under too much stress? And put checks on board -low, medium and high. Then ask them how this compares to how they scored on the stress quiz? How does their level of stress compare to others?
Small group activity: Brainstorm with flip chart paper and markers: physical responses to stress (headache, stomach ache, loss of appetite, poor sleep, tiredness, poor concentration) and emotional responses to stress (sadness, loneliness, irritability, anger, anxiety, withdrawal). How does stress affect academic performance, relationships, and other parts of your life? Next hand out Q&A on stress to group, then give out fact sheet and have them grade it as a group.

Individual activity: Hand out the coping with stress worksheet Have students identify a stressful situation they recently experienced and how they handled it- write down how they deal with stress- good and bad. If needed give examples of stressful situations: breakup in relationship, upcoming test/project, failing test, fight with parents, fight with friend.

Skill building: Hand out Stress Coping Skills Sheet. Review skills and practice breathing and muscle relaxation as a class. Have them return to their worksheet and write down the skills they used and new skills they could try in the future to better manage stress.

Media clips: TV show or music youth identify as stress reducing or stress provoking.

Homework: Write down positive changes they are going to make in next 2 weeks to reduce and better manage stressing their lives, have stress quiz again in 2 weeks to see how they are doing.
Stress Q and A

All stress is bad. T or F

False, stress reaction in the body is designed to protect it from dangerous situations and in small amounts can increase performance. It is too much stress for too long that begins to impact your mood, functioning and relationships when you know you are not managing stress very well.

There is nothing you can do about stress, it happens and you endure it. T or F

False, there are many ways to learn to cope with and manage stress, as well as decrease stress in your life. Basic lifestyle changes including getting enough sleep, eating well and regular exercise can reduce stress and increase your ability to deal with stress.

No one else has as much stress as I do, that’s why I'm overloaded. T or F

False, everyone experiences stress, some do experience more stress than others, but it is your ability to manage and cope with stress that determines whether you control it, not the amount of stress.

Nothing bad can happen to me from too much stress. T or F

False, too much stress can negatively affect concentration, problem solving, personal interactions, and school performance. It can also lead to physical and mental health problems including headaches, stomachaches, anxiety, depression, drug use and aggression.
Fact Sheet on Stress/Anxiety

Stress is a state of tension related to your body attempting to cope with its environment, it's the body's way of preparing to meet a tough situation. Anxiety is a sense of apprehension, dread and/or uneasiness. We tend to perceive anxiety and stress as negative, but in fact both are nominal and can be adaptive. The stress response involves the nervous system and specific hormones in the body, and it enhances the ability to perform under pressure as well as avoid danger. It is when stress is excessive or ongoing and interfering with functioning that anxiety and stress become a problem. This can lead to wearing out the body's reserves and leaving a person feeling depleted or overwhelmed, weakening the immune system and making it harder to cope with daily demands. There are effective treatments available for anxiety and stress management. The first step is to learn to recognize when you are stressed, the next is to find a way to deal with stress.

Common symptoms of stress and/or anxiety:

- trouble catching your breath
- butterflies in your stomach
- sweaty and/or trembling hands
- feeling lightheaded
- feeling nervous or jumpy
- feeling overwhelmed
- feeling tired all the time
- having trouble concentrating
- irritability and moodiness headaches
- problems sleeping
- feeling sad or depressed

Problems related to anxiety and stress are among the most common reasons for people to see health professionals.

Any sort of change—good or bad, can make you feel stressed out.
You are more likely to experience difficulties with anxiety if someone in your family has an anxiety disorder.

Chronic stress lasting a month or more can put you more at risk of medical problems such as frequent headaches, viral illnesses and ulcers.

Avoiding situations that cause anxiety can make the anxiety worse.

Test taking anxiety is very common among students and there are strategies to help.

Physical exercise, eating a healthy balanced diet and a good sleep routine help reduce stress and anxiety.

Anxiety can put you more at risk of developing depression.
Stress Worksheet

Identify a situation where you felt stressed or anxious this past week:

What did you feel like?

What were your thoughts?

What did you do about it?
What would you do differently in the future?
Coping with Stress

Everyone feels stress at times—but there are things you can do to minimize stress and manage stress that is unavoidable.

**Healthy Living:**

Exercise on a regular basis (try for 30 min/day about 3-4 days per week to start)

Eat well balanced meals, 3 times per day

Get enough sleep and set up a regular sleep routine—adolescents need 9-10 hours of sleep per night

Avoid illegal drugs, alcohol, tobacco and excess caffeine

**Healthy Thinking:**

Don't worry about things you can't control—ex. Weather Look at change as a positive challenge

Positive thoughts and positive self-talk

Set realistic goals Meditate

**Healthy Actions:**

Prepare well in advance for events that may be stressful—ex. Test/Project Ask for help from friends, family, teachers, and professionals

Take breaks for daily stress with time with friends, fun activities and/or group sports Work to resolve conflicts without anger and losing temper

Solve problems one at a time—take one task at a time Avoid overscheduling—prioritize activities

**Identify stressful situations:**

Ex. Preparing for an exam, test taking, doing homework, writing papers, working on a project, making a public presentation, talking to other peers, asking question in class

**Stress reducing exercises:**

Two exercises you can do to alleviate stress: deep breathing and muscle relaxation. These take a little practice, but are exercises you can use anywhere to try to relax and reduce stress.

Deep breathing: Lie down on flat surface or sit in comfortable chair with arms by side and feet on floor. Breathe in slowly through your nose over 3 seconds feeling your stomach rise and your chest
expand. Breathe out slowly through your nose and/or mouth over 3 seconds feeling your stomach go
down and your chest contract. Repeat until you feel relaxed and tension drain out of your body.

Muscle relaxation: Start with one group of muscles (usually your feet), hold it tight for a few
seconds and then release. Then move to the next group of muscles (ex. Lower legs) and do the same
thing. Work your way up through your legs, abdomen, chest, hands, arms, shoulders, neck and face
muscles. You should feel the tension drain out of your body and leaving you feel heavy and relaxed.
Lesson Plan #1: Making Choices

Rationale:
This lesson will help students understand how their responses during a conflict can determine the outcome of the situation. The students will feel more empowered to handle situations where they feel capable and connected.

Objectives:
Students will understand how their responses during a conflict can determine the outcome of a situation. Students will role-play making good and bad choices in conflicts.

Materials:
* Chart paper
* Markers
* Win/Win Guidelines
* List of Role-plays

Procedure:
Ask the students to describe conflict that children may have at school. Some examples would be conflicts arising from name-calling, being first on line, and sharing materials. Write their responses on chart paper.

Ask two students to volunteer to role-play the following conflict: One child is waiting in line to use the bathroom. Another child cuts into the line ahead of the child.

Explain to the class that each child in the conflict had to make a choice as to how they would react. Discuss the choices made in this conflict. Ask if the choices were good or bad and discuss how each child felt.

Explain when two people have a conflict; it can be resolved in three different ways. If both people are upset after they resolved the conflict, it is called a lose/lose situation. If one person feels good about the solution and the other person does not, it is a win/lose situation. If both people are happy with the solution, it is a win/win situation.

Ask the two students to do the role-playing again with a win/win solution.

Explain to the students that they will be doing role-plays with lose/lose and win/win solutions.

Divide the class into groups of four. Have them act out the role-play so that the choices they make cause a lose/lose solution and the other two children role-play the same conflict with win/win solutions. Model this in front of the class first.
Have each group demonstrate their role-plays and explain why the choices they made resulted in positive or negative outcomes. Emphasize that we always have a choice as to how we are going to respond to conflicts. The outcome of the conflict depends on the choice we make. EXAMPLES OF ROLE-PLAYS FOR MAKING CHOICES

(Distribute one strip to each group)

Two friends are in art class and one teases the other about his or her art project.

"A child asks his or her friend to go for an ice cream and the friend says he or she cannot go because he or she has a dentist appointment. Later the child sees the friend having ice cream with someone else.

A child has his or her science project on his desk. Another child knocks it over by mistake.

During gym class a child misses hitting the ball and strikes out. Another child laughs and calls and teases him.

A child is sitting by a friend during lunch. When he or she gets up to get their lunch, someone takes his or her seat.

Win/Win Guidelines

Take time for cooling off if needed. Find alternative ways to express anger.

Each person states their feelings and the problem as they see it using "I Messages." No blaming, name calling, no interrupting.

Each person states the problem as the other person sees it.

Each person says how they are responsible for the problem.

Brainstorm solutions together and choose a solution that satisfies both a Win/Win solution.

Affirm, forgive or thank your partner.
Lesson Plan # 3 Feelings (emphasis on anger and anger management)

Objectives:

The students will recognize that people experience a variety of diverse feelings.

To understand that feelings can be communicated without words through facial expressions and other physical gestures.

To identify and articulate feelings related to specific situations.

To recognize that feelings are frequently expressed with actions and we can control our responses.

To explore strategies for coping with anger by effectively using "I Messages."

Materials:

Grade 2 Health textbook, Your Health

Construction paper

Face template, pencils , markers

Sentence strips

Procedure:

Ask students to define feelings. The second grade definition is quite basic: "Feelings- change in our behavior; ways to feel, such as happy, sad, afraid, or excited."

Brainstorm with the class the different feelings they have experienced.

Record the feelings on the board. Be sure to include and emphasize anger as one of the feelings.

Have students create masks conveying the feeling of anger. When the masks are completed, have the students come up to the front of the room, one at a time, with their mask.

As the student holds the mask in front of his face, classmates will guess what feeling the mask portrays, and then the child with the mask will tell when he or she experienced the feeling that they drew on the mask.

Another activity using the masks is to "describe various situations (a grandparent coming for a visit, you fall on the playground, you miss your bus) and have students raise their masks if they might be having that feeling in the particular situation.

A variation of this would be "Corners. “Tack up sentence strips with different feelings written on each and describe various situations. Have students go stand under the word that best describes how they think they would feel in that situation.
Day 2

Review day 1's lesson, then read and discuss "What feelings do I have?" on pages 18 and 19 in the health textbook. Using the pictures on page 19, have the students decide which is the better way to handle anger, being destructive or asking for help. Have students role play what they can do to help a friend who feels angry. If not forthcoming, lead them to come up with some of the following strategies suggested by Linda Talley.

* Count to ten.
* Take a few deep breaths.
* Think about what will happen if they lose their temper.
* Look on the funny side of the situation.
* Take a walk.
* Listen to music.
* Read a book.
List strategies of the board. Discuss whether suggestions offered to friends would also be good advice for themselves. Draw an anger ladder on the board. Explain the meaning of each step clearly so that the students understand the seriousness of the "rage“ step. Have children state when they have felt annoyance, anger, and rage. Pass out the Anger Ladder Activity worksheet and have students complete it in their own words. Explain that in order for us to better identify how we may feel sometimes, we will use a chart to help us. (Attached) Go through each face and have the students guess what "feeling" it is. Explain that when you express to someone how you feel it is called an "I" Message. Tell the students that we will be using "I“ Messages in class whenever we have a problem with a classmate. "I" Messages start off with I feel ___________when you __________________________.

Give students some examples. I feel upset when you hit someone in class. I feel unhappy when you don't listen in class. Have the students practice using 'I' Messages with each other... Write on the board I feel _______________ when you take my ball. I feel _______________ when you cut in line.

Rationale:

Teaching the students about feelings is important for them to understand that sometimes they may feel one way and their classmates may feel another way. I also think teaching anger management is important because it is a life skill, something the students will need long after they leave my room. Using the principles presented in the course, it is normal for students to feel angry and frustrated at times. Our students cannot be expected to forget about all of their problems and leave them at the door before they walk into our rooms. They need to find a constructive ways to deal with these feelings so that they're not displayed in destructive outbursts and violent behavior. This is where I think having morning meetings would be beneficial for the students to discuss something that may be bothering them. For the revenge-seeking student, a personal anger management plan may be needed.

They need to be helped to understand their own aggressive and impulsive reactions when they experience anger and frustration. Linda Albert recommends that the revenge-seeking student be led through a process that helps them answer the following questions:

What triggers my anger?
What are my body responses to anger?

How do I deal with my anger?

Is my approach effective?

If not, what else could I do?

Linda Albert also recommends implementing a mediation program to help the revenge-seeking student learn how to channel their anger by using peer authority as opposed to adult authority. It puts the power and responsibility for solving interpersonal problems with the student.

In the inner city, it is crucial that children learn how to deal with anger before it escalates into violence. Many of our children come from abusive homes where yelling and hitting are common. “Research has found that family background plays a role.

Typically, people who are easily angered come from families that are disruptive, chaotic, and not skilled at emotional communications. “If their parents are unable or unwilling to deal with their own anger in a constructive manner, then it is highly unlikely that they will be passing any anger management tips down to their children. Therefore, the task falls upon the school.

It is not a task without rewards. Studies have shown that "children guided toward responsible anger management are more likely to understand and manage angry feelings directly and non--aggressively." In a time of escalating school violence, drive-by shootings and road rage, it is imperative that children learn at an early age how to handle themselves when they do get angry so that they do not become out of control adolescents and adults

The children have to learn that getting mad and getting even are not their only options.

If we teach them how to deal with their anger when they are young, then perhaps we will be able to make an impact on their future choices
Feelings Chart (A)

Sad

Frustrated

Angry

Happy

Confused

Surprised
Copy and finish each sentence.

When I feel happy, I

When I feel sad, I

When I feel silly, I

When I feel angry, I

When I feel scared, I

When I feel excited, I
Flip Fun! Draw a picture of you doing something silly.
FEELINGS TOSS

Toss a penny onto this page. When it lands on a feeling word, describe a time when you experienced that feeling.

<table>
<thead>
<tr>
<th></th>
<th>Sad</th>
<th>Happy</th>
<th>Loving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confused</td>
<td>Nervous</td>
<td>Jealous</td>
<td>Amused</td>
</tr>
<tr>
<td>Worried</td>
<td>Scared</td>
<td>Excited</td>
<td>Compassionate</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Hopeful</td>
<td>Hopeless</td>
<td>Lonely</td>
</tr>
</tbody>
</table>

Which feelings do you usually share? ________________________________

With whom: ________________________________

Which feelings do you keep to yourself? ____________________________
My Special Feelings (K)

I am happy when _______________________.

I get angry when ________________________.

I hope that ________________________________.

I am good at ______________________________.

I am afraid of ______________________________.

I am ashamed of ______________________________.

I feel sorry for ______________________________.

I am really good at _________________________.

I get excited when _________________________.

I feel safe when ____________________________.

I need _________________________________.

I am thankful for _________________________.

I am proud of _____________________________.
Share My Feelings (K)

I will share name _______________ feelings. Date______________

My Plan: These are healthful ways to share feelings.

I can draw a picture to show how I feel.

I can write about how I feel.

I can say how I feel.

What I did:

Sunday: I talked to a friend.

Monday: ____________________________

Tuesday: ____________________________

Wednesday: _________________________

Thursday: __________________________

Friday: ______________________________

Saturday:____________________________
Sometimes I feel...
Lesson Plan #2: Building Self-Esteem (T) Rationale:

This activity will be an effective ice breaker for the beginning of the school year to help students feel connected to their classmates by sharing special information. They will be contributing by adding a small portion to the quilt and having it displayed. This activity will help the students feel comfortable in their new classroom environment. A child's self-perception relies greatly on those he trusts. Building a child's self-esteem is empowering for a child and helps them feel capable and accepted. When children understand that they can accomplish goals, it boosts their pride and self-esteem, especially if it is noticed and praised by their peers and adults. Clearly, the student's confidence will increase and attitude will improve.

Objective: The students will be able to recognize their own positive qualities and will learn about the positive attributes of their peers. They will work together to feel a sense of unity in their classroom.

Materials:

Pictures of quilts

* White construction paper cut in squares.

Large paper of various colors to glue the squares

Markers, scissors, colored pencils, and crayons

Procedure:

Display a picture of a quilt, inquire if anyone knows how a quilt is constructed. Explain that a square on a quilt may have a special meaning. For example, the material of one square may have been cut from a wedding dress. Discuss how each square is connected to a special memory and that some quilts have specific meaning.

Discuss show just as each patch of the quilt is special so is everyone in the classroom.

Emphasize that each student has qualities that make them unique.

The students will write some positive qualities about themselves. They will be paired and share their work.
Next, they will create their own individual quilt using paper. They will use the pre-cut squares and design pictures illustrating their special qualities. Each square will illustrate a different quality.

5. The students discuss their squares and recognize the unique qualities of their classmates.

Display the students quilts on a bulletin board and refer to them during the year.

Assessment: Although the value of this lesson is beneficial it is difficult to measure immediately. However, an assessment of this repeated lesson can be made during the course of the year by observing the subtle and rewarding behavioral changes of the child.
Who Are You?

AGENDA

• Starter
• The Name Game
• If I Were...
• Untying the Knot

W Key Points

Objectives

Students will identify themselves and learn classmates’ names.

Students will explore and share ideas and images that represent them as they see themselves.

Students will break down personal space boundaries and develop skills in working together.

Materials Needed

A sheet of writing paper for each student (Part II)

Starter (3 minutes)

Welcome students. Ask them to seat themselves alphabetically, but to complete this task without talking to each other. Allow several moments for students to attempt this assignment, then ask why everyone is having difficulty completing this task. Affirm student responses that point out the fact that students don’t know each other’s’ names.

Explain that this course is about the people in the class. If the class is going to feel comfortable talking about ideas and learning together, then everyone needs to get to know one another.

Challenge students to learn the names of each person in the class. Say: "Do you think you could learn everyone’s name in one day? I Don’t think I can."

Explain that the purpose of today’s lesson is for students to learn each other’s names, to learn some facts about one another, and to consider some facts and feelings about themselves.
Part I - The Name Game (15 minutes) ______________________

Purpose: Students play a game in which they identify themselves and learn their classmates' names.

1. STUDENTS LISTEN TO DIRECTIONS.

Ask students to remain silent, but to arrange themselves according to the order of their birthdays. One they have arranged themselves, ask them to sit in a large circle. Take a place in the circle yourself and explain that everyone will take turns saying their names and a fact or an adjective about their names or themselves. For example, "My name is Cheryl-with a C," "I'm Mark, after my grandfather," "I'm Soccer Sally."

2. STUDENTS INTRODUCE THEMSELVES TO THE GROUP AND ARRANGE THEMSELVES IN ALPHABETICAL ORDER.

Begin by saying your name, then go around the circle. As students introduce themselves, invite them to change places, arranging themselves in alphabetical order by their first names. Explain that all of the "A" names should be together- then all of the "B" names, and so on. Observe how students accomplish this task, stepping into give guidance or offer suggestions only when necessary.

Afterwards, invite the person whose name begins the "A" section to introduce him or herself again. Go around the circle again, making final adjustments in seating.

3. STUDENTS IDENTIFY CLASSMATES BY NAME.

Now challenge students to go around the circle one more time. This time, have the first "A" person say his or her name. Those who follow must say their names AND repeat the names of people who have gone before them. Explain

If I Were (20 minutes) ________________________________

Purpose: Students explore ideas and images that represent them as individuals, have share them with classmates.

STUDENTS EXPLORE AND IDENTIFY IDEAS AND IMAGES THAT REPRESENT THEM AS INDIVIDUALS.

Ask students to take out a piece of paper. Give sheets of paper to students who don't have any and tell them it is their responsibility to bring paper with them in the future. Explain that being prepared is important in this course-and that includes having writing materials.

Ask students to write answers to the following questions. Point out that these questions ask students to think about themselves-something this course will help them learn to do.
Pause after each question, allowing students time to jot down answers:

- If you were a book, what book or type of book would you be?
- If you were a character in a story or a movie, who would you be?
- If you were a piece of clothing, what would you be?
- If you were an animal, what would you be?
- If you were food, what would you be?
- If you were one of the four elements—earth, wind, water, or fire—what would you be?

2. STUDENTS SHARE THEIR SELF-REPRESENTATIONS WITH OTHERS.

Choose a group of students who are similar in some way; for example, all boys in the room wearing basic shoes, all girls with blue eyes, all students with birthdays in September; or all students in the back row. Invite this group of students to read their answers to the first question. Encourage them to explain their choices. Express interest in and appreciation for all responses. If student is reluctant to explain, accept this and move on.

As students respond, observe reactions from other students. Make notes about your observations for use in forming class guidelines during Lesson 3, Part III.

Choose a different group of students and invite them to share their responses to the second question. Continue in this manner until each student in the room has had a chance to respond.

STUDENTS RECEIVE AFFIRMATION AND INSPIRATION.

Praise students for their participation. Restate that the goal of this course is for the students to learn things about themselves and each other; everyone will have opportunities to discuss issues that are important to them, to share opinions, and to participate in discussions and activities.

Say, "It's up to each one of you. How much or how little you learn in this class depends on you; it's your choice. But promise that if you are active, and if you participate in this class, you WILL learn something and you will improve your chances for success in school, in work, and in everything you choose to do!"
Part III Untying the Knot (10 minutes) ____________________________

Purpose: Students play a group interaction game that breaks down personal space boundaries and begins to develop skills in working together.

1. STUDENTS FORM SMALL GROUPS.

Set up some open space in your classroom or take the students outside. Ask students to form groups of eight or nine, with boys and girls represented equally in each group. Try to form groups of students who don't seem to know each other well.

2. STUDENTS LISTEN TO DIRECTIONS AND THEN PLAY THE GAME.

Have each group stand in a circle. If space is limited, have one or two groups work at a time. Tell students to listen closely to these directions before following them.

First, reach your right hands into the center of the circle.

Join right hands with another person who is NOT standing next to you.

Now, reach your left hands into the center of the circle.

Join left hands with a different person who is NOT standing next to you.

Without letting go of one another's hands, untangle yourselves and form a circle again. When you would like someone to move or take some sort of action, you must address that person by name.

As students work, encourage their efforts. Make observations about the relative success of each group for use in the next step.

3. STUDENTS REFLECT ON THEIR EXPERIENCES

Make comments about the outcome of the game and ask questions such as the following:

I noticed that one group (or a few groups) seemed to work especially well together. How did you manage to untangle yourselves?

Was it easy or difficult?

I noticed that this group (or some groups) fell apart right away. What happened?
What would you do differently if you had to do this again?

What was the most difficult part of this game?

Ask if students felt they were able to remember most of their classmates' names.

If necessary, go around the room again and have students say their first names.

**Conclusion (2 minutes) ________________________________**

Ask students to explain why personal involvement in this class is important. Ask students to name some people in the class that they didn't know before and what they have learned about those people. Elicit the following key points from this lesson for students to remember:

Each student is an important member of this class.

It's important that everyone in this class makes an effort to get to know everyone else, and to work together. The success of the class depends on this.

Each student needs to take an active role in the class. Individual success depends on this.

**Questions for Assessment ________________________________**

Why is it important to get to know everyone in this class?

If you could be like someone else in your family, who would you be like? List three characteristics you admire in this person.

List three things you can do to take an active part in learning in this class.
STUDENTS RECEIVE AFFIRMATION AND INSPIRATION.

Praise students for their participation. Restate that the goal of this course is for the students to learn things about themselves and each other; everyone will have opportunities to discuss issues that are important to them, to share opinions, and to participate in discussions and activities.

Say, "It's up to each one of you. How much or how little you learn in this class depends on you; it's your choice. But I promise that if you are active, and if you participate in this class, you WILL learn something and you will improve your chances for success in school, in work, and in everything you choose to do!"
School Counseling Lesson Plan

Elementary Level (P)

Areas Addressed: Career Development

Title: Career Goals  Grade Level: 1-3

Goal/Objective: Children will identify various careers

Materials:

Career Bingo Cards (25 squares with "free" center and names of careers in each square; set up like a bingo card)

Bingo Markers

Procedure:

1. Ask children if they know what they would like to be when they grow up
2. Allow children to share ideas and choices.
3. Inform children they are going to play a special game of Bingo-Career Bingo.
4. Distribute the playing cards and markers.
5. Review the rules of the game using the same rules as the regular bingo game.
6. Read the single sentence descriptions of the careers I listed on the cards.
7. Students will try to guess the occupation.

B. If it matches what they have on the card, they may place a marker on the card.

9. 5 in a row vertical, horizontal, or diagonal wins.

10. The winner gets to tell what he/she will be when they grow up.

11. Play 2-3 games, depending on time.

12. When finished, collect.
Closure/Evaluation:

Ask students if they learned about any new occupations and which ones interested them.

Teaching Tips:

Grade 1 Alternate Plan: Pair up students with a partner to play Bingo. Instead of reading cards, show a picture of occupation on an overhead. Children will match picture with bingo card and at the same time read the title of the occupation aloud.
School Counseling Lesson Plan  (Q)

Elementary Level

Areas Addressed: Career Development

Title: Career ABC's Continued

Grade Level: 3 & 4

Objective: Students will learn the key to success in a career and will explore their areas of interest.

Materials: Career ABCs Chart from previous lesson

Procedure:

Define "interest" and "aptitude" (or ability). Explain that both are necessary in order to find success in a career. Use examples (i.e. Desire to be a vet because of love of animals but cannot stand the sight of blood)

By a show of hands, help students see their interests by giving them the following choices. Each choice will show them what they individually like. Relate each choice to various career paths, explaining them by "interest" and "aptitude"

"I feel best when I..."

1. do art work or paint a chair
2. see a plant grow or feed my pet
3. draw a picture or hit a ball
4. play cards or play ball
5. make a puzzle or take care of small children
School Counseling Lesson Plan

Elementary Level

Area Addressed: Personal/Social Development (R)

Title: Cooking Up a Great Conversation Grade Level: K-3

Goal/Objective: To teach the skills for having a conversation; starting with a greeting, asking a question, answering a question, good body language and eye contact, and using a closing

Materials:

Large white chef hat, mixing bowl, recipe box, & bakery box labeled oven

Two poster board spice cabinets: Put two pieces of poster board together, one on top of the other. The top one needs to look like a door and should be labeled Greetings (Spice Cabinet). Slit it in the middle so that you can fold the two doors open. Inside (on the bottom poster board) tape or draw spice bottles" with labels of greetings “Hi” “Hello” “How are you?” etc. A second, similar cabinet should be created for a Closings Spice Cabinet- bye •so long," have a good day." etc.

Procedures:

Tell the children that you are going to mix or cook up a conversation" and take the recipe out of the box. We needed to start with a name, select a greeting, ask a question or two, select a closing, and stir together."

Children are given the opportunity to role play by starting with the name, adding one of the greeting spices, asking a question, selecting a closing bottle, and practicing conversing with each other. Attention should be paid to body language and eye contact as key ingredients in the success of the end product.

Closure:

At the end of the time, have a timer go off, open the oven with great fanfare, and show the finished product-muffins! Before the class starts, slit the muff in papers on the bottom
and slip a message (fortune cookie style) into each one. Children break open the muff in and read what the paper says. They should start with a name, “Add a greeting/ ask some questions; use eye contact, Good body language/ and end with a closing. The drama adds to the retention of the material.

Evaluation:

Give each child a sheet that has drawings of a bowl and a number of different spice bottles with various greetings, closings, and some blank for their own ideas. Ask them to cut and paste the ingredients of a good conversation into the bowl and then try it out with a partner. Use the activity sheet and/or partnered role plays to see if the children have been able to incorporate the skills into practice.
Help One Another

How have you helped each other? Write it down.
Team Name: ____________________________

Any way you "slice it",
______________________
's 
Student's name

behavior is delightful!

Thank you for:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________     ____________
Signed        Date
Team Name: ______________________________

Your terrific behavior helps make our class special.

________________________
Student's name

Thank you for:

________________________
________________________
________________________

________________________  ____________________
Signed                      Date
V.I.P. Board (T)

The V.I.P. bulletin board affirms each child's importance and acknowledges his or her right to self-pride by centering classmates' attention on him or her for several days or for a full week.

Begin this continuing bulletin board after sufficient time has passed in the school year for the children to have won some awards.

When you introduce this bulletin board activity, explain to the children that V.I.P. means Very Important Person. Discuss some of the things that make a person important. Then select the first class V.I.P.

Ask the V.I.P.'s parents to provide photographs of him or her in various stages of his or her development. Display the photos, the awards the child has received, and samples of his or her hobbies or special interests.

Continue the V.I.P. bulletin boards until you’ve honored each child in your room.

Who's 'Who-o-o?'

Use this bulletin board activity to give the children practice in recalling personal facts and features that they can use in writing riddles about themselves.

First, attach a real tree branch to the bulletin board. Draw and cut out a large owl from heavy tag board. Set the owl on the branch.

Have each child write or dictate a riddle about him or herself. Fold the riddles and put them into a small sack. Hang the sack of riddles from the branch.

Gut out colored letters and title the bulletin board Who’s Who-o-o?

Make a construction paper talk bubble (as seen in cartoon strips) for each child in the classroom. Pin the talk bubbles onto the bulletin board.

Each day, draw a different riddle out of the sack, ask a volunteer to read the riddle, and have the children guess who the mystery child is. When they've guessed, pin the riddle onto a bubble on the bulletin board.

Hands Around the World

Emphasize self-awareness by having the children first finger paints a globe on a sheet of wrapping paper which will become the bulletin board background. Add the theme sentence We have the Whole World in Our Hands.

Next, have each child trace, around his or her hand and cut out the tracing. Have each child print his or her name on the palm of the cutout hand. On each finger, ask him or her to write a different word that describes him or herself; stich as smiles, shares, hugs, friendly, quiet, grumpy.

Pin or paste the friendly hands around the globe.

Esteem: A Classroom Affair
Focus on Me

1. I weigh __________________________ pounds.

2. I am __________________________ tall.

3. I have __________________________ hair.
   Color

4. I have __________________________ eyes.
   Color

5. I have __________________________ teeth (______ on top and _____ on the bottom).

6. I wear _________ glasses. I do not wear _______________ glasses. (Check one)

7. I have___________ freckles. I do not have___________ freckles. (Check one)

8. I am right handed___________ left handed __________ ambidextrous __________

9. My hair is long __________ short_________ curly_________ straight __________

10. I think I look best when I wear the color_______________________________.

This is a picture of me.
Lesson Plan #4

Teaching Fairness (V)

Rationale:

This age-appropriate lesson is one that will prove to be beneficial for a person’s entire life. At any stage, it is essential to deal honestly with others in a civilized society. There is no better time to introduce and integrate the understanding of fairness then with children who are already aware of its existence. Since this is an idea that may be foreign in some children's homes, I suggest that it be repeated and modified as needed throughout the year.

Objective: Students will learn to behave in ways that promote successful interactions with their classmates. They will demonstrate cooperative behavior by learning how to use peaceful solutions.

Procedure:

1. Discuss with the students that they will be learning about fairness. Ask the students to discuss the meaning of fairness. Explain how some problems have more than one solution and give examples.

   Read Norma Simon's I Was So Mad. Discuss title of the story and the cover illustration.

   Ask the following questions:

   *Why did the little girl think it was unfair for her mother to make her clean the room?*

   *Do you think it is fair for the boys to make the girl always be the mother and stay home in their games?*

   *Why did the boy kick down her building? Was that fair?*

   *Why is he mad that his brother went to the ball game? Is that fair?*

   *What does the mother say about getting angry sometimes?*
Have the students sit in teams. Announce that we will play a game and the team that gets the right answers will receive a prize.

Read the following riddles to the teams. Have team members huddle and come up with answers. Only call on one team. Announce that the team won the prize over and over. If there are complaints, say, "Let's play once more and see what happens.

Riddle 1: I am an animal.
I am gray, small and have a tail.
I eat cheese.
Cats chase me. What am I?

Riddle 2: I am a big animal.
I have big ears.
My nose is very long and it's called a trunk. What am I?

Riddle 3: I am an animal from Africa.
I have a very long neck. I eat leaves.
I am very tall. What am I?

Riddle 4: I live on a farm.
I am an animal.
I give milk.
I say moo. What am I?
Ask if this game was fair and why not. Have the students think about what would make the game fair. Ask the students what it felt like when they did not receive a prize. Ask the team that won the prize how they felt.

Emphasize that being fair is how we find positive solutions to problems. Explain to the students that this week we will be finding solutions to conflicts and trying to solve some problems fairly. Explain that fair is not always possible. Sometimes one person gets to be chosen for a task and others must wait for a turn.

Give all teams a sticker to end the game "fairly."

Assessment: The effectiveness of this lesson regarding the virtues of fairness will be apparent with the improved interactions between the students. This, in turn, will also be evident to the teacher who will encounter a more conducive learning environment.
Acceptance

Draw four ways you accept and respect the differences in others.