Kansas Comprehensive School Counseling Program

Model Practices

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An Addendum to the Model, Standards and Guidelines

Kansas School Counselors
In Collaboration With
The State Department of Education

Dr. Diane DeBacker
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PREFACE

School counseling programs are built on a foundation that addresses what students will know and be able to do as a result of their participation in the program. School counseling programs are an integral part of the total educational program of schools, comprehensive in scope, preventive in design, and developmental in nature. The programs are designed to ensure that all students benefit from participation in the programs.

School counseling programs facilitate students' academic development, career development, and Personal and Social development. The *Kansas Curricular Standards for School Counseling* and this *Model Practices* are intended to serve as a guide and provide direction for schools in developing effective school counseling programs. The *Curricular Guide* is presented by grade level grouping (i.e., elementary, middle school, high school) and is intended to be developmental. Various strategies, activities, methods, interventions, and resources may be used to help students achieve the *Kansas Curricular Standards for School Counseling*. The counseling standards and this *Model Practices* have been cross-walked with the assessed content area standards, some non-assessed standards, and representative national standards of related disciplines. The overall goal is to promote and facilitate student development and learning.

Professional school counselors in Kansas strive to facilitate and support the academic, career, personal and social development of all students. Further, their goal is to enhance and contribute to students' academic achievement and learning to ensure that all students are successful and prepared for the future. In addition, school counselors collaborate with parents and school and community professionals to maximize student educational achievement.

The material contained here represents the collective efforts of many and, in spite of the countless hours of time devoted to bring this project to its present state, it continues to be a work in progress. We have included the activities judged representative of the work of the contributor and not something that might infringe on the copyright of

another. The materials contained here are examples of activities that align with the *Kansas Curricular Standards for School Counseling*. They do not represent a comprehensive set of activities around which schools may design a school counseling curriculum. However, as much as possible activities have been included that represents an integrated approach- activities that align with other content area standards (e.g. Art, English, Science, Social Studies, etc).

NOTE: In an effort to accommodate issues of copy write the strategies included in this volume have been referenced and sourced. The contributor may or may not still be at the school noted.

This document also includes an appendix that provides handouts for some of the strategies and a section containing suggested strategies for engaging students.

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Elementary

Activities

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 1.1 The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
Grade Level: Elementary 1-2
Materials: Spotlight Activities Sheet
Activity: **Spotlight** 1) Copy enough "Spotlight" sheets for every student in the class. Also include one for yourself and the teacher. 2) Ask volunteers to be the "Lighting Director(s)" and after turning off the lights ask them to shine the flashlights on (not <u>at</u>!) the student on a chair or stool in the center of the class. 3) Each child will have a turn as the "star" and as they are "spotlighted" ask others in class to tell wonderful things about them. 4) Write the name of each "spotlighted" student and all the strengths and qualities on the sheet as suggestions are given. 5) Give each person his/her sheet to keep. 6) Discuss how they felt being the "star." 7) Discuss how they felt being able to say positive things about others.
Estimated Time: 30 minutes
Source: Emporia State Counseling Activities Handbook; ESU Counseling Center; 1994 Submitted by: Rick Boyle, Valley Heights 785- 763-4234

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 1.1.

The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade Level: Elementary 1-6

Materials:

1. W.O.W stamps and stamp pad.
2. Classroom stickers and W.O.W chart.
3. Reward parties for each class which could include popcorn and pop, ice cream soda or view a video.
4. Weekly banners for each word (posted in the gym).
5. List of words for teachers.

Activity: **Word of the Week (W.O.W) Program**

Each week a new positive character trait word is introduced to the students. A word banner is hung in the gym when the word is introduced on Monday morning. Teachers reinforce the word meaning, spelling, and application, within the classrooms in a variety of ways. Students in grades 1st through 6th are approached by the W.O.W patrol (counselor, librarian, computer lab teacher) each week and asked what the word of the week is and its definition. When they respond correctly they are given a W.O.W. stamp on their hand. The student's teacher then gives them a sticker on their class W.O.W. chart. Rewards are then given to each class as they attain a goal of predetermined number of stickers for each class.

Source: Elaine Baker; Oil Hill School; Eldorado, KS.; 316-321-9515

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development: 1.2

The student will acquire and use interpersonal skills.

Grade Level: Elementary 4th and 5th grades

Materials: Collage of teenagers having fun with kids.

Activity: **Friendships**

Friendship is an intermediate grade level (4-6) activity designed to help students understand friendships and the impact they have on each other.
Goals:

a) To create a conscious awareness of the impact of friendships.
b) To identify problem solving techniques that can be used in the friendship circles.
c) To develop more understanding of the differences within people

Objectives: Students will…

a) Define friendship.
b) Explain the importance of friends.
c) Identify differences among friends.
d) Use problem solving techniques that can be used when problems arise.

Specific Suggestions: First Session: Begin the session by passing around a collage of pictures showing friends together. What do all these pictures have in common? The response that is desired from the students is that all the pictures show friends together. Ask the group to define what friendship means to them. Write their responses on the board. Write the following words on the board and ask the students to discuss how these qualities are important.

First Session

Genuine- Nice to your face and talks nice about you when you're not there.
Trust- Able to trust that your friend would think of you and have your best interest in mind.

Acceptance- Real friends accept each other as they are instead of trying to change them.
Encouragement- Friends encourage each other to do their best and they root for each other
Enrichment- Caring enough about each other to confront your friend when they are doing something wrong. Enrichment goes beyond accepting and encouraging, it includes challenging.

Give handout #1.

Ask the students to think of their closest friends and have the students complete the handout. Discuss the handout when the students have finished.

Second Session

Begin this session by discussing the five problem solving technigues. Write them on the board.

- What is the problem?
- What are my choices?
- What will probably happen after each choice?
- What is the best choice for me?
- What happened after I made my choice?

Ask the students to think of these techniques as you read the following story.

Kelly, Melissa, Amy and Jenny are all good friends. One night Kelly was talking to Melissa on the phone, Kelly told Melissa that Amy was spreading rumors about her. Melissa hadn't heard Amy say anything about Kelly, but Melissa decided to call Jenny after she finished talking to Kelly just to let Jenny know about it.

The next day at lunch no one would talk to Amy. Amy thought this was odd since she had been absent for 3 days and was glad to be at school. Amy decided to ask the other girls why they were mad at her, but before she could, Melissa looked at Amy and said that Amy shouldn't spread lies about Kelly. Amy looked puzzled. What was Melissa talking about? Amy thought back and remembered that she had told Melissa about getting into trouble for being late from school but that wasn't a lie. It was true. As Amy was trying to figure out what she had done, the other girls went to another table to eat leaving Amy alone to eat by herself.

After reading the story, give handout #2 and have the students use the problem solving techniques to help Amy solve her problem.

Evaluation

Conclude this lesson by giving handout #3 and again discuss the importance of

friendship, qualities needed in friendships and problem solving steps. This handout is to be used as an evaluation of the unit. If the students can identify several items in each of the questions, then they have completed the objectives. **Variations** This unit could be condensed into one session by using only the last two handouts.
Estimated Time: 2 sessions; 30 minutes each
Source: Becky Letcher; Alma Grade School; 785-765-3349

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development 2.1

The student will acquire self-knowledge and skills to make decisions and set goals.

Grade Level: 1st

Materials:

3 marshmallows per student (plus some extra)
Problem solving cards= four printed cards: 1) What is the problem? 2) How do you feel? 3) What are your choices? 4) Choose one and act on it.

Activity: **Marshmallow Toss**

1) Ask children if they ever had a problem. Some problems we can solve ourselves, and others we need to get help from adults to solve. Introduce the four steps printed on the cards. Say, "Today we will try to solve a problem that might be fun!"

2) Assign partners.

3) Each child stands 4-5 feet across from their partner. The class will be situated in two parallel lines. Every student is given a marshmallow. The object is to toss the marshmallows to your partner upon hearing the direction, "GO." Both people are to catch their marshmallows. Before the activity begins, pose the problem of "how to catch your partner's marshmallow" by using the problem solving cards. Together brainstorm possible solutions, e.g. importance of eye contact, listening for the word "GO," etc. Begin the activity, tossing back and forth several times.

4) Discuss and practice the four steps while eating the third marshmallow.

Specific Suggestions: If there is time, role play a problem situation- one of my best friends says she doesn't like me anymore, she has a new friend. Mom takes

one look at my face and says “It looks like you have a problem!” Go over each step with the children providing a number of choices. Choose the best and role play it.
Estimated Time: 1 session; 30 minutes long
Source: Vicky Beck; Lincoln Elementary; Iola, KS. 316-365-4820 Smoother Sailing Counseling Program Des Moines Iowa Counselor Curriculum Committee, 1993 Des Moines Iowa USD

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development 2.1

The student will acquire self-knowledge and skills to make decisions and set goals.

Grade Level: 4th, 5th, and 6th

Materials:

1) Handout- "How many different ways can you spell Stress Relief?"
2) Pad of sticky notes
3) Handout "Stress Relief Kit"

Activity: **Stress Relief Kit**

1) Review previous discussions on stress, i.e. what stress is, how people react differently and have different stressors, acceptable and unacceptable reactions to stress.
2) Give each student a copy of "How many different ways can you spell Stress Relief?" and have students list as many ways as he/she can think of to relieve stress or "let off steam" in acceptable ways.
3. Give each student one note from the sticky pad and have him/her choose one of his/her ideas from the handout. The student can then come up to the board and stick his/her idea to the board. In this way the students can brainstorm ideas without the counselor having to write every idea on the board. Some students will have more than one idea to share. If a student does not have an idea to share, he/she may be able to borrow one from another student.
4) The students can add additional ideas to their stress relief handout from those on the board.
5) Give each student a copy of the Stress Relief Kit handout. It works well if you enlarge the hand and copy them on construction paper. Have the students choose ideas that they think will work for them to help relieve stress and place these ideas in the space provided on the handout.

Specific Suggestions:

Students have mentioned that this seems like a “first aid kit” for stress. You can take all the ideas generated in the brainstorming sessions and put them together as a handout for the students, along with any other ideas you might think helful to the students to relieve stress.
Estimated Time: 1 session; 30 minutes
Source: Diane Wilhite; Neosho Rapids, Ks. k-8; 316-342-8105 Adapted from Connecting Rainbows by Bob Standish and Easy Bulletin Boards by Barbara and Sue Gruber.

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development: 1.2; 2.1

Making effective decisions (including compromise); review and rate decision making; demonstrate good communication skills with others.

Grade Level: 4th to adult

Materials:

1) Each group needs an envelope containing the clues which have been cut apart and enclosed randomly.

2) A list of the five findings: murder, weapon, time, place and motive.

Activity: **Clue: the Mystery Game**

1) Divide class into groups of 3-5 students.

2) Duplicate the list of clues, cut them apart, and enclose a set in an envelope for each group.

3) List the five findings (murderer, weapon, time, place and motive) they must reach on the chalk board or in the envelope.

4) Encourage the groups to split the clues among their members and share all the clues before attempting to reach any deductions.

5) Have the groups submit all 5 conclusions on a piece of paper before responding to their accuracy.

6) At first, respond only to the number of correct deductions, without identifying which ones are correct.

7) Require specific clues to support all deductions.

8) Increase help as time grows short, and solve the mystery with the total class

before terminating the activity.

Specific Suggestions:

A lapse of time as much as a week between sessions does not seem to hinder effort or enthusiasm. Discussions need to be encouraged at times when a a group is being dominated by a single individual. Jumping to conclusions is a part of the learning process. I have used this activity successfully with 4th graders.

Solution: Mr. Scott killed Mr. Kelly in Mr. Scott's apartment with a knife at 12:30 a.m. The motive was an affair between Mr. Scott and Mr. Kelly's wife.

Estimated Time: 2-4 sessions; 30-60 minutes

Source: Ray Peters, USD 356 Conway Springs; 316-456-3966

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal/Social Development 1:2
Grade Level: K-8 The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
Materials: A photo copy of a one dollar bill
Activity: **Deposits and Withdrawals** Start the activity by discussing what a checking account is. Describe what a "deposit" and "withdrawal" from a checking account or savings account is. Ask students if they like money. Give each student a pretend "dollar". Ask the students to fold the dollar in half and then open it up. Talk about the wrinkle in the money. Describe how we put wrinkles in other lives when we say and do mean things. Have students wad up the dollar and then see if they can make it exactly like it was before. Describe how when we do and say mean things to people we put wrinkles in their lives and they are never able to feel exactly like they did before.
Specific Suggestions: Read the book the "Quilt Maker" to follow up this activity
Estimated Time: 30 –45 min.
Source: Sue Shoemaker, USD 473

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 2.1, 3.1

The student will acquire self-knowledge and skills to make decisions and set goals. The student will acquire personal safety skills.

Grade Level: 3-8

Materials:

1) Handout on **Six ways to Say No**. I copy for each student.
2) Crayons, if appropriate.
3) Chalkboard, if desired.

Activity: **Six Ways to Say No**

1) Introduce discussion about ALWAYS saying no to a stranger.

2) Discuss the difference between saying no to a stranger and saying no to a friend.

3) Present handout to students and explain what each means. Have students give examples of their own.

4) Role play with students and have them respond in one of the six different ways from the handout. Bring in the fact that it is alright to say yes to specific Situations. Give examples of this circumstance.

5) Go around the room and provide some mix of yes and no questions, allowing students to give appropriate responses.

Specific Suggestions: This activity could be a lead-in for lessons on drugs or problem solving. Upon rephrasing the sentences, a counselor can gear the activity to match the appropriate grade level. This lesson was presented by a student in a counseling class at ESU. She stated that she learned about it

from another counselor. Some of the information for the lesson came from PROJECT STAR (Students Taught Awareness and Resistance; Hughes and Kaufman Foundation) and HERE"S LOOKING AT YOU, 2000 (Fitzsimmons and Associates, Seattle Washington). **Six Ways to Say No**, was written by Tami Bird.
Estimated Time: 1 session; 30-40 minutes
Source: Elizabeth Reno; USD 322, Onaga Ks.; 785-889-7101

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 1.2

The student will acquire and use interpersonal skills.

Grade Level: Kindergarten

Materials:

1) Book: **Mr. Happy** by Roger Hargreaves.

2) Mr. Happy worksheet for coloring.

3) Laminated Mr. Happy with parts to put on him as you speak (eyes, mouth, hands and feet).

Activity: **Mr. Happy**

1) This activity is part of a thematic unit: H and helpfulness. Talk about what they have learned in class about H.

2) Read the book **Mr. Happy**.

3) Discuss "how do you show others helpfulness and how does that make people happy?"

4) Place the body parts on the laminated cut out of Mr. Happy: Eyes- "we need to see people who need your help to make them happy." Mouth- "to talk to people to make them happy." Hands- "to help, to hug." Feet- "to walk up to people who need help."

5) After talking with the children, have them draw the parts onto their copy of Mr. Happy and color them.

Specific Suggestions:

Mr. Happy, Roger Hargreaves, Stern and Sloan, 1971.
Estimated Time: 1 session; 30 minutes
Source: Debbie Berges, St. George Elementary, St. George Ks. 785-494-2492

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development 1.2

The student will acquire and use interpersonal skills (including demonstrating respect for others).

Grade Level: K-3

Materials:

1) 10-15 sheets of 8.5 by 11" different colored paper or construction paper.

2) Two cardboard patterns of the gingerbread person for students to use to trace on their colored paper.

3) Markers.

4) Tape.

5) Small pieces of paper with the words from the quote so that the students can copy them on their gingerbread person.

6) The quote "None of us can achieve alone what all of us can achieve together."

Activity: **Cooperation and Teamwork**

1) Open by discussing cooperation.

2) Have the students pair off and explain they are to cooperate with their partners to do the following: a) choose a colored sheet of paper, and b) use the gingerbread pattern, trace it on your paper, cut it out, color it or design it however you both decide.

3) Counselor gives each pair a small paper with word from the quote.

4) The partners should copy the words on the gingerbread cut outs between the

arm area (from one hand to the other). 5) Ask the pairs to bring their cut out to the large table and to show others what they have done and to figure out what it says. 6) The students will start asking questions of each other trying to problem solve. The counselor can give hints of putting the capital letter first, if necessary.
Specific Suggestions: It is great to watch the children put the quote together and discuss what it means
Estimated Time: 1 session; approx. 25 minutes
Source: Connie Neuenswander, Countryside Elementary, DeSoto Ks.; 913-583-8320.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development, 1.2

The student will acquire and use interpersonal skills (including demonstrating respect for others)

Grade Level: K-2

Materials:

1) 1 board
2) 1 hammer
3) 4 large nails
4) 4 band-aids
5) 1 spoon
6) 1 tube of toothpaste

Activity: **Think Before You Speak**

1) Hold nail on board and have a student hammer the nail while saying a put down (dummy, stupid, jerk, nerd etc.) each time he/she hits the nail. You will end up with one nail in the board representing a given put down.

2) Now you have different children pull out the nails. As each nail is pulled out ask the class what the put down was for that nail. Show the class the holes in the board. Explain how when you call someone a name it hurts them similar to the way the board was hurt.

3) Have different students come up and put a band-aid over each hole and say "I'm sorry" each time. Have 4 other students take the band-aids off. Then, have students check the board to see if the holes are still there.

4) Ask the students if they get called a name and if someone says they are sorryis some of the hurt left over. 5) Have one child squirt toothpaste into a spoon held by another student. Ask if they can put it back into the tube. Explain how you are unable to take back the words you say.
Estimated Time: 1 session; 30 minutes
Source: Bill Desbien; USD 435, Abilene Ks.; 913-263-1643

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal/Social Development 1.1

The student will acquire and use interpersonal skills.) 3.1 (The student will acquire personal safety skills.

Grade Level: 6

Materials:

Nerf ball and stop watch.

Activity: **Word of the Month- Courage**

This activity is part of my Word of the Month Program – Courage. Divide the class into two teams. The leader starts the game by tossing the ball to a member of the other team. That person has five seconds to think of an example of courage. If the person can think of one, he or she tells it to the group and earns a point for that team. If the person can't think of one, he or she tosses it to the other team. Keep alternating between the teams. The first team to get five points wins that round. Do the best two out of three rounds. The teacher will keep time and also decides if the point is legitimate (ex: not a repeat, etc). Have someone write examples on the board. After the game, review the examples and talk about what makes up courage. Distinguish between courage and foolhardy behaviors.

I also used an activity during the discussion that relates to positive self-talk. (Building a Better Me p.348, First Class Character Education Activities Program, Koehler & Royer, 2001). I have another teacher or stronger person in the class, hold out their arm. I try to push down their arm and the resistance is obvious. I have them say out loud to the class 10 times "I am a bad person". Then push the arm goes down easily. Then I have them say 10 times, "I am a good person" and repeat the push. The resistance is again obvious. I relate this to how important our positive self-talk is when we have to confront things that require courage.

Specific Suggestions:

Some important points to make sure are covered in discussion:

1) Courage is doing the right thing even when it is the hard thing to do.
2) Greatest courage often follows failure. Give examples.
3) Distinguish between physical, mental and moral courage.
4) Good opportunity to read story like “the Story of Ruby Bridges” or tell of Lost Boys of Sudan.
5) Fear is a necessary emotion for courage.
6) Aristotle believed that courage is the first human virtue because it makes the other virtues possible.

Estimated Time: 40 minutes

Source:

Peggy Craig, Oskaloosa; 785-863-3237 pcraig@usd341.org

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development 2.1, and Academic Development 2.1

The student will acquire self-knowledge and skills to make decisions and set goals. The student will plan to achieve goals.

Grade Level: 5th grade

Materials: 5th grade End of the Year Activity Sheet

Activity: **Transitioning to Middle School**

1. Counselor and students will discuss the transition to the middle school- any major changes not discussed at the 6th grade orientation.
2. The counselor will brainstorm with the students resources available to them next year (such as peers, teachers, other adults at school, family) and how to advocate for themselves.
3. If there is time, have the students ask specific questions about moving up to middle school. Tell the students that the teachers would like to get to know them before they enter their classroom for the first time. Allow time for the students to write down their thoughts, reminding them to keep them brief.
4. Gather the sheets and reassure the students that you will get these to their new sixth grade teachers, reminding them of their success this year.

Specific Suggestions: Keep it up beat and positive to lessen anxiety.

Estimated Time: 30

Source: Terry Holman, Easton School District, 913-651-5522

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal/Social Development 1.1; Academic Development 1.2; Career Development 1.2

The student will acquire self-knowledge and skills to make decisions and set goals. The student will achieve school success. The student will develop employee readiness.

Grade Level: 6

Materials:

Canning jars for each section of class and bag of beans for each class.

Activity: **Word of the Month Program - "Responsibility"**

This is part of my Word of the Month Program - "Responsibility". Start with discussion of Responsibility. It is important to relate this to school, home, on a team, in friendships, community, and jobs. Have students give examples in each area. Point out how if someone is not responsible that it does not just go away but is generally shifted to someone else. Have students list ways that they can be responsible at school and list on board. Have a student copy this list so that you can later make a poster to hang in classrooms throughout the month. Have students give examples of ways that they see people not showing responsibility at school and list those on the board. Have students vote on top three. Discuss the relationship between responsibility and success in learning.

Introduce the bean jar. For one month, every time a person is not responsible they will put a bean in the jar. They can just do it themselves or a teacher can ask them to do so. Explain that it does not matter if the excuse is good or not, but that if the responsibility is not met, the bean will go in the jar. We are trying to get a picture of how much happens in a normal 6th grade month. Have student predict how many beans will be in the jar at the end of the month. Record and keep for review at end of the month. This is a non-judgmental inquiry activity and requires the cooperation of classroom teachers.

In closing, discuss some "not cool" ways that people use to cope when they are

not being responsible. These are: escape or avoid the person or situation, blame self, blame others, blame fate or chance. I debrief on this when I go in to the classrooms for the next Word of the Month.
Specific Suggestions: It is important to have teacher cooperation on this.
Estimated Time: 40 minutes
Source: Peggy Craig, Oskaloosa Middle School 785-863-3237 pcraig@usd341.org

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal/Social Development 1.1; Academic Development 1.2; Career Development 1.2

The student will acquire and use interpersonal skills. The student will achieve school success. The student will develop employment readiness.

Grade Level: 6

Materials:

Handout listing the concepts from the "Essential 55". "The Essential 55 Rules – Discovering the Successful Student in Every Child". Ron Clark 2003. Interview sheet for students to use with questions they might ask some one they don't know.

Activity**: Word of the Month Program – Respect**

This was a part of my Word of the Month Program – Respect. You will need to make a handout listing the rules in easy to read format. Before reviewing the list I give some general rules about simple good manners, I had the students each read one of the 55 rules. Sometimes we talked about them or sometimes they seemed self-explanatory. At the end of each reading, I handed the student a small tootsie roll. You can use any kind of token. (By the end of the list, they are saying thank you each time and this politeness carried over outside the unit.) We focused on good manners as a fundamental aspect of respect.

I gave the students a handout giving suggested questions that they could ask someone they did not know. (For example: Where did you grow up? Do you still know some of your school friends? What was your favorite pet?) The students task was to go up to each teacher that they would have the following year (we are in the same building) and to introduce themselves, making eye contact, shake hands, and ask if they could ask them two questions. They did not need to write responses. They just check off on the sheet when they complete the interview. They had several weeks to complete and turn in to me. Most students completed this task. You need to get the agreement of teachers. Many teachers said that they really enjoyed this activity. I wanted both students and teachers to begin to get to know each other. Learning how to introduce oneself, make eye contact, shake hands and begin conversation are skills most students do not have and they are greatly beneficial throughout personal, academic and career

life.

The check sheet also had a place to check that they had complimented a classmate for good work and that they had performed a random act of kindness. These are also part of the “Essential 55”.

Specific Suggestions:

You will need to make sure which teachers are willing to participate and alert them that students will be approaching them. Students will start out being pretty shy about it. I believe that students became more aware of good manners, especially greeting people, holding open doors, please and thank you, They also are more comfortable with teachers they will have next year. I provided an incentive to those who completed the task.

Estimated Time: 40 minutes

Source: Peggy Craig, Oskaloosa MS;785-863-3237 pcraig@usd341.org.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development 2:1 The student will acquire self-knowledge and skills to make decisions and set goals.
Grade Level: 3-5
Materials: Frog Story
Activity: **Frog Story** 1. Counselor will discuss goal setting, why it is important, and give an example of a short term goal. Students will help the counselor list the steps needed to accomplish the short term goal (either in small groups or whole class discussion). 2. Students will individually write down a short term goal they would like to accomplish and the steps needed to reach this goal. You may have some of the children share their thoughts. If desired, you may also do the above steps with a long term goal. 3. Read and discuss the story.
Specific Suggestions:
Estimated Time: 20-30 minutes
Source: Terry Holman, Easton School District, 913-651-5522

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development: 1.2

The student will achieve school success.

Grade Level: Elementary

Materials:

1) Pre-written paragraphs- teacher/counselor made.

2) Pre-written lists- teacher/counselor made.

Activity: **Exercise in Listening and Learning**

1) Pre-activity discussion should include:
   Why is listening important?
   Why is remembering important?
   When is listening important at home, school and work?

2) Because listening and remembering are important in all areas of our lives, we are going to practice listening and remembering.

3) Read a short paragraph or list and have students tell what they remember from the reading. The counselor initiates this activity with follow up by the classroom teacher.

4) Example of paragraph: A man named Mr. Morgan walked into a restaurant and decided to order lunch. The name of the restaurant was *Good Cookin'* so he ordered a hamburger steak, green beans, mashed potatoes and cherry pie, knowing the food would all be good. After he ate, he paid his $7.96 bill, left a $1.00 tip for the waitress, and went back to his job.

5) Follow-up activity by classroom teacher- Ask the student to recall details from the paragraph as the week progresses.

Specific Suggestions:

1) This activity can also be used for personal social development (manners; tipping the waitress; nutrition; and math skill development).

2) The old game, *I'm going on a trip and I am going to take...* is also a variation.

Estimated Time: No set number. 20-30 minutes.

Source: Lyndel Adams; Macksville HS; 316-348-3475

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development: 1.1 and 1.2

1) The student will demonstrate a positive academic self-concept.

2) The student will achieve school success.

Grade Level: 3-4

Materials:

1) One almost dead plant.
2) One artificial plant.
3) One healthy plant.

Activity: **Growing Brainpower**

1) Ask what are the parts of a plant? This activity is going to focus on the importance of roots. What do roots do? Take in nutrients that someone gives them.

2) Our brain is like a root. It takes in information so we can become smarter, but we need to "feed" our brain. If we don't, we are like the dead plant. Some people are like artificial flowers and pretend to be smart, but eventually they die also. But, if we study hard, like the healthy plant, we will grow.

3) Discuss good study techniques, then do a study skills activity.

4) Summarize by reviewing plants and challenge them to be the healthy plant.

Estimated Time: 1 session; 40 minutes

Source: Debbie Berges; St. George Elementary; 785-494-2492

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development 1:2
Grade Level: K-2
Materials: Listening Activity Sheet
Activity: **Listening Activity** 1. Counselor will discuss with the class the importance of listening and what happens at home or school if they don't listen well, having them give examples. 2. Introduce the clapping activity, having them clap only on the word "cow". 3. Discuss as directed on activity sheet. 4. Repeat the activity using the second word list, and discuss. 5. Now give the students a simple, one step direction. 6. As time, directs you could progress to two step directions.
Specific Suggestions:
Estimated Time: 20 minutes
Source: Terry Holman, Easton School District, 913-651-5522

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development: 1.1, 1.2

The student will demonstrate a positive academic self-concept. The student will achieve school success.

Grade Level: 3-5

Materials:

1) A self-rating chart for student study habits.

2) How to Study Booklet from Scriptograph

3) Diary/notebook to track study habits.

4) Cooperative learning.

Activity: **How to Study**

Each student will be asked to complete his/her self study habit chart. When completed time will be spent in discussion of the questions. Each student will then keep a diary/journal of daily study habits. Included will be the hours of study, setting of study, distractions and individual feelings or attitude. Awareness can be short sentences of single word responses. Classroom discussion is very valuable at this level as students begin to learn from each other.

The emphasis for the final session is on note-taking skills. I use regular classroom assignments to explain and demonstrate with the children. If appropriate, the next activities would be on test-taking skills and reducing test anxiety.

Specific Suggestions:

The “How to Study” lessons helps students develop responsibility, pride and ownership. It promotes better communication between the students, parents and school; and allows the students to focus on the positive strengths, while

improving the weaknesses.
Estimated Time: 3+ sessions; 20-30 minutes
Source: Karla Baker, Wilson School, Hays. Ks.; 785-623-2550 How to Study Booklet from Scriptograph Channing L. Bete Co. South Deer Field, MA 1-800-628-7733

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development, 2.1; Personal/Social 1.2

The student will plan to achieve goals. The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grade Level: K-4

Materials:

The Value of Determination, The Story of Helen Keller, A Value Tale by Ann Donegon Johnson, 1976, Value Connections, Inc.; LaJolla, CA.

Activity: **The Value of Determination and Motivation**

1) Talk about excitement, enthusiasm, motivation, determination and the things that get students excited.
2) Define determination.
3) Read the story **The Value of Determination, The Story of Helen Keller**.
4) Review what Helen Keller was able to accomplish in her lifetime and the things she had to overcome to achieve them.

Specific Suggestions: Enjoy this activity, it works well in my building with second graders.

Estimated Time: 1 session; 30-45 minutes

Source: Tom Jones, Hiawatha Elementary, 785-742-7181

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Career Development: 1.1; 1.2; 2.1; 2.2; 3.1

The student will develop career awareness. The student will develop employment readiness. The student will acquire career information. The student will identify career goals. The student will apply skills to achieve career goals.

Grade Level: Kindergarten-kinder-prep

Materials:

Centers gathered ahead of time.

Activity: **Career Kinder-prep**

Through class discussion, name jobs/careers that students know about. Read a book about careers. Explain the centers, divide the students into groups of 4-5 and put them in the centers for about 10 minutes before rotating.

Centers:

1) Dress up. Have an assortment of hats (fireman, construction, nurse…), nurse/doctor kit, construction tools, calculator, phone…
2) Pre-made flash cards. Match pictures of careers with their names (have them numbered on the back for non-readers)
3) Paper and markers to draw what they want to be when they grow up.
4) Career picture books to look through.
5) Career puzzle to work on.

Specific Suggestions:

For closure, have the students look at the flash cards and name the different careers. In general, students will be able to explain that in order to have that career they should be interested in what that career does and understand they will need a goal of education/training.

Estimated Time: Two- 20/30 minute class periods.
Source: Debra Travers, Elementary Counselor USD 457, Garden City, KS dtravers@gckschools.com

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development: 1.2, 2.1, 3.1

The student will develop career awareness. The student will develop career readiness. The student will acquire career information.

Grade Level: 1st and 2nd

Materials:

Hats or distinguishing clothing from as many types of workers as possible. Examples: firefighter, police officer, mail carrier, coat & tie, chef, cowboy, farmer, hardhat, welder, city worker, retail sales, delivery person, waitress, mechanic, Dr., teacher

Activity: **Workers Wear Many Hats**

1) Instructor either wears each hat of has child wear the hat (or clothes) of a specific type of worker. Class discussion is led in the direction of how it takes all kinds of workers to keep our community working properly.

2) List categories of different types of work- i.e. laborer, professional, secretarial, retail, delivery, service, health related etc.

3) Have the children in a class discussion place each type of worker in a particular category and then discuss the types of preparation and/or school it takes to obtain work in that field.

Specific Suggestions:

Other class discussion can grow from this lesson such as acknowledging personal traits, likenesses, and dislikes in choosing work.

Estimated Time: 1 session; 30-60 minutes

Source: Dan Slane, Chanute Ks. 316-431-4623

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career 1.2; Personal and Social Development 1.2

The student will develop employment readiness. The student will acquire and use interpersonal relationship skills (including how to be good friend).

Grade Level: K-3

Materials:

1) A drawing of an ant copied on poster board with holes punched in the top to attach ribbon to place around the child's neck. A copy of the drawing is attached.

Activity: **The Ants Go Marching One By One**

1) This activity is part of a thematic unit on art. Ask the students what they know about ants. Where do they live, in the ground or ant houses? What do they eat? How do they walk? In lines, following the lead ant. Make note this is the way ants cooperate in getting food back to the home.

2) How do we cooperate in school?

3) We will practice being ants, but first we must color our ant and decorate around the ant. Give the children about 10 minutes to complete this task.

4) Then, play follow the leader. Make note in the classroom their teacher is the leader.

5) Let the children take their ant cards home.

Estimated Time: 1 session; 30 minutes

Source: Debbie Berges; St. George Elementary; 785-494-2492

Middle School

Activities

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development; 1.1, 2.1, 3.1

The student will acquire and use self-knowledge. The student will acquire self-knowledge and skills to make decisions and set goals. The student acquire personal safety skills.

Grade Level: Middle school to adulthood.

Materials:

1) Handout titled: Emotions-Feelings-Moods
2) Handout listing Eleven Moods.

Activity: **Moods-Maintenance Skills**

1) Read the moods on the handout.

2) Explain that we all feel these moods as we go through life.

3) Circle or think about the one you think you are most of the time.

4) Number the moods on the handout by tens, from 0 for depressed to 100 for enraged.

5) Label the low range moods, mid-range moods and high range moods.

6) Point out the need to stay in the middle range if people are to have good mental health. They become “at-risk” of mood altering chemicals: alcohol/drugs if they don’t stay in the middle range.

7) How to tell something is wrong- H.A.L

   Hungry- even though one has eaten.
   Angry- even though no one is bothering you.
   Lonely- even though people are all around you.
   Tired- even though you’ve had enough sleep.

8) Aids to keep moods in middle range:

Diet- sound nutrition, not just snacks.
Sleep- 7-9 hrs. per night.
Exercise-a regular program.
Relaxation- positive activities you enjoy.

Specific Suggestions:

Mood-maintenance is a life skill which when undeveloped can lead to alcohol/drug problems. By definition, alcohol/drugs are mood altering chemicals, and that's precisely why they're often used to maintain or change moods artificially. By teaching specific and healthy ways to maintain moods in mid-range we significantly reduce vulnerability to alcohol/drug use.

Bibliographic Information:

Parenting for Prevention: How to Raise a Child to Say No to Alcohol and Drugs; Cyril A. Reilly, Editor; 1988; Johnson Institute Books; Minneapolis, MN.

Estimated Time: 1 session; 45-60 minutes

Source: Francis Sanders, Junction City MS; 785-238-5171

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal/Social Development, 1.1., 2.1, 3.1

The student will acquire and use self-knowledge. The student will acquire self-knowledge and skills to make decisions and set goals. The student acquire personal safety skills.

Grade Level: Middle school to adulthood.

Materials:

1) "Bullying Referral Forms"

2) chairs in a circle

3) chalk board

Activity: **Respect Circles**

The design targets those children who have demonstrated bullying and/or anti-social tendencies and serves as a restorative (as opposed to punitive) discipline alternative.

1) Provide faculty with "Bullying Referral Form" and an explanation of what the "Respect Circles" strategy is and what the intended outcomes are (i.e decrease in bullying behaviors; increase in pro-social behaviors).

2) To kick-off the initiative conduct a student awareness campaign (assembly, announcements, posters etc.) explaining what bullying is, what impact it has on the school community and how this strategy will be implemented.

3) Encourage staff and students to refer those that are seen bullying.

4) Each week conduct a "Respect Circle" based on the referral forms you receive. Survey the building leadership and staff to find out what time works best for the circles. I would limit the number of participants in each circle to 4-

5) Explain at the beginning of each circle why they are there and what is expected. The program is actually similar to a pre-filed diversion program used by many juvenile justice groups. The idea is not to be punitive, but rather provide an opportunity for the student to make more pro-social choices in the future. Typically failure of the student to follow-thru with the agreement and a future referral would result in that student being subject to the building's/district's standard discipline plan.

6) Rules of the circle:
   a) "no blaming"
   b) "no shaming"
   c) "no naming"

7) Place on the board the following categories:
   a) "The Problem…"; ask what kinds of problems have you seen here at school? They may need prompting; the idea is to formulate a list based on the behaviors they have been referred for.
   b) "The Consequence…" What happens when these behaviors get you into trouble? Remind them that anti-social behavior such as bullying could be considered a misdemeanor/felony by the community at-large. What would happen if these things happened at home, in the park at the mall etc?
   c) "The Solution…" What can we do to avoid these situations or manage them better? This is a great opportunity to teach problem solving skills as well as character education.
   d) "Repairing the harm…" this is the restorative piece of the activity. What can we do to make things better when these behaviors occur (i.e. restitution, apology, service learning, community service etc.).

Specific Suggestions:

I would suggest using a "round-robin" approach to insure that all members of the circle participate.

Some counselors I've worked with also incorporate other skills such as anger management into the dialogue.

Variations of the theme could include a support group for targets of bullying ("Share Circle") and/or a combination group (targets and bullies) that serves as a mediation/conflict resolution between the two ("Solutions Circle")

This activity is based on the principles of Restorative Justice, (http://www.fresno.edu/pacs/docs/rjprinc.html, http://ojjdp.ncjrs.org/pubs/implementing/) as they are applied in a school setting.

Estimated Time: 45 minutes weekly
Source: Kent Reed, KSDE School Counseling Consultant; 795-296-8109; kreed@ksde.org

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development; 2.1

The student will acquire self-knowledge and skills to make decisions and set goals.

Grade Level: 6-9

Materials:

1) The DECIDE Method handout.

2) Decision Making Guide.

3) Problem Situations for Decision Making.

Activity: **"What Do I Do?"**

Teach and discuss the DECIDE Method of making decisions. Place students in small groups. Give a sample situation. The situations may be from the handout or one of their own choosing. Have each group complete the Decision Making Guide. Have groups share their conclusions and some of their reasoning as they worked through the process. Point out that there is not one perfect solution, but various possibilities. Students will need to speculate regarding the last step of evaluation. As homework, they could be asked to complete one of the Decision Making Guide handouts regarding an actual decision they faced with in the next week. The problem Situations for Decision Making can be used as a class or personal activity to practice any decision making model. They can be used during one session or spread out over time to review the decision making process throughout the year.

Specific Suggestions:

Adapt the model to fit the developmental level of your students. Students enjoy making their own decision situations. Hold a drawing so each group must work

through the situations set up by another group. Encourage them to be realistic.
Estimated Time: 1-3 sessions; 30-45 minutes each
Source: Terri DeGeer, Humboldt MS; 316-473-3348

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 1.2 The student will acquire and use interpersonal skills (including respecting other).
Grade Level: Elementary through High School
Materials: Chairs for 15+ students.
Activity: **Do You Like Your Neighbor?** Place chairs for each student in the activity MINUS one chair in a large circle. This activity is similar to “musical chairs” in that the person in the center will attempt to “find” a chair by asking a question that will cause a certain number of students to stand and move to a different chair. The student in the center moves in front of a student of his/her choice and asks the question, “Do you like your neighbor?” The seated student then has the following options. The student can say “Yes, I like my neighbors” and no one gets up and moves or the student can respond with, “No, I don’t like my neighbors. I like neighbors who _____.” The seated student will fill in the line with a physical attribute of personal preference. For instance, the seated student may say, “I like neighbors with tennis shoes on,” whereupon all students in the circle with tennis shoes on must get up and move to a different chair. The student in the center tries to find a chair during the movement. The more particular the attribute or preference the fewer number of students that will move making it more difficult to find a chair. If the seated student says “I like my neighbors,” then the standing student moves on to another seated student and repeats the questions.
Specific Suggestions: Students love this activity because of the race for a chair potential. Even the very shy will participate. It’s a great way to end a serious session before dismissal.

Estimated Time: 1 session; 20 minutes
Source: Maralin L. Grant; Paola MS; 913-294-3726

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 1.2

The student will acquire and use interpersonal skills (including respecting others)

Grade Level: Upper Middle and High School

Materials:

Circle of students.

Activity: **Awesome Lap Sit**

Students form a circle touching shoulder to shoulder. Keep this a "perfect" circle, not egg shaped. Have students turn left (or right) so all face same direction. Students place hands around the waist of the person in front of them. Have students baby step in towards center of the circle. Remember to keep circle in round shape.

Upon your command students will SIT DOWN on the LAP that is formed behind them. Tell students to just concentrate on making a lap and guiding the student in front of them onto their lap. Students should not worry about whether a lapis being formed for them. When the students are sitting on the laps they should be able to raise their arms overhead and applaud their efforts. If not and the circle collapses, then students were not really sitting on someone's lap. The ultimate test of success is for lap sitters to WALK when they have accomplished the task.

Specific Suggestions:

I have noticed that the younger the group of students the more hesitant they are to touch someone who is of the same sex or even the opposite sex, let alone sit on anyone's lap! Upper middle schoolers and high schoolers really enjoy the contact involved with this activity. Variations can be a competition between boys and girls or just mixing up the circle by placing boys between girls.

Estimated Time: 1 session; 20 minutes
Source: Maralin Grant, Paola MS; 913-294-3726 Bibliographic Information: **Activities That Teach**; Tom Jackson; 1993; Red Rock Publishing

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development: 1.2

The student will acquire and use interpersonal skills.

Grade Level: Elementary- High School

Materials:

Simple line pictures drawn on cards or paper (star, crescent moon, flower, tree, sailboat, hand print, basketball, etc)

Activity: **Draw Back**

Divide the students into teams so that each team has 6-8 students. The teams sit on the floor lined up with the first student as the final "artist" with the blank paper and marker and the last student as the first "artist."

The "artists" from each team en masse come up and view the picture to be drawn on the back of the s L. grant; tudent they sit behind. They return to their team line and when given the cue *go* draw what they've seen on the card. The student then draws what he/she felt on his/her back, drawing the image onto the back of the student in front of him/her. Finally, the last "artist" in the very front of the line draws what they think has been drawn on their back. The first team to hold up their picture that looks close to the original picture wins a point.

The team then rotates the "artists." The student at the front of the line moves to the back and becomes the "artist" that views the original drawing on the card. Keep going until all have been the first "artist" and the final "artist." The winning team is the one that has the most points.

Specific Suggestions:

Students who don't think they can draw realize this activity does not involve any true drawing skills. This activity puts everyone on the same level. The similarity to

the game “tactile telephone” will be noticed. The students may even develop different means of communicating their picture idea onto the backs of their team members.
Estimated Time: 1 session; 20 minutes
Source: Maralin Granat, Paola MS; 913-294-3726

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 1.1; 2.1; 3.1

The student will acquire and use self-knowledge. The student will acquire self-knowledge and skills to make decisions and set goals. The student will acquire personal safety skills.

Grade Level: 5th and 6th

Materials:

1) Tape player and taped recordings of sounds.

2) Kite.

3) Jacket, hat, and sunglasses (as props for role-play).

Activity: **Practice With Observation and Listening Skills**

1) Choose 2 students to act out (role play) a 911 trick. The situation is one person hold a kite while another runs up and says "Call 911, my friend is hurt over there in the creek. I'll hold your kite so it won't slow you down while you call 911." The trickster wears the jacket, hat and sunglasses.

2) Students role-playing leave the room. You ask the class to write:
   a) What was the emergency person wearing?
   b) How tall was he/she?
   c) What was the emergency?
   d) Describe the kite.
   e) What would you do in this situation? This is a time to discuss safety in helping others.

3) Have students who role-played return to the room and check answers to the questions above.

4) On the same piece of paper, write the name of the sounds you hear on the recording.

5) Re-play the tape and check your answers with the students.
Specific Suggestions: This is a fun activity. Kids love to hear sounds like a toilet flushing or baby laugh. Also, kids like to see the others role-play with interesting props.
Estimated Time: 1 session; 40-60 minutes
Source: Sandy Terrell; Monticello Trails MS; Shawnee, Ks.; 913-422-1100

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development 3:1

The student will acquire personal safety skills.

Grade Level: 6-8

Materials:

Harassment Hints and Personal Boundaries and Respect Activity Sheets

Activity: **Harassment Hints and Personal Boundaries**

1. Counselor will define harassment for the students. Students will give an example of harassment discussing: what it looks like, feels like, and sounds like. They may choose to write an example down to share with the class.
2. Discuss the types of harassment, causes for harassment and how to help, as well as where to go for help. (These are all included on the activity sheets).

Specific Suggestions:

These work well as a stand alone lesson or include with another curriculum source or video.

Estimated Time: 30-60 minutes

Source: Terry Holman, Easton School District, 913-651-5522

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development: 1.2, 2.1; Academic Development: 2.1

The student will acquire and use interpersonal skills. The student will acquire self-knowledge and skills to make decisions and set goals. The student will plan to achieve goals.

Grade Level: 6th Grade

Materials:

We use a couple of get acquainted activities, some group activities, a couple of ice breakers, a goal setting activity; give them their schedules and locker combinations and teach them how to open their locker; give them a tour of the building, have them locate all of their classrooms by them selves, do a couple of "getting along with others" activities, and in general make them feel comfortable about the first day of school.

Activity: **6th Grade Orientation**

We divide the incoming students into four sessions of about 60 students per session. We send out letters early in July inviting them to a specific session. We do allow parents to change sessions if they are going to be out of town at that time.

We schedule out four sessions over two different weeks to allow for vacations, camps etc. The first week we will have an a.m. session on two consecutive days for one group, and the next week we schedule the other two groups into an a.m. or p.m. session.

Specific Suggestions:

We have about 92% of our incoming students attend orientation. We get a lot of positive feedback from both parents and students. The students feel self-assured

and ready to go. The parents finally feel that their child is not going to get mugged, drugged or raped at the middle school.

The transition from our four elementary schools to middle school seems to go quite smoothly for almost all students. We throw in a few fun activities that we use in collecting materials and such. These activities may be pencil relays, try to name all 60members of the group after introductions, power claps after certain key words, and other fun things. We also offer a mini-orientation for any 6th grade student who has to miss the regular sessions and any new 7th and 8th grade students new to the system. This mini-session is offered the day before school actually starts. We do a few of the same activities, but cut the time in half.

Activities:

1) Hello my Name is…(self-introduction)
2) Help: What Study Habits Need Changing
3) Goal Setting
4) Scavenger Hunt- a socializing event
5) Joe from the Button Factory- a group ice-breaker
6) Where Am I Now?
7) Cherry Cola Vending Machine Activity- a small group brainstorming activity
8) Locker Scramble- an individual/small group activity where students are released to go to their lockers, open them, take out a card with a letter on it, come back to their group and without talking produce a word from all of the letters they have collected. This activity allows students to be aware of how much time they have during passing periods between classes, working together as a group and non-verbal communication skills.
9) Puzzles- small groups. A puzzle made from a rectangular sheet of paper is placed on each table. Without talking, the group is to reconstruct the puzzle.
10) Individual Evaluation of the Orientation Program- suggestions for improvement, etc.

Estimated Time: 2 sessions; half day each

Source: Don Berlin; McPherson MS; 316-241-9478

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 2.1, 3.1

The student will acquire self-knowledge and skills to make decisions and set goals. The student will acquire personal safety skills.

Grade Level: middle school

Activity: **Coping With Death**

Most teens have to cope with death. Murders, suicides, terminal illness, accidents, war and now terrorism touch the lives of a great many young people. Encourage students who have lost someone close to them to be patient with themselves in respect to "getting over it." The grieving process takes years and they shouldn't expect to feel happy and back to normal in a few weeks. Emotions about death can come flashing back, triggered by people, places, special calendar dates, etc.

Listed below are creative ways to help teens heal and work through their anger, sadness, and sense of loss. These ideas could be used during individual counseling sessions or as a resource for students or parents.

1. Keep a diary or journal. Jot down favorite memories, good times, and favorite sayings of the person who has passed. Keep a record of your ups and downs, strong emotions, present and past memories, and hopes for the future. This can be a therapeutic way to work through your feelings.
2. Write a letter to the person who has passed. This is a way to release the emotions such as love, anger, confusion, guilt, longing, regret, or fear relating to their death. The letter may be torn up or kept in a private place.
3. Share feelings with family members. Talk about your thoughts and feelings and ask for theirs. Remember people grieve at their own pace and in their own way. They may not be ready to talk about the death.
4. Join a support group. Counseling centers, hospitals, and schools often have groups that meet regularly. Talking with others who have been through similar grief can help students work through their own feelings.
5. Take care or yourself. Suggest that students keep up with their own regular activities. Exercise and sports can help them work out strong emotions
6. Do something special to help remember the deceased. Making a scrapbook of pictures and memorabilia may help with the grieving

process. Looking at the pictures will bring back memories. Putting it into a book can make a permanent remembrance.

7. Visit the gravesite or the place where the ashes were scattered. Going to the cemetery and gravesite can give a feeling of closeness to teens. Holding a one-sided conversation with the deceased may help alleviate guilt feelings and anger, as well as gain a sense of closeness.
8. Set up a memorial for the deceased. This can be as simple as planting a tree or other plant in a special place in honor of he loved one.

Estimated Time: varies

Source:

The Guide: Middle School Guidance Activities, Dr. Mark Nelson, Hyalite, LLC; Bozeman, MT., 2005. www.hyalite.biz

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development: 1.2, 2.1, 3.1

The student will achieve school success. The student will plan to achieve goals. The student will relate school lto real life experiences.

Grade Level: middle school

Materials:

Hand out- *Questions About Goals*

Activity: **Questions About Goals**

Initiate a discussion with your students about setting goals. Ask the class the five questions about goals listed below.

1. Why do we set goals?
   - We have a clear idea of where we are going when we set goals.
   - Setting goals helps us take control of our lives.
2. How do I identify my goals?
   - Be honest about what is most important to you.
   - Be realistic about what you can accomplish. Don't underestimate your abilities.
3. What is the difference between long-range goals and short-range goals?
   - Long-range goals can take weeks, months, or years to achieve. Examples: finishing high school, earning a college degree, learning a job.
   - Short-range goals are ones you want to achieve soon- today, or within one week. Examples: finishing tonight's homework, painting your room.
4. What does attitude have to do with goals?
   - As you think about your goals, concentrate on them, and look for ways to accomplish them. Your positive attitude will help you make positive progress.
5. Is it okay to ask for help?
   - Absolutely! It is good to talk about your goals. Others can be very helpful and supportive.

Divide your class into small groups and ask them to come up with group answers to the same questions. Summarize the discussion with a clarification of why having goals and working with goals are useful and helpful to people in general and to students in particular. Distribute a copy of the above questions.
Estimated Time: 30 minutes
Source: *The Guide: Middle School Guidance Activities,* Dr. Mark Nelson, Hyalite, LLC; Bozeman, MT., 2005. www.hyalite.biz

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development 2.1

The student will plan to achieve goals.

Grade Level: Middle School- 8th grade

Materials:

Pre-enrollment materials and four-year academic plan sheets.

Activity: **Academic Advisement and Planning**

1) Discuss the pre-enrollment materials with the students, giving emphasis to graduation requirements, the honors program, pre-college curriculum requirements and state scholarship programs. Include the following

   a) List the results of your interest inventory, and your current post secondary plans.
   b) What are some classes that you would need to take in high school to accomplish your plan?
   c) What classes are required for you to meet graduation requirements?
   d) Discuss the honors program.
   e) Discuss the Board of Regents pre-college curriculum requirements to admission to Kansas universities.
   f) Discuss the requirements for the State of Kansas Scholarship Program.

2) Review class choices with the students. Instruct them to begin completing, in pencil, a four year plan- listing courses for 9th, 10th, 11th and 12th grades.

3) Explain to the students that you have scheduled a time for them and their parents to meet with you individually to complete the four year plan and answer any questions.

Estimated Time: 1 classroom guidance session and 1 individual meeting with parents.

Source: Susan Johnson; Oswego HS; 316-795-2418

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development 1:1

The student will develop career awareness.

Grade Level: 6-8

Materials:

Business Card Activity Sheet, some examples of business cards will be helpful, colored pencils (optional)

Activity: **Business Card Activity**

This lesson goes well with all kinds of career lessons.

1. Teacher will show examples of business cards and explain their uses. Students will think about what career they might be interested in or just one for which they would like to design a business card.
2. Teacher explains her expectations for the design as well as needed information. Teacher needs to stress that this card is a representation of the student's business and skills, and may be the only contact with a future customer.
3. Teacher can discuss that the picture/graphic may be a tool that goes along with the occupation. The teacher should be able to tell what occupation the student is representing by just looking at the business card.

Estimated Time: 30 minutes

Source: Terry Holman, Easton School District, 913-651-5522

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development 2.1
Grade Level: 6-8
Materials: Career Activity Sheet, internet (http://www.bls.gov/oco/), library books, or career library
Activity: **Career Activity** 1. Students will be directed to the various materials that you have for them to explore for their research. 2. Students are given one class period to find out as much as possible about the career of their choice, filling out the activity sheet. 3. If possible have the students share the information they learned with another student or small group. Students can fill out this activity sheet individually or in pairs.
Specific Suggestions: This works well as a stand alone lesson, or incorporated into an existing career unit.
Estimated Time: 45-60 minutes
Source: Terry Holman, Easton School District, 913-651-5522

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development: 1.1, 1.2, 2.1, 2.2, 3.1

The student will develop career awareness. The student will develop employment readiness. The student will identify career goals. The student will acquire knowledge to achieve career goals.

Grade Level: 6-9

Materials:

Building Dreams: Helping Students Discover Their Potential by Mychal Wynn; 1994, Rising Sun Publishing; Marietta, GA.; 1-800-524-2813.

Activity: **Dream Building**

1) Think about what you would like to have. Close your eyes and think about the things you really like to do. Each time something comes to mind (anything at all) that you really like to do, open your eyes and write it down.

2) Think about those things you would really like to do. Close your eyes and see yourself having those things that you really want in your life- the type of life, family and things that you want. Each time something comes into your mind open your eyes and write it down.

3) Finally, close your eyes and think of all the things that you don't like. Each time you come up with something, open your eyes and write it down.

4) Look at the things you wrote down that you like to do. Think of a dream that would enable you to achieve most, if not all, of the things you wrote down.

5) Look at the things you wrote down that you would like to have. Would achieving this dream enable you to achieve most, if not all of those things. If not, then consider changing or expanding the dream.

6) Finally, look at the things that you wrote down that you don't like. Would achieving this dream enable you to overcome most, if not all of those things?

If not, then consider changing or expanding the dream.
Specific Suggestions: Another session would be to look at your school and a third to look at your community. The same steps listed above would be used to consider these topics.
Estimated Time: 1 session; 30-40 minutes
Source: Teresa Earley; Jefferson West Elementary & Intermediate School, Meriden, KS.; 785-484-2455 or 785-876-2110

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development: 1.1, 1.2, 2.1, 2.2, 3.1

The student will develop career awareness. The student will develop employment readiness. The student will acquire career information. The student will identify career goals. The student will acquire knowledge to achieve career goals.

Grade Level: 8th

Materials:

1) Class time to administer the career inventory.

2) Class time to work through the career inventory.

3) Support of staff to release students for one-half day.

4) Parents for transportation.

Activity: **8th Grade Job Shadowing**

1) Prior to the job shadowing day students complete the COPS interest inventory.

2) With the results of this survey have students work through the COPS interest worksheet, narrowing one's career choices to three.

3) Students are then matched as lose as possible with an employer in the area.

4) The teaming group of middle school teachers make the initial contact with the employers.

5) Parents and available staff provide transportation to and from the employment setting.

6) Students are required to make an oral report to the study body regarding the job shadowed.

7) Students are also required to write and mail thank you notes to the employers.

Specific Suggestions:

It is a very neat experience for the students. The employers are great to work with on this project.

Bibliographic Information:

COPS Interest Inventory; EDITS Testing Service, 1992.

Estimated Time: 1 session; ½ day

Source:

Ray Everhart; Southeast of Saline MS; Gypsum, KS.; 785-536-4286.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development: 1.1; 2.1; 3.1; 3.2

The student will develop career awareness. The student will acquire career information. The student will acquire knowledge to achieve career goals. The student will apply skills to achieve career goals.

Grade Level: 5th and 6th

Materials:

1) One page of a Sunday newspaper (4 sides) for each student/pair. Do not use the want ads.

2) Highlighters or ink pen.

3) DOT (Dictionary of Occupational Titles)

4) OOH (Occupational Outlook Handbook)

Activity: **Job Search and Description**

1) Scan the newspaper and circle or highlight all jobs found. Put the total number on the front of the newspaper.

2) Report 5 most unique (or those which might be of interest to the students) to the class.

3) research 1 job using the DOT or OOH:

   a) Education needed.
   b) Duties of the job.
   c) Salary.
   d) Type of clothing worn on the job.
   e) Tools used or skills needed.
   f) Work outside, inside, office, large city etc.
   g) Special qualifications (tests, physical exam, etc.)

4) Share findings with the entire class.

Specific Suggestions:

More time can be given for students to make charts, illustration, bring items to be used on the job, and/or display clothes to be worn on the job as an addition to the above material shared with the class.

Bibliographic Information:

Kansas Practical Application of Career Education, Kansas Consortium of Career Education in cooperation with the Kansas State Department of Education; 1983.

Estimated Time: 2 sessions; one hr. each

Source: Kathy Schurle; Garfield Elementary. Clay Center, KS.; 785-632-2125.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development; 1.1, 2.1, 2.2. 3.1, 3.2

The student will develop career awareness. The student will acquire career information. The student will identify career goals. The student will acquire knowledge to achieve career goals. The student will apply skills to achieve career goals.

Grade Level: 8th

Materials:

Interest inventories, transportation, time line, supportive administration and staff, willing Chamber of Commerce, interested business persons, evaluative tool.

Activity: **Business Partners**

As part of a six week Careers Class, each student is administered an interest inventory. Using the information gained from the inventory, the student selects three occupations in which he/she is interested. The instructor surveys the students to match occupations with their interests and abilities. We work through the Chamber of Commerce in finding employers who are willing to take time to work with the students who are interested in their field.

The School District not only works with the Chamber of Commerce, but we also use the local transition coordinator from Colby Community College. The school provides transportation for the students to and from the work site. The school has the students evaluate the program. The Chamber of Commerce has the employers evaluate the program. Both groups working together use this information to continually update and improve the program.

Estimated Time: 6 sessions; 1 hr.

Source: Ron Walz; Colby MS; Colby, KS.; 785-462-3968

High School

Activities

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development; 1.1, 1.2; 2.1., 3.1,

The student will acquire and use self-knowledge. The student will acquire and use interpersonal skills. The student will acquire personal safety skills.

Grade Level: 9-12

Materials:

Sexual Harassment Action Unit; Nancy Muehlhausen & Jan Brown; Lincoln NEHS, Lincoln, NE.; 402-436-1339

Activity: **Stop Sexual Harassment**

1) Provide the rationale for the lesson.

2) Define sexual harassment.

3) Discuss the question: What does it matter?

4) Discuss what a student should do if he/she is harassed.

5) Discuss how each student can help.

6) Examine short case studies.

Each of these steps is addressed through handouts and discussion.

Specific Suggestions:

This activity was revised to fit my situation from a complete action plan which included the development of a harassment policy, staff in-service, etc. We have a

policy in place so I have just used a selected activity from the plan. If you want the entire plan, it may be obtained from the above resource.
Estimated Time: 1 session; 50 minutes
Source: Phyllis Cobbs; Anderson County HS; Garnett, KS.; 316-448-3115

Standard Addressed: Personal and Social Development: 2.1, 3.1

The student will acquire self-knowledge and skills to make decisions and set goals. The student will acquire personal safety skills.

Grade Level: 9-12

Activity: **Dealing With Stress**

Read the following paragraph to your class:

> Stress management is mostly a learned skill. All of us are born with a natural "alarm" system" in our brains that was originally designed to prepare us to deal with real physical threats and dangers. This alarm system is natural/biologic and helpful; it is intended to keep us safe. During our normal everyday living, most of us do not experience truly physical threatening events, and over time we have evolved and learned to apply our alarm system to a variety of psychological threats. Stress can be characterized as a "false alarm"- an erroneous activation of the "danger alarm" system of the brain. The biological purpose of this system is to help prepare us for dealing with real, physical danger. When the danger alarm is turned on, it produces a physiological response called the "fight or flight" reaction, which helps us to fight the danger or flee it. When you are in real, immediate physical danger, it is appropriate to feel afraid. Getting your body charged up with adrenaline may well help to keep you alive. However, most of the time when we feel stressed, there is no immediate danger, so it is a false alarm. The fire alarm is sounding, but there is no fire!

Distribute the slips of paper to your students and ask them to write one personal stressor on each slip of paper and put the slips into the "Stress Box."

After everyone has placed their slips into the box, open it and read one of the stressors identified by your students. Ask the students to share their feelings and reactions about the stressor. Encourage them to respond about the impact such experiences have in people's lives.

When you and the class have discussed all of the slips of paper, remove the lid

and show them that at the bottom of box lies HOPE. Emphasize the significance of hope and positive attitude in managing stress.
Specific Suggestions: You may want to ask some of these follow-up questions. How do you cope with
Estimated Time: 1 class period
Source: *The Guide: High School Guidance Activities,* Dr. Mark Nelson, Hyalite, LLC; Bozeman, MT., 2005. www.hyalite.biz

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 2.1, 3.1

The student will acquire self-knowledge and skills to make decisions and set goals. The student will acquire personal safety skills.

Grade Level: MS and/or HS

Materials:

- Copies of hearts
- Scissors
- Colored pencils, crayons and/or markers
- Dylan's story

Activity: **Bullying Lesson**

1. Give each student a paper heart and ask them to decorate them so their heart looks "cool."
2. Explain to the students that you are going to read a story about a little boy named Dylan. Every time someone puts him down, they should tear off a part of their heart. If the put-down was really bad, they should tear off a larger piece. This should continue until the end of the story.
3. Read the Dylan story.
4. At the end of the story, discuss the questions that follow the story.
5. Follow-up: Challenge each student to give at least 10 compliments to 10 different people over the next 24 hrs.

Estimated Time: 1 class period

Source: Holly Colonna, Tucson Unified School District Guidance & Counseling Department 1010 E. 10th Street Tucson, AZ 85719; 520.225.6211

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development 1.1, 2.1

The student will acquire and use self-knowledge. The student will acquire self-knowledge and skills to make decisions and set goals.

Grade Level: MS and/or HS

Materials:

- Enough index cards for each student to have 3 each
- Handout on *Common Personal Values*

Activity: **What Do You Value?**

1. Have students read *The Power of Personal Values* handout. Reflect with them what a value is why they may important to us individually and collectively.
2. Give each student 3 index cards and have them jot down the 3 most important values any particular person may have. This activity could be used to examine values of being a student, or an athlete, or a teacher or a leader etc. It is a great way to measure what the students are thinking in terms of any given role.
3. After they've completed the cards have them hand forward the one card they believe is least important of the 3.
4. Collect their least favorite and read them slowly aloud, dropping each in the waste paper basket as they are read. The idea is to give them an opportunity to reflect on those values that they've collectively discarded.
5. Repeat the process for their second least favorite.
6. What remains is the value they feel is the most important. Ask for volunteers to share what their most important value is, reflect on how these values are important, what consequences may occur if they aren't present and how do we might acquire these values.
7.

Specific Suggestions:

Note: For some students this conversation may be uncomfortable; it is a guided conversation with an emphasis on appropriate boundaries and respect for others.
Estimated Time: 1 class period
Source: Roy Posner, *The Power of Personal Values,* The Values Center, 2006.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development: 1.2, 3.1

The student will acquire and use interpersonal skills (including respect self and others). The student will acquire personal safety skills (including responding effectively to peer pressure).

Grade Level: 9-12

Materials:

Bibliographic Information:

Thinking, Feeling, Behaving; Ann Vernon; Research Press, Champaign IL., 1989.

Counseling Toward Solutions; Linda Metcalf; Research Press, Champaign IL., 1989.

Activity: **Anger Control Group**

1) Group is limited to 8 members and meets weekly.

2) Students decide whether they will attend each week.

3) Each student is encouraged to talk each week.

4) Each student shares experiences of anger.

5) As students share they outline what occurred.

6) Group brainstorms how each situation could have been handled to create a positive outcome.

7) The expressions of experiences and suggestions for action are individualized for each student.

Estimated Time: one session each week; 70 minutes each
Source: Ron Ferman; Emporia HS; Emporia KS.; 316-341-2365

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development 1.1; 1.2; 3.1 The student will acquire and use self-knowledge. The student will acquire and use interpersonal skills. The student will acquire personal safety skills.
Grade Level: all levels
Materials: ▪ Grief fact sheet
Activity: **Facts and Myths About Grief** This fact sheet is provided as a service by the University of Cincinnati Psychological Services Center and the Office of Students Affairs and Services. It can be used in a variety of activities and/or strategies related to the bereavement process.
Estimated Time: 1 class period
Source: University of Cincinnati Psychological Services Center and the Office of Student Affairs and Services; Drs. Elizabeth Young, Jennifer Hartman, and Niki Rosenkranz; (513-556-0648); **http://www.psc.uc.edu**

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development 3.1

Students will acquire and use personal safety skills.

Grade Level: 9-12

Activity: **Dating**

1. Describe types of domestic violence, e.g. child abuse and neglect, spousal abuse, and abuse of the elderly. Note that each of these areas of abuse could be the focus for a curriculum unit for a week or longer with videos, guest speakers, writing assignments, bulletin boards with statistics, etc.
2. Considerations of the abuse, such as history, causes, and social attitudes, should be examined. For example, some people in our society hold the belief that it is acceptable for spouses to be allowed to hit one another of for parents to hit their children; others disagree. Discussion, therefore, involves identification of how cultural values may affect decision making and behavior.
3. Discuss violence in dating relationships. Include the role of peer pressure and how fear and lack of information may affect the situation. Role-play potential interactions involving personal safety. Be sure to offer students the option to pass during the role-play as some activities may be too revealing and painful for students experiencing abusive situations.
4. Sources of help should be identified and made available to students in written form. Speakers from community agencies may come to class to share information and provide a link for students who may be in need of some assistance.

Specific Suggestions:

Speakers from community agencies that deal with abusive situations could include the following: Battered Women's Shelter; Planned Parenthood; Safe Visits; county health department.

Estimated Time: 1-2 class periods

Source:

The Guide: High School Guidance Activities, Dr. Mark Nelson, Hyalite, LLC; Bozeman, MT., 2005. www.hyalite.biz

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development: 1.1; 1.2; 3.1

The student will acquire and use self-knowledge. The student will acquire and use interpersonal skills. The student will acquire personal safety skills.

Grade Level: HS

Materials:

- "How to Criticize" and "Ten Steps to Handling Criticism" worksheets
- Chalk, chalkboard

Activity: **Dealing with Criticism**

1. Ask students why people criticize other people (e.g. jealousy, to build themselves up, to instruct, anger, etc.) and list these on the chalkboard. Discuss whether criticism is positive, negative, neither or both. Relate to students that the word "criticism" does not always imply something negative. Emphasize that criticism can also be positive or constructive.
2. Ask students to recall an instance when they were criticized (students can do this privately or share with other students). Have students explain how they felt when they were criticized. How did they react to the criticism?
3. Distribute "Ten Steps to Handling Criticism" and discuss each step with students. Seek examples from students who have used one of the ten steps.
4. Distribute "How to Criticize" to students. Go through each step. Again, have students give examples.
5. Discuss with students why it is important to learn how to accept criticism. You may want to incorporate in the discussion the fact that many acts of violence occur because some people do not know how to criticize constructively or how to handle criticism.

Specific Suggestions:

Note: Be aware that this is a very sensitive topic for some students. Decide whether it is appropriate for your class before using. Activities to increase students' self-worth may be used in place of worksheets. This may work better when combined with other activities (such as decision-making). It can also be linked to academics.
Estimated Time: 40-55 minutes
Source: *Career Activity and Resource Guide,* Indiana State Department of Education; adapted from: Careers Now! Activities Manual; School District 121, Port Angeles, Washington.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development 1.1, 1.2, 3.1

Grade Level: HS

Materials:

- "Assertiveness Inventory" worksheet
- Chart or chalkboard with "Aggressive," "Passive," and "Assertive" on it.

Activity: **Assert-O-Meter**

1. Put the three words "Aggressive," "Passive," and "Assertive" on the board or chart and discuss the differences among these types of behavior. Have students discuss the different feelings each produces.
2. Distribute the "Assertiveness Inventory" worksheet. Have students review each situation, writing in both a word and number to gauge discomfort as follows:
   1. None
   2. Little
   3. Some
   4. High
   5. Extreme
3. Next have students circle all of the "5's" to highlight situations most stressful to them.
4. Next have students score their "Response Probability," writing in a word and number as follows:
   1. ALWAYS would do it
   2. USUALLY would do it
   3. MAYBE would do it (about half the time)
   4. RARELY would do it
   5. NEVER would do it
5. Have students tabulate the total of the response column:
   - 20-40 Very Assertive
   - 41-60 Somewhat Assertive
   - 61-up Not Assertive
6. Now divide class into small groups. (Groups of four work well). Assign

each group one of the situations from the inventory. Give the groups several minutes to prepare role plays. The group must act out the situation three times: one of the students in the group acts aggressively (with limits), one passively and one assertively. The fourth student acts as the recipient of all the behavior.

7. Conduct role-plays. Discuss the relative merit of assertive behavior.

Specific Suggestions:

Note: Rather than by itself, this activity works best when combined with another activity such “Handling Peer Pressure.”

Evaluation: To check how students have mastered the standard indicators have them identify methods for addressing stressors/conflicts common to young adults.

Estimated Time: 1 or 2 class periods

Source:

Career Activity and Resource Guide, Indiana State Department of Education; adapted from: Careers Now! Activities Manual; School District 121, Port Angeles, Washington.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development: 1.2, 1.2; Personal and Social Development 1.1, 1.2; Career Development 1.2

The student will demonstrate a positive academic self-concept. The student will achieve school success. The student will acquire self-knowledge. The student will acquire and use interpersonal skills. The student will develop work readiness.

Grade Level: High School

Materials:

- Copies of "Work Situations"

Activity: **Handling Conflict at Work and School**

Note: This activity works wells in association with a health class or a class that addresses "life skills." It is especially good for 9th grade students.

1. Have students sit in a circle. Ask students to define "self-control."
2. Ask students if they feel self-control is important and why. Have students (who are comfortable in doing so) relate instances when they have used self-control and when they have not.
3. Discuss appropriate ways of expressing emotions. Describe specific examples.
4. Have a student read one of the cases in the "Work Situations" worksheet. Alternatively, students could role-play the scenario described on the worksheet.
5. Ask students to respond to the questions on the worksheet: Did the person in the story control his or her emotions? Were their actions appropriate or inappropriate? What could have been an appropriate response? Discuss.

Specific Suggestions:

Evaluation: To check how students have mastered the standard indicators have

them identify methods for stress management techniques..
Estimated Time: 1 class period
Source: *Career Activity and Resource Guide,* Indiana State Department of Education.

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Academic Development 1.1, 1.2, 2.1; Career Development 1.2, 2.2, 3.1

The student will demonstrate a positive academic self-concept. The student will achieve school success. The student will plan to achieve goals. The student will develop employment readiness. The student will identify career goals. The student will acquire knowledge to achieve career goals.

Grade Level: HS

Materials:

- Student 4 year curriculum/course planning guide or any curriculum planner.
- Any computerized career information system (a list of available interest inventories: http://www.ksde.org/outcomes/counselingciil.html) or resources from the media center (i.e. Handbook of Occupational Information).

Activity: **Making Choices**

1. Have students identify and write down a tentative career goal or goals.
2. Distribute class scheduling or course information materials to small groups
3. Have students select courses. If possible, make arrangements for participation of a parent or other significant adult in course selection.
4. Students should not be discouraged from considering nontraditional career choices or course selections.
5. Involve school counselors in all phases of course selection if possible, especially in the final determination of courses.
6. Make allowances for periodic review and potential modification of course and career selections.

Specific Suggestions:

Note: This activity is especially useful for students preparing to complete career plans.
Estimated Time: 20-35
Source: *Career Activity and Resource Guide,* Indiana State Department of Education.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Academic Development: 1.2, 2.1, 3.1

The student will achieve school success. The student will plan to achieve goals. The student will relate school to life experiences.

Grade Level: High School

Materials:

Hand-out: Guide to Success

Activity: **Improving Academic Success**

Introduce the topic of academic success and the need for improved study skills and the need for improved study skills at the high school level. If working with freshman, cite changes in the rigor of curricula, the increased number of distractions and the increased importance of good grades. Emphasize that high school course material and assignments are more rigorous and challenging, that there are many more distractions, and that grades are connected to “credits” and credits are necessary to graduate. If working with older students, emphasize that these skills are useful in high school and college. Learning is a set of processes and skills

Distribute a copy of the handout to each of the students and discuss information on it with the class. Encourage student feedback regarding the items. They may or may not agree with the strategy effectiveness.

Ask the students to add to the list of strategies. What techniques do you use to be successful? Summarize by asking the students to identify the “top five” strategies.

Specific Suggestions:

This activity is suggested for use with freshman or withholder students who are

struggling academically. The handout may be useful to distribute to parents at an orientation or may be added to a parent newsletter.
Estimated Time: 1 class period
Source: *The Guide: High School Guidance Activities,* Dr. Mark Nelson, Hyalite, LLC; Bozeman, MT., 2005. www.hyalite.biz

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Academic Development 1.1; 1.2; 2.1

The student will demonstrate a positive academic self-concept. The student will achieve school success. The student will plan to achieve goals.

Grade Level: MS or HS

Materials:

- Computers and/or paper/pencil survey

Activity: **Learning Styles**

1. Review each learning style briefly using provided materials (found at http://www.jcu.edu.au/studying/services/studyskills/learningst/) or use the hard copy at the end of this lesson which is from a different website and may vary slightly.
2. Allow students time to download and take the brain survey by clicking on "brain.exe" on the www.jcu website listed in #1.
3. Assist students in understanding and interpreting the meaning of the survey results.
4. Have a class discussion on what a student using each style could do to improve their learning. Perhaps make a list under columns on the board.
5. Have students write in their planner at least THREE methods they plan to use this week and in the future to try to learn best by utilizing this new information.
6. Follow Up Plan: visit this concept frequently, such as near test time or near the end of each semester or progress report. Consider making parents aware of their child's learning style.

Estimated Time: 1 class period

Source: Holly Colonna, Tucson Unified School District Guidance & Counseling

Department 1010 E. 10th Street Tucson, AZ 85719; 520.225.6211

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Personal and Social Development 1.1; Academic Development 1.1; Career Development 1.1

The student will acquire and use self-knowledge. The student will demonstrate a positive self-concept. The student will develop career awareness.

Grade Level: MS and/or HS

Materials:

- Copy of Dr. Seuss's **Oh, the Places You Will Go!**
- Relaxation (stretching) technique
- List of discussion questions

Activity: **Oh, the Places You Will Go!**

- Ask the class if they remember the "good old days" when their favorite grade school teacher read to them. Explain that today we are going to re-visit those days with a new twist (guided imagery).
- Have the students find a comfortable place and begin by dimming the lights and walking them through a series of relaxation exercises. This is done by having them tightening and then relaxing major muscles groups (neck, arms, torso, midriff, legs, feet) for about 5 seconds at a time.
- Once you've completed the relaxation exercise then have them "clear their minds," close their eyes and focus on visualizing what is read.
- Read aloud **Oh, the Places You Will Go!**
- When you are finished bring them gently back to a classroom reality,
- A prepared list of questions could be handed out or a committee of the whole could take place; themes to discuss include 1) choices we make throughout life 2) what is meant by "good and bad streets" 3) what is the "waiting place" 4) fear of trying new things 5) what is the moral of the story 6) what did your imagination tell you?
- Discussion could also be tied into career objectives that are addressed in your curriculum.

Specific Suggestions:

I found that my high schools students really enjoyed this activity, although I have used it at all levels. This story serves as an inspiration to not be afraid of trying new things. You might just discover yourself in the process of taking on a challenge. I enjoy Dr. Seuss books because they contain very basic messages about life that affect all ages and stages. I especially love this book for MS/HS because I think teaching children to explore the world around them and to use their imagination is the best tool I can give them. Gandhi's philosophy about life relates to this story: " Live as if you may die tomorrow, but learn as if you will live forever."

Estimated Time: 1 class session

Source:

Kent Reed, KSDE School Counseling Consultant, 7850296-8109, kreed@ksde.org

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Career Development: 1.1; 1.2; 2.2; 3.1

The student will develop career awareness. The student will develop employment readiness. The student will identify career goals. The student will acquire knowledge to achieve career goals.

Grade Level: HS

Materials:

- "This Is My Life" handout

Activity: **This Is My Life**

1. At the start of the session, have students wad up a piece of paper. Pull a wastebasket or other container up to the front of the room and have students try to lob the wad of paper into the basket from where they are sitting. As advisor ask, "What was the goal of that activity?" (to get the wad of paper into the basket), "Who reached the goal?"
2. Continue with the discussion, "Why didn't some of you reach the goal?" (no skills, not enough effort, aimed in the wrong direction, too far away from the goal, couldn't see the goal, etc.).
3. Explain to students that this simple exercise is not unlike students who look toward their future careers. Some students can't see the goal, some aren't aimed in the right direction. Others don't have enough skills or don't want to put any effort into it.
4. Explain to students that determining career goals is not a one shot (one time) activity. It is a continual process, and it is not always easy. Tell students that the process has to begin somewhere even if they have no idea about what career or careers they would like to have.
5. Give students "This Is My Life" handout. Ask them to take time to answer the questions honestly.
6. Ask students to share answers (if they feel comfortable doing so). Connect student questions with elements requested on the student's career plan.

Specific Suggestions: **Note:** This activity fits well with your school's guidance counseling effort to assist students in preparing or updating a career plan. **Evaluation:** In order to check mastery of the standard indicator have students reexamine their career interests based on their experiences.
Estimated Time: One session
Source: *Career Activity and Resource Guide,* Indiana State Department of Education.

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Personal and Social Development 1.1; 1.2; Career Development 1.1; 1.2

The student will acquire and use self-knowledge. The student will acquire and use interpersonal skills. The student will develop career awareness. The student will develop employment readiness.

Grade Level: MS and HS

Materials:

- "You're Fired!" and "Job Skills/School Skills" handouts

Activity: **You're Fired!**

1. Begin by saying, "I want you to assume that you are president of KCC, the Kansas Computer Company (or some other fictional name). This is a small company. You employ 10 workers. One of your hardest working employees, named Gerard, has been coming in late to work for the last 3 days. Gerard is very nice and always apologizes for his late arrival. This pattern of coming in late has been occurring off and on for 3 months. You have given him 2 warnings and have told Gerard that you will have to fire him if he comes in late again. The next day Gerard arrives 15 minutes late. He tells you he had a flat tire on the way to work or else he would have been on time. You don't want to lose Gerard. What do you do?
2. Assess how students would respond to the above scenario. Would their opinion be different if they were Gerard instead of the employer?
3. Pass out the "You're Fired!" activity sheet.
4. Allow students time to complete the worksheet.
5. Correct and discuss the results. Emphasize to students that this activity is designed to show that the habits and attitudes they develop during middle school and high school are also habits and attitudes they will likely carry into the workplace. Stress that it is important to develop appropriate behaviors now, so that in the future they will be valuable members of the workplace.
6. Distribute the "Jobs Skills/School Skills" sheet. Discuss how school habits relate to habits on the job. (Some students may challenge you by saying

that they will work harder at a job than at schools because they can select a job. Inform students that many employers look at a student's attendance/academic performance in school to determine whom to hire.)
Specific Suggestions: **Evaluation:** In order to see if students master the standards indicator have them compare and contrast self-management expectations of the workforce.
Estimated Time: one session
Source: *Career Activity and Resource Guide,* Indiana State Department of Education.

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development; 1.1; 2.1; 3.1

The student will develop career awareness. The student will acquire career information. The student will acquire knowledge to achieve career goals.

Grade Level: 9-12

Materials:

Chalkboard, chalk.

Activity: **Defining Work**

1) Have students define work and record their definitions on the chalkboard. Include the following:

   a) What are the primary characteristics of work?
   b) Are volunteer and community activities considered work?
   c) Is homemaking considered work?

2) Have students synthesize their responses into a general statement.

3) Have students compare their definitions to a dictionary definition.

4) Have students list the importance of work and reasons for working. Include economic necessity, personal and social value and personal fulfillment. Use the following questions as a guide:

   a) Why do you think people work?
   b) Is work an important factor in most people's lives? Why or why not?
   c) How many of your mothers (or women you know) work both in and outside of the home?
   d) Why do some jobs have more social value than others?

Specific Suggestions: Evaluation: Students will have defined work and discussed the importance of work to the individual, community, state, nation and world.
Estimated Time: 1 session; 1 class period
Source: Paulette Brunskill; St. Paul HS; St. Paul, KS.; 316-449-2245

Kansas Curricular Standards for School Counseling
Curriculum Guide

Standard Addressed: Career Development; 1.1, 1.2, 2.2, 3.1

The student will develop career awareness. The student will develop employment readiness. The student will identify career goals. The student will acquire knowledge to achieve career goals.

Grade Level: 12

Materials:

See attached sheets.

Activity: **Senior Interviews and Recommendation**

1st meeting: Counselors meet individually or in small groups to discuss recommendation and resume writing. First three sheets:

- Sr. interview for Recommendation
- Letter to parents
- Suggestions for resume

2nd (3rd) meeting: Counselor meets individually with students to complete senior interview and sources of information- computer programs, catalogs, scholarship and financial aid packets are discussed.

Specific Suggestions:

Our students are 75% college bound but this form can be used for technical school and work bound students also.

Estimated Time: 2-3 sessions; ½ to 1 hr. each

Source: Manhattan High Counselors; Manhattan HS, Manhattan,

KS.; 785-587-2110

Kansas Curricular Standards for School Counseling Curriculum Guide

Standard Addressed: Career Development; 1.1, 1.2, 2.1, 2.2., 3.1, 3.2

The student will develop career awareness. The student will develop employment readiness. The student will acquire career information. The student will identify career goals. The student will acquire knowledge to achieve career goals. The student will apply skills to achieve career goals.

Grade Level: 9-12

Materials:

Guidance Information System (GIS II)- Computer program, Counseling for High Skills- Computer program, school library, computer labs, all school faculty and staff, area business and professional personnel.

Activity: **Career Day**

1) Meet in (English) class and explain "Career Day" and what they will do to prepare for it:

   a) Choose a career they think they might be interested in.
   b) Do research using library resources, followed by using the computerized programs of GIS II and Counseling for High Skills for training and educational information; counselors will work with students in computer lab.
   c) Following research during English class time, write a paper (as part of writing and research assignment for English) on the proposed career choice, including training and educational requirements, where to obtain training, job outlook, salary, work conditions, etc.
   d) Teachers will grade writing assignment.

2) Counselors develop a survey form, listing as many career choices as deemed feasible. This will include a blank space. Students are to check the one career in which they are interested. If their choice is not listed, they may write it on the blank space. Counseling staff will tally survey and keep all careers that

have at least 5 students interested for the master list.

3) A final check list (survey) will be made and given to students. They will then identify their 1st choice of career with a "1"; 2nd choice with a "2"; 3rd choice with a 3. Counseling staff will then compile lists of student names for each career choice by 1st, 2nd and 3rd choice. This list will be used to determine size of room needed and also will be used as an attendance roster for each session on Career Day. It is imperative student names be on the final check list.

4) Counselors contact Career day consultants, usually local or area personnel.

5) Counselors develop schedule for "Career Week" activities, which includes all staff and faculty will prepare bulletin board displays relating to their teaching field with emphasis on related careers, included training, salaries, job outlook, etc. Main hall bulletin board displays will be done by Counseling Office student aides.

Specific Suggestions:

Students and consultants, over the years this activity has been held, have felt it very beneficial. Following the days activity, we would notice an increase in student interest relating to careers, as they would appear more frequently at our door in the Counseling Office. After hearing some of the presentations some students would actually make the decision the career they thought was of great interest to them no longer was, and others who investigated their 2nd or 3rd choice became very interested in pursuing more information. It is a time consuming project for the counselors, but well worth every minute.

Estimated Time:

3 "formal" sessions; 1-2 class periods; 4 weeks on-going; individual help as needed

Source: Helen Anderson. Chanute HS; 316-431-0804

Activity Handouts

THE SPOTLIGHT IS ON...

Positive Character Traits
1994-1995 Calendar

First Semester		Second Semester	
8/29	Respect	1/17	Consideration
9/6	Responsibility	1/23	Dependability
9/12	Honesty	1/30	Truthfulness
9/19	Punctuality	2/6	Promptness
9/26	Self-Control	2/13	Self-Discipline
10/3	Kindness	2/20	Generosity
10/10	Courage	2/27	Bravery
10/17	Helpfulness	3/6	Cooperation
10/26	Cleanliness	3/13	Orderliness
10/31	Courteousness	3/21	Politeness
11/7	Thrift	4/3	Economy
11/14	Self-reliance	4/17	Initiative
11/21	Patience	4/24	Perseverance
12/5	Sportsmanship		
12/12	Tolerance	5/1-5/6	Goodwill
12/19	Loyalty	5/8-5/13	Patriotism
1/9	Cheerfulness		

Loyalty

To be faithful or true to someone or something.

W.O.W. WINNERS

STUDENT NAME:	***Respect***										

PATROL

PATROL

PATROL

PATROL

PATROL

PATROL

List 3 qualities for friendships.

1.

2.

3.

Think of the friends you have now. How are you and your friends different? List some of your differences.

1.

2.

3.

4.

How do you feel when you have just done something to make your friends think you're cool? List some ways you feel when everyone looks up to you.

1.

2.

3.

How do you feel when your friends are angry at you? List some ways you feel when everyone is angry at you.

1.

2.

3.

Problem Solving Model

(Marshmallow Toss)

What is the problem?

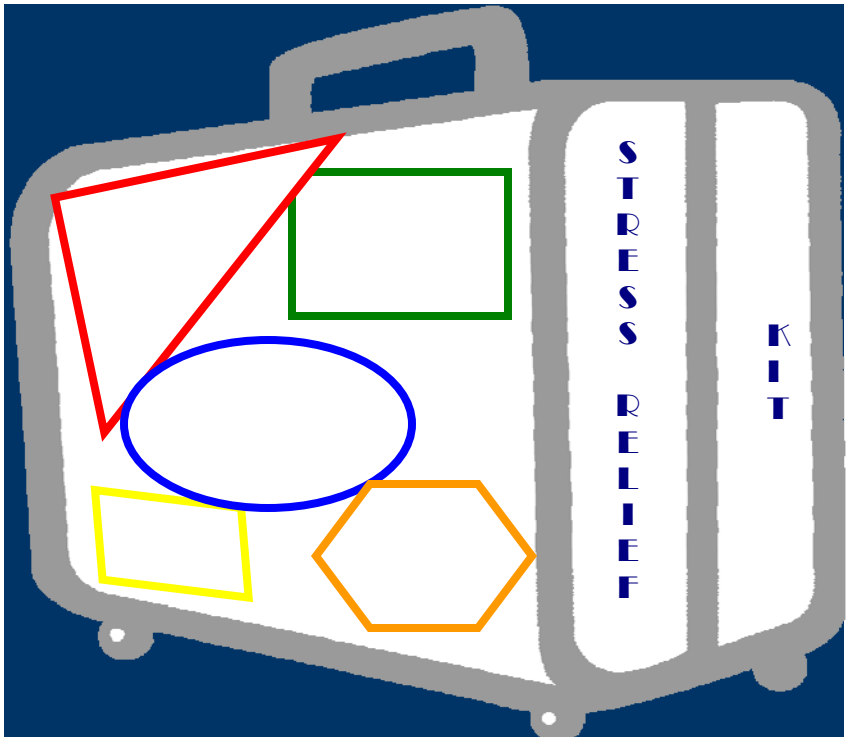
How do you feel?

What are your choices?

Choose one and act on it.

How many different ways can you spell

The greatest relief is _____
because _____
_____
_____
_____


STRESS RELIEF
KIT

Name: _____

You Can Say "NO"

1. Broken Record _____
_____
_____

2. Delaying _____
_____
_____

3. Explanation _____
_____
_____

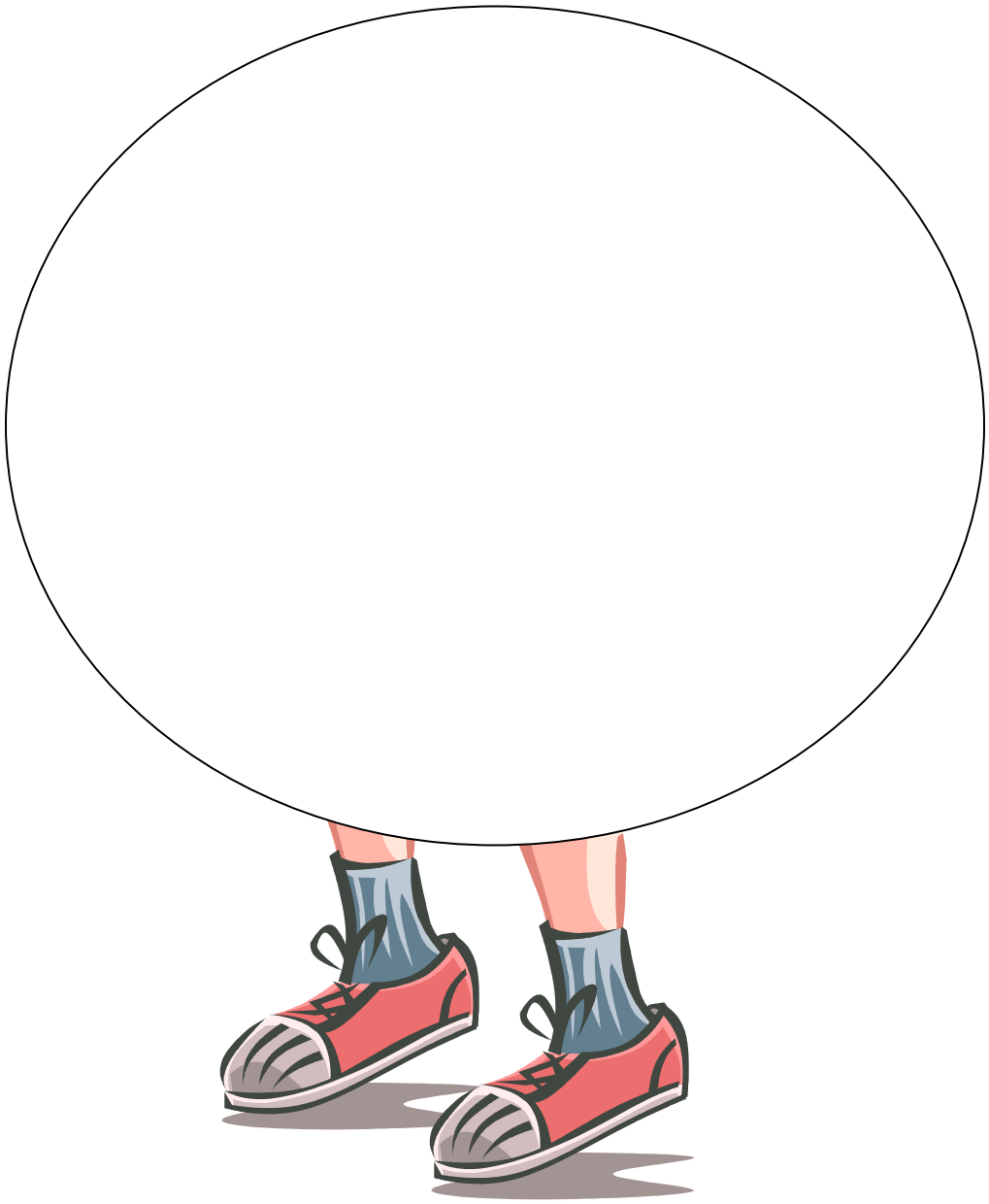
4. Leaving _____
_____
_____

5. Avoid the Situation _____
_____
_____

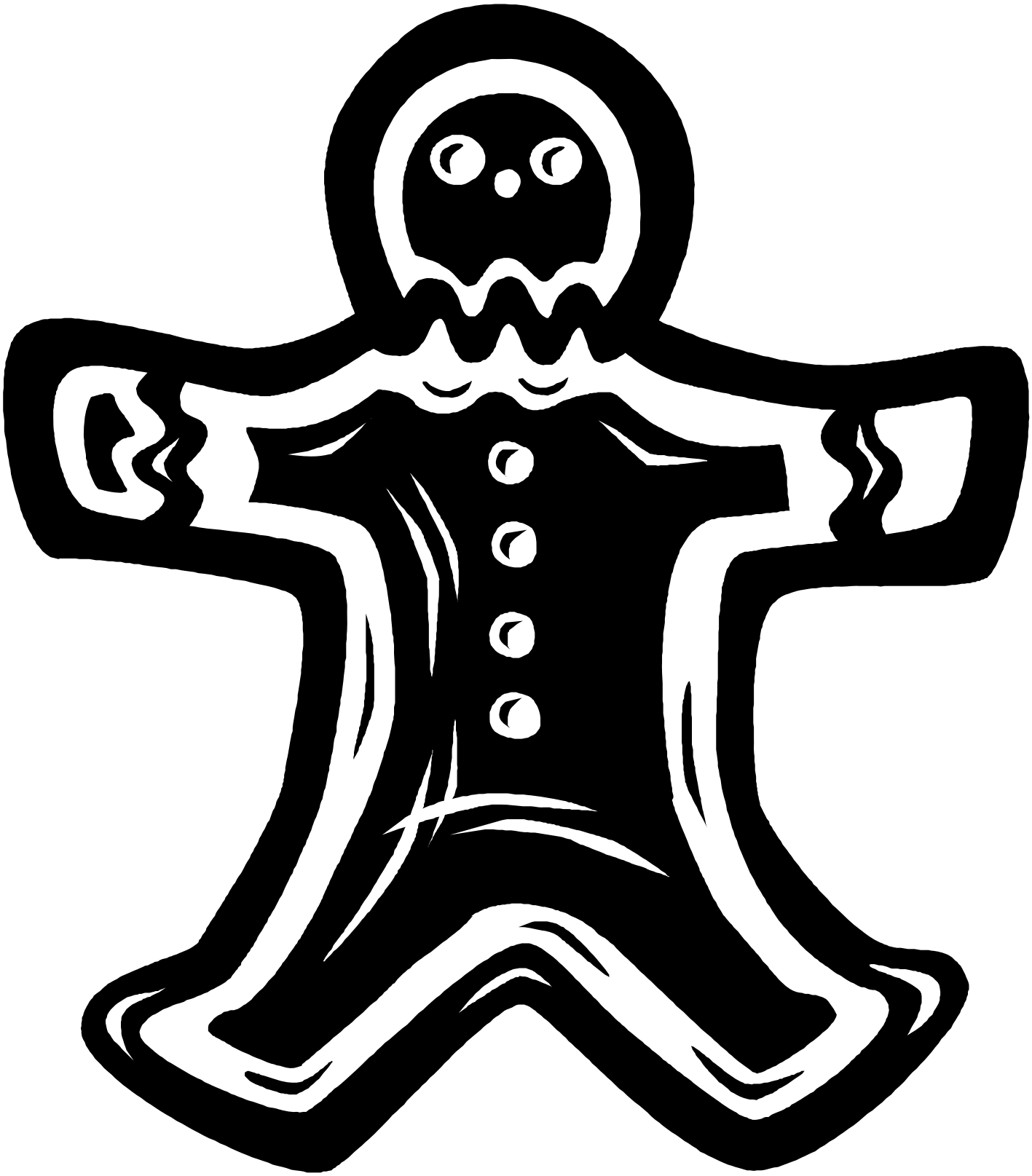
6. Change the Subject _____
_____
_____

February 2010

Mr.Happy



Cooperation and Teamwork



Transitioning to Middle School

Date _____

Dear _____,

Today I am sitting at/in _____ thinking. I'm almost finished with Salt Creek Valley Elementary School. So it seems like a good time to look back, and to look forward.

As I look back over my **fifth grade** year, I think is was a _____ year for me. I learned more about _____
_____
_____
_____.
Something I understand better now is _____
_____.

Something about me that has changed this year is _____
_____.

Something I accomplished that I feel proud of is _____
_____.

A friend who has been special for me is _____.

My fifth grade year wasn't totally easy though! I had a difficult time with _____
_____.
I wish I had done better in _____.
Maybe I could have tried harder to _____
_____.
All in all, I am feeling _____ about this year because
_____
_____.
A good memory I will always have is _____
_____.

Now I'm looking ahead to **sixth grade,** and I want to give myself some words of encouragement, I'm a little worried about starting next year at Pleasant Ridge Middle School because _____
_____.
I believe I'll be able to handle this with my ability to _____
_____ and my strength in _____
_____.

Here are some goals for myself as a sixth grader:

One school subject that I really want to work hard on is _____,
because _____.
A social goal (something that I want to accomplish with my friends) is _____
_____ .
At home with my family, I want to improve _____ because
_____.

Sure, sixth grade is an important transition year from being a Salt Creek Valley Elementary kid to a Pleasant Ridge Middle School student. If I feel anxious or nervous, I can remind myself that _____.
If I feel lonely or left out, all I need to do is _____
_____.

When I am stressed or pressured, I'll remember to _____
_____.
Someone I can always turn to if I need help or advice is _____.

One more thing I'd like to say to myself is _____
_____.

In closing, I want to remind myself that I am a special person. I've had some very good experiences as a **fifth** grader, and there are many people (including myself) who care about me and are wishing the very best experiences for me in **sixth** grade. I can make good things happen!!!

Sincerely,

_____
(Please sign your name here)

The Frog Story

There once was a bunch of tiny frogs who arranged a competition.

The goal was to reach the top of a very high water tower. A big crowd had gathered around the tower to see the race and cheer on the contestants. The race began...

Honestly no one in crowd really believed that the tiny frogs would reach the top of the tower.You heard statements such as: "Oh, WAY too difficult!!" "They will NEVER make it to the top." or: "Not a chance that they will succeed. The tower is too high!"

The tiny frogs began collapsing, one by one. Except for those, who with a sudden burst of energy were climbing higher and higher. The crowd continued to yell, "It is too difficult!! You won't make it!" More tiny frogs got tired and gave up...but ONE continued higher and higher and higher...This one wouldn't give up! At the end everyone else had given up climbing the tower. Except for the one tiny frog who, after a huge effort, was the only one to reach the top.

Then all of the other tiny frogs naturally wanted to know how this one frog managed to do it? A contestant asked the tiny frog how he had found the strength to succeed and reach the goal. It turned out...that the winner was DEAF!!!!

The wisdom of this story is: Never listen to other people's tendencies to be negative or pessimistic...because they take your most wonderful dreams away from you, the ones you have in your heart! Always think of the power words have because everything you hear and read will affect your actions! Therefore: ALWAYS be POSITIVE! Encourage yourself and others to reach for their goals! And above all: Never listen to the people who try to drag you down and tell YOU that you cannot fulfill your dreams!

- Frog Story Discussion Questions:
    - How are we like the frogs in the story? (We have goals)
    - Why did some frogs give up on their goal? (Too hard, discouraged from others on the ground, saw the failure of others)
    - Why do you think the frogs on the ground discouraged those who were climbing? (They were not willing to achieve anything so they didn't want others to be successful either)
    - Why did the one frog make the goal when others had quit? (Had his eye on the goal, believed in himself, didn't listen to those who discouraged, went a step or hop at a time)
    - How can we be like that one frog who achieved his goal?

- Parting shot: Always remember, if you shoot for nothing, you will hit it every time! Dream big, set goals, make plans, go for it! You are smart enough and strong enough to make your life what you want it to be.

-Source: unknown

LISTENING ACTIVITY SHEET

One of the earliest lessons needed in the classroom is the readiness skill of listening.
For the first part of this, you would read a column of words and ask the children to clap when you say the word “cow”. For example, a list might be 20 words long:

List #1	List #2
Boat	cow
Shirt	canary
Chip	cuddle
Goat	cow
Cow	carton
Dog	cow
Cow	card
Skip	cartoon
Farm	carrot
Cow	cow
Boat	cardinal
Shoe	crow
Cow	cow
Cow	kite
Crow	coon
Laugh	key
Sheep	cow
Goat	cute
Cow	cow

When you ask the children to clap on the word cow, and read the list slowly, you will notice quickly those who anticipate what they think the word will be and misclap, those who try to discern a pattern and guess wrong, and those who clap on everything. You will see yourself over pronouncing what you are looking to reward! You can discuss these and then proceed to the second list. See if you can get a better percentage of kids clapping when you actually say what it was they were to listen for.

Then you can have one step directions, having the students physically act out what they hear, such as:
Go to the blackboard
Skip to the sink
Walk around your group table two times
Put your hand on your head
Spin around once
Touch your toes five times

Source: Unknown

“The Ants Go Marching One By One”

Emotions—Feelings—Moods

Depressed
Detached
Bored

Calm
Relaxed
Interested
Excited

Anxious
Irritable
Angry
Enraged

Emotions—Feelings—Moods

1. Need to stay in the middle range if we are to have good mental health.

0Depressed
10Detached
20Bored

Low range moods

2. We become "at risk" of mood-altering chemical-alcohol and drugs if we don't' stay in the middle range.

30Calm
40Relaxed
50Interested
60Excited

Mid-range moods

3. How to tell when something is wrong—H.A.L.T.

Hungry-even though I've eaten.

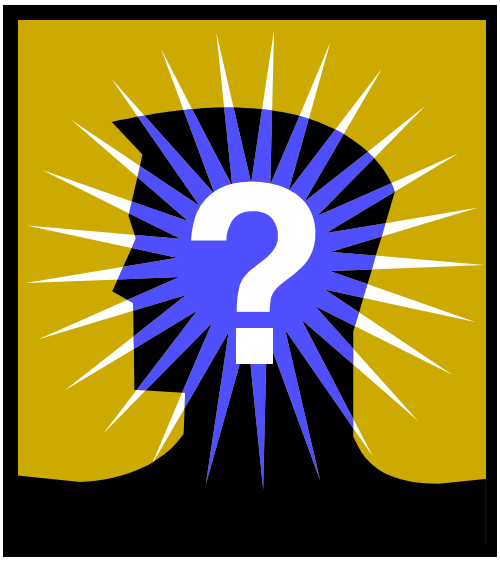
Angry-even though no one is bothering me.

Lonely-even thought people are around me.

Tired-even thought I have slept.

70Anxious
80Irritable
90Angry
100Enraged

High range moods



What Do I Do?

The DECIDE Method

D—Define the problem.

E—Educate yourself.
1. Gather facts.
2. Identify alternatives.

C—Consider your options.
1. List the advantages, disadvantages, and consequences of each.
2. What is the worst that could happen with each option? Could you live with it?
3. Consider each option within the context of your own values, goals, abilities, and needs.

I—Identify your choice.
1. I will….

D—Design a plan to carry out the decision.
1. List steps that need to be taken.
2. Identify ways of handling obstacles.

E—Evaluate the decision.
1. What happened?
2. Would you change the decision in the future?

Decision Making Guide

Step 1: Define the problem to be solved in a few sentences. Define it in personal terms such as "How do I…?" "How should I…?" "What will I…?"

Step 2: Educate yourself. Gather information related to the problem. Identify at least three possible solutions or alternatives.

1.

2.

3.

Step 3: Consider the positive and negative aspects of each alternative. What is the best thing that can happen? What is the worst thing that can happen?

Alternative #1	Positive	Negative
1.		1.
2.		2.
3.		3.

Alternative #2	Positive	Negative
1.		1.
2.		2.
3.		3.

Alternative #3	Positive	Negative
1.		1.
2.		2.
3.		3.

Step 4: Identify your choice after comparing all the alternatives. My solution is:

Step 5: Design a plan to carry out this decision. List steps that need to be taken. Identify ways of handing obstacles.

1.

2.

Step 6: Evaluate the decision:

1. What happened?

2. Would you handle the situation differently next time?

Problem Situations for Decision Making

Situation # 1
Janis is out for the middle school basketball team. She works hard at practices and hopes to see some action in games. Wednesday, before school, one of her best friends, Teri, told her she had part of a pack of cigarettes in her backpack. Teri said her mom had started to check her backpack after school for completed assignments. Teri asked Janis if she could keep the cigarettes in her bag so her mom wouldn't find them. What can Janis do?

Situation #2
Jill is going to celebrate her 14th birthday next week. A couple of her friends know she likes Todd, even though he's not interested in her. These friends are asking you and a couple of others to join them in chipping in a little money to send Jill a flower and balloon bouquet. It is to be a joke with a card to say it is from Todd. What should you do?

Situation #3
Bob is new at school this year. He's been trying hard to fit in and find a group of friends who accept him. He finally feels like the guys are starting to include him in messing around after school and on the bus and at lunch. Yesterday, Cory asked him if he'd like to come to a party at his house on Saturday night. He found out it would last from 7:00 p.m. to midnight. Bob asked his parents and they agreed to let him go from 7:00 to 10:30 p.m. Today at school, Bob found out that Cory's parents aren't going to be home and that his older brother was going to buy some beer. Bob knows his parents wouldn't approve of those conditions. What does he do?

Situation #4
Kenny got a used pick-up for his 15th birthday. Kenny lives about 6 miles from town. Since he still has a restricted license, he can only drive it with his parent's permission. They said they would pay half of the insurance costs if he followed their rules and didn't get any tickets. As long as he drove responsibly, they would help pay half of his insurance while he was still in high school. A week before his 16th birthday, Kenny's cousin visited from out of town. They were spending a Saturday together and Kenny's folks were both at work. Kenny's cousin, Brian, wanted to go into town and rent some videos. Brian is a few years younger than Kenny. Kenny explained the rules about using the pick-up, but Brian insisted that their parents wouldn't mind if they just drove into the video store and back. Besides, he didn't think they'd ever even know. What does Kenny do?

Situation #5
Allison had been saving her money for several months to upgrade the speakers on her stereo system. She almost had enough money to buy the ones she had her mine set on. Now her best friend, Beth, has asked her to go shopping with her in Kansas City on Saturday. Beth has a reputation for wanting her friends to buy matching shirts or jeans when she shops. What does Allison do?

Harassment Hints

D P L B E M A H S G K O J N Z W P A I N
A O V L T E Z A D X Q R P S Z C R R R O
N S O I U L T N E M S S A R R A B M E I
B A S H P L A Y G R O U N D L F T A S T
D U I E R O L E S N U O C T A E N N P A
D N S D R O S C H O O L L V P T E G E I
A A E S O T B S U B V I O E I E R E C L
T D E I T T I H E Q U I C O C R A R T I
Q E U R R O S V G G D I T L N I P A B M
Y C V L D F P U E I L S L T I A Q E M U
R E L A T I V E C O E A N U R S E F D H
R E H C A E T N P O H N G K P H C A O C

****

ADULT	ANGER	ASSERTIVE
AVOID	BUS	BUS STOP
CAFETERIA	COACH	COUNSELOR
CUSTODIAN	DREAD	EMBARRASSMENT
FEAR	FRIEND	GUILT
HALL	HUMILIATION	NEIGHBORHOOD
NURSE	PAIN	PARENT
PARK	PLAYGROUND	POLICE
PRINCIPAL	RELATIVE	RESPECT
SCHOOL	SHAME	TEACHER

Unscramble the scrambled word or words in each statement. Write the words on the lines. Check each true statement.

__1. Sexual harassment is a problem in _____. (hoscsol)
__2. Sexual harassment is the opposite of _____. (specter)
__3. Excuses for sexual harassment are always _____. (ngwor)
__4. Sexual harassment can occur _____. (wrayeehn)
__5. Sexual harassment is _____. (galllie)
__6. Sexual harassment can be caused by both _____ and _____. (ligrs) (syob)
__7. Sexual harassment should not be _____. (digneor)
__8. Everyone must do his/her part to _____ sexual harassment. (pots)

Source: unkown

STUDENT ORIENTATION

FIRST SESSION:	**AUGUST 3RD & 4TH**	**8:30-10:30 A.M.**
SECOND SESSION:	**AUGUST 3RD & 4TH**	**1:00-3:00 P.M.**
THIRD SESSION:	**AUGUST 9TH & 10TH**	**8:30-10:30 A.M.**
FOUTH SESSION:	**AUGUST 9TH & 10TH**	**1:00-3:00 P.M.**
FIFTH SESSION:	**AUGUST 11TH (NEW 7TH & 8TH GRADE STUDENTS)**	

Schedule
(Day 1)

NAME TAGS FOR ALL

Give out prepared name tags at the main entrance to the gym.

INTRODUCTIONS

LEARN NAMES, HOBBIES, AND PERSONAL LIKES AND DISLIKES OF ALL PRESENT

Complete sheet requesting name, hobbies, likes and dislikes. Spend a few minutes getting to know the person directly across. (Must be someone the student did not know before today.) Take turns introducing each other. Tell name, hobbies, likes, dislikes, and which grade school partner is from.

COMPLETE "WHERE AM I NOW" QUESTIONAIRE

Each student works independently. After exercise is completed, students may be asked to share their answers. Point out similarities of responses..."All of you are experiencing many of the same feelings: dreams, hopes, fears, and worries. During the next two days you will become friends with members of this group. It is important that you share your feelings."

AGENDA BOOKS

SCHEDULES

Hand out and explain student schedules.

MAP OF SCHOOL AND TOUR OF THE BUILDING

Maps will be handed out and discussed prior to the tour. The group will be divided into two groups. Lockers, gym and shower facilities will be discussed along the way.

BREAK TIME

Students will be given an opportunity to purchase pop. Cookies will be provided at the end of the tour.

HALL COMBINATION LOCKERS

Students will be given their locker number and combination and instructed how to open the lockers. Time will be given to allow them to locate their lockers and practice opening and closing them.

PREVIEW TOMORROW'S ACTIVITIES

Scavenger Hunt
P.E. Lockers
Cherry Cola Vending Machine
Locker Scramble

STUDENT ORIENTATION

Schedule
(Day 2)

ROLL CALL

Students will answer by mentioning something they like.

GET ACQUAINTED ACTIVITY "SCAVENGER HUNT"

Students will complete the sheet with no person's signature more than once. There will be a time limit of 10 minutes. Sheets will be put directly below the sheets posted from Day 1.

P.E. LOCKERS AND LOCKS

P.E. lockers and locks will be distributed and students will have any opportunity to practice opening and closing them.

BREAK TIME

Students will be given time to purchase pop. Cookies will be furnished.

CHERRY COLA VENDING MACHINES

LOCKER SCRAMBLE

Students will be divided into groups. They will be directed to locate their locker, open them, and remove a slip of paper placed in them the night before. They will return to their tables and put the information found in their locker to complete a word.

STUDY HABITS

Hand out "Help! What Study Habits Need Changing?"

FOLLOW SCHEDULE &: FIND CLASS

Students will share Goals with others in the group. This exercise will be posted below the one posted on Day 1.

DISCUSS THE "GOAL SETTING" EXERCISE

SUMMARIZE THE TWO DAY'S ACTIVIITES

Purpose of Orientation
Summary of Activities

FAREWELL ACTIVITIY

Students will mention at least one thing they are going to do to prepare for school.
Certificates will be passed out to students who completed the Orientation.

GROUP PICTURE

HELLO,
MY NAME IS...

_____

MY HOBBIES ARE:

_____

_____

_____

_____

THESE ARE MY FAVORITE THINGS:

_____

_____

_____

_____

I COULD DO WITHOUT:

_____

_____

_____

_____

HELP: WHAT STUDY HABITS NEED CHANGING?

Each of these students had a problem which could be solved by changing a study habit or providing a needed material. On a separate piece of paper, write what you think the students could do to solve the difficulty.

1. David misses the first five words on the spelling test. He has been trying to borrow loose leaf paper and a pencil from the kids near him.

2. Mary didn't get her homework done because she had dance lessons, a softball game, and watched her favorite T.V. program.

3. Bruce starts his math homework, but he's not sure what page was assigned. He worries about whether he's doing the right page & stops.

4. Although Susan has finished her homework, she can't find it when it's time to hand it in.

5. Henry receives a lower grade on his book report because he hands it in a day late.

6. Lisa can't understand why she failed the science test. She studied for it two hours last night while she watched television.

7. Mike needs a good grade on the math test to pull a "C." He is doing "A" work in science. Thursday night he studies a half hour for science and a half hour for the math test, both coming up on Friday.

8. During the filmstrip Joanna and Tina were talking to each other. When the teacher asked Joanna a question about the filmstrip, she couldn't answer it.

9. Jody has lost interest in Learning Center I and goes on to Learning Center II, which looks more exciting. She plans to come back and finish Center I later.

10. Jim studies for his social studies test by reading Chapter 9 seven times. He still didn't do well on the test.

11. Steve took notes in English class. However, he got home and took the notes out to study them, only to find he couldn't read them.

12. Larry stared out the window during the first half hour of math class. When he began to work, he realized he would not finish by the end of the period. He asked the teacher if he could take the work home, and the teacher refused. Now he blames the teacher for picking on him.

GOAL SETTING

GOAL SETTING GETS YOU TO THINK!

ONE THING I WOULD LIKE TO ACHIEVE:

1. Today _____

2. Tomorrow_____

3. One month from now_____

4. One year from now_____

_____

WRITE TWO GOALS YOU WOULD LIKE TO ACHIEVE THIS SCHOOL YEAR.

1. _____

_____

2. _____

_____

WRITE WHAT YOU WOULD LIKE TO BE DOING WHEN YOU ARE 21 YEARS OLD.

_____

_____

_____

_____

SCAVENGER HUNT

YOUR NAME _____

1. Find someone who has only sisters. _____

2. Find someone with brown eyes. _____

3. Find someone who is wearing blue socks. _____

4. Find someone who is wearing a stripped shirt. _____

5. Find someone whose favorite color is green. _____

6. Find someone who has an older brother in high school. _____

7. Find someone who will ride a bus to school next year. _____

8. Find someone who is involved with summer baseball. _____

9. Find someone who has traveled outside Kansas in June. _____

10. Find someone who has lived in McPherson all their life. _____

11. Find someone who wears glasses. _____

12. Find someone who has a Siamese cat. _____

13. Find someone who is wearing fingernail polish. _____

14. Find someone who has a dog for a pet. _____

15. Find someone who is wearing a ring. _____

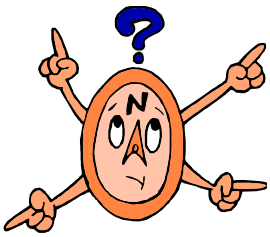
16. Find someone who has pierced ears. _____

17. Find someone who was born in McPherson. _____

18. Find someone who has lived in McPherson less than 2 years. _____

19. Find someone who likes spinach. _____

20. Find someone who has a summer job. _____



WHERE AM I NOW?

NAME _____

1. I think Middle School will be _____

_____

_____

_____

2. The things that concern me most about coming to Middle School are:

_____

_____

_____

_____

3. I like the following thins about Middle School:

_____

_____

_____

4. I dislike the following things about Middle School:

_____

_____

_____

5. I will feel better about coming to Middle School when I learn more about:

_____

_____

_____

_____

Classroom Instructions

CHERRY COLA VENDING MACHINE PUZZLE
or
Is this really the way I treat my friends?

PROCEDURE:

1. Copy the classroom Cherry Cola Vending Machine Puzzle and distribute to each group of five students. Assign one student the responsibility of recording the answers for the other four.

2. Advisory teacher says, "It's been a tough day at school. Ed told you that Sally was going with Jose. Jose said he wasn't. You don't know who to believe. Old Mrs. Quartermain screeched at you when you walked in late to geography class. To top that off, Mr. Troutman stuck a math deficiency warning on your desk, and growled, 'Have your mom sign this',"

Finally, the bell rang and you were on your way home. As you walk past the convenience store on the corner, you spot a big red cherry cola vending machine beckoning you. Digging deep in your jean's pocket, you pull out the last two quarters from your pocket and slide up to the vending machine. At the vending machine, you pop the coins in the appropriate slot, push the button and stand back. Nothing happens. No soda. Nothing comes from the big red machine. What do you do next?

3. Let the class work together for about five minutes and then call on the recorder to read their answers.

DISCUSSION:

Cherry Cola Vending Machine Puzzle Rationale: Answers may vary of course, but I think you'll find these:

- **kick the machine**
- **tilt the machine**
- **try the coin return**
- **borrow some more money**
- **try another selection**
- **scream and stomp your feet**
- **read the directions and try again**

The advisory teacher leads a discussion. She says: Some psychologists liken the vending machine to your friends. You spend a lot of time developing friendships and then your friend disappoints you. What do you do? Do you get angry and kick the machine? (Do you hit and fight with your best friend when they disappoint you?) Or do you read the directions on the machine and try again? (Do you try to see things from your friend's point of view?) Sometimes it isn't your friend's fault at all. It's just that you haven't checked to see what you might have done to cause a problem in your friendship?

Sometimes, things aren't what they seem. Here's an example.
a) Mary walks by and doesn't speak to Harold.
b) Harold gets upset and thinks Mary is stuck-up.
c) Mary doesn't even know she passed by Harold without speaking. She is thinking about how mad her Dad will be when she shows him her report card.
d) How can we get these two friends back together? What should Mary do? Harold?

THE
CHERRY COLA
VENDING MACHINE

It's been a long day at school. You're tired and thirsty. You walk up to the vending machine in the gym lobby as you're leaving school. Taking your last two quarters, you deposit them in the slot, press the cherry cola button and wait. Nothing happens. What do you do?

LOCKER SCRAMBLE

LOCKER NUMBER	NAME
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

6th Grade Orientation Evaluation

We are asking you to help us so we might improve our task in hosting the 6th grade orientation each year. Would you please answer the following three questions.

1. List three or more things that you learned about the Middle School that you didn't know before you went through orientation.

2. What is the main thing you liked about orientation?

3. What should we do different that you did not like?

NAME: _____ Hour: _____

DESIGN YOUR OWN BUSINESS CARD!

1. Pick a vertical or horizontal card. Pick only one. (Teacher needs trace a business card below)

2. The following information is a must:

Your name (first and last)
Your full address (it may be a made up location, just be sure it is a complete address: house number, street, city, state, zip)
Your email address (ok to make one up)
Phone number (include area code)
Fax number (include area code)
A graphic or a picture (can be hand drawn, a computer graphic)

EVERYTHING must fit on the card above and BE NEAT!

DATE DUE: _____

Career Activity for Middle School

Name: _____
Hour: _____

Career Research

Career I researched_____

Reasons to go into this career. Values or interests that make this career attractive. Skills I have that would make this a good choice for me.
1.

2.

3.

4.

5.

Reasons why this career may not be a good choice for me.
1.

2.

3.

4.

5.

What things do you need to know to do this career? What knowledge do you need?
1.

2.

3.

4.

5.

What is the average salary?

What is the job outlook? (Is it easy to get a job in this area or are there few jobs in the area?) Are more jobs becoming available or fewer?

Education or skills needed to do this career:
1.

2.

3.

4.

Things I learned about this career…
1.

2.

3.

4.

5.

Other items of interest about this career.
1.

2.

3.

4.

5.

Things that are important to me in my future career.
1.

2.

3.

4.

5.

Southeast of Saline Middle/High School

5056 East K-4 Highway
Gypsum KS 67448-9762
Telephone (913) 536-4286
Fax (913) 536-4292

April 12, 2006

Dear_____(Employer)_____:

Thank you for participating in our Career Exploration Activity. The Eighth grade students at Southeast of Saline will benefit from your time and expertise. We appreciate you taking the time to visit with our young people and giving them a sense of what your particular career involves. Any insight that you might be able to share would be appreciated. We feel that it is important tat you share the training, education, time, energy, and sacrifices that you endured as you were preparing for your career. Please share your responsibilities, your time commitment, and any information that you feel is important for a young person considering your profession. If you have insight on what the future holds for a person in your profession, we hope that you will share that insight with the students.

We truly appreciate your time and consideration in sharing of yourself and your time. We will be anxious to hear of their experiences and to see their enthusiasm when they return.

The following students will be job shadowing you on April 19, 2006. They will be arriving at approximately 8:45 a.m. and we will be picking them up at approximately 11:15 a.m.

Again, we thank you for your time. We hope that you will also enjoy the day with our students.

Sincerely,

Southeast of Saline

Junior High Faculty

Southeast of Saline Middle/High School

5056 East K-4 Highway
Gypsum KS 67448-9762
Telephone (913) 536-4286
Fax (913) 536-4292

March 18, 2006

Dear Parents:

The Southeast of Saline Eight graders are going to be participating in a Career Exploration Activity on Tuesday, March 22, 2006.

Earlier this year, the students took the COPS Interest Inventory. The results of those inventories were shared with each student. Based on the results, each student did some background research about three career clusters in which they had the strongest interest. From that background research, the students chose two occupations that they would like to job shadow. We have tried to honor their first request, but due to our geographic location, confidentially, and various other reasons we have encountered, we may not have honored everyone's first request.

This can be a great educational experience for our eighth graders. The business people we have contacted are very cooperative and excited about having our students visit with them. Hopefully, it will be a day that will benefit all of us in some way.

We will be job shadowing on Tuesday, March 22, 2006. Transportation will be by cars and vans. Due to the numerous destinations we have asked several faculty and staff to drive as well as a few parents who have volunteered their time.

We depart on Tuesday at 8:15 a.m. The students are at their various jobs from 8:45 – 11:15. The students will be eating in Salina at various restaurants of their group's choice. The students will be responsible for buying their own lunch. Please advise your child as to the appropriate clothing based upon their job shadowing experience.

We hope you will take this opportunity to talk with your child about his/her experiences. We anticipate having a **GREAT** day of **CAREER EXPLORATION**.

Sincerely,

Junior High Faculty

SEXUAL Harassment

Why Inform Students About Sexual Harassment?

Sexual harassment is a widespread problem in both schools and workplaces. School administrators and teachers are legally responsible for preventing it and risk costly law suit if they neglect his responsibility. Sexual harassment is a denial of equal educational and economic opportunity and may have severe social and emotional consequences. Many high school students have already experienced sexual harassment in school or at their jobs, and others are likely to encounter it in college or post-graduation jobs.

Women in all age groups, including the over 55 category, reporter significant amounts of sexual harassment in a U.S. Merit Systems Protection Board survey of federal workers. However, young women entering the work force appear to be sexually harassed most often. In this same survey, women in the age 16-19 category reported the highest incidence of sexual harassment of any group. THE FACT THAT YOUNG WOEMN SEEM TO BE THE MOST FREQUENTLY COSEN TRAGETS OF SEXUAL HARASSMENT INCREASES THE IMPORTANCE OF TEACHIGN THEM WAYS TO RESPOND TO THE PROBLEM WHILE THEY ARE STILL IN HIGH SCHOOL.

Although young men can also be victims of sexual harassment, it occurs less frequently, is usually less severe in form, and seems to have less impact on their self-esteem and life choices. Surveys of sexual harassment rates conducted in workplaces and in colleges support these contentions.

Occasionally, sexual harassment is reported to guidance counselors, shop teachers, offices within the Department of Education, or to outside women's groups. Most often, however, instances of sexual harassment go unreported. A young woman may misinterpret the behavior as flattery, but often she understands it all too well, and attempts to ignore it, or avoid it by, for example, transferring into a more traditionally female job training program or being absent from school.

Sexual harassment in educational settings is more than an uncomfortable situation resulting from the trials and tribulations of adolescent sexuality. Rather, it is an experience that interferes with a young woman's access to the education of her choice, and therefore, seriously threatens her future occupation.

Effects of Sexual Harassment on High School Students

An array of consequences is reported by high school students who experienced sexual harassment. Direct effects on one's education include retaliatory measures for not complying with sexual demands; for example, a teacher may lower a student's grade; give one less assistance than other classmates (thereby affecting one's academic progress); or deny an accurate recommendation for college or work. A peer's retaliation may take the form of sabotaging a school project, spreading rumors, or ostracizing a person from friendship networks.

These direct effects evoke feelings of embarrassment, fear, anger, powerlessness, loss of self-confidence and cynicism about education and nontraditional careers. In turn, these emotional responses sometimes manifest themselves in physical symptoms—i.e., psychosomatic illnesses, and often result in reduced ability to perform school work, excessive absenteeism, transfer of courses or majors, and even transfer to another school.

More subtle experiences of harassment produce less tangible consequences. Students who feel betrayed, discredited, or compromised by peers or school staff are likely to become less trusting of people in general, and less enthusiastic about pursuing their education. A loss of confidence in the effectiveness of school policies may also result. Surveys of college students who have experienced sexual harassment reported that they avoided seeking assistance from professors and teaching assistants, and avoided any department-sponsored social situations. Following such a path of self-protection prevents a student from finding a mentor and from working with faculty closely enough so that she/he could gain assistance in securing future employment or attending graduate school.

Thus, besides personal consequences, sexual harassment is a partial explanation for the different ways in which men and women pursue their educations. A student who has experienced sexual harassment in high school might certainly adapt as college students have. But when protection from sexual harassment is the burden of the individual, the result is diminished educational opportunity.

WHAT IS SEXUAL HARASSMENT?

ANY UNWANTED/UNWELCOMED VERBAL, PHYSICAL OR VISUAL SEXUAL PRESSURE OR ATTENTION THAT IS UNDERIRABLE OR OFFENSIVE TO AN INDIVIDUAL.

Some people think it is hard to tell the difference between flirting and sexual harassment, but it isn't.

FLIRTING is playing at love, and it's like a two-way street.

People are giving good feelings to each other in a playful way. With flirting, no one is being hurt; there is respect for one another.

SEXUAL HARASSMENT is a one-way street.

Sexual harassment hurts someone and another person's comments or actions cause the hurt.

STOP

Sexual harassment is wrong.
It steals a person's rights.

WHAT DOES IT MATTER?

High School students who have experienced sexual harassment report:

feelings of embarrassment, fear, anger, powerlessness, loss of self-confidence, and cynicism about education and nontraditional careers

reduced ability to perform school work

excessive absenteeism

tend to transfer to other schools

feeling betrayed, discredited

feel less trusting of people

less enthusiastic about school

loss of confidence in school

withdraw

that it affects the way in which they pursue their educations
(men and women pursue differently)

Sexual Harassment is a widespread problem in both schools and workplaces. It will escalate when ignored. All persons have the right to be safe and have an equal learning opportunity. Also, everyone has the responsibility of respecting and appreciating the rights of others.

WHAT SHOULD YOU DO IF YOU ARE HARASSED?

If you have been sexually harassed, IT IS NOT YOUR FAULT!!!!

STEP 1: Tell the harasser to stop any behavior that you don't like. If you ignore sexual harassment, it often just gets worse.

STEP 2: Talk to a teacher, counselor, parent, principal, or a security person.

STEP 3: Keep a written record of the behavior. Include: what happened, when it happened, where it happened, who did the harassing, who the witnesses were (if any), what you said and/or did in response to the harassment, how your harasser responded to you, and how you felt about the harassment.

STEP 4: Tell someone whom you trust and can help you do something about it.

STEP 5: If the behavior is repeated again, go to a person in higher authority—police officer, attorney, the company president (in a work situation), Office of Civil Rights.

HOW CAN YOU HELP?

As a Bystander

What should you do if you seem someone being harassed?
You can…

SAY THAT YOU DON'T THINK IT'S FUNNY

TELL THE PERSON TO STOP

WALK AWAY

Don't do or say anything that will encourage the harasser. Don't giggle, stare at the person being harassed, add more jokes, or gossip about what happened. These actions will probably make the situation worse, because they make people feel like you approve of their behavior.

As a Friend

Be a good listener. Don't act on your own, without the person's permission. Help your friend decide what to do and then be supportive.

Talk over what has happened.

Help your friend make a list of what happened. Write down…

WHAT HAPPENED
WHEN AND WHERE IT OCCURRED
WHO SAW IT
HOW IT MADE YOUR FRIENDS FEEL
HOW YOUR FRIEND TRIED TO STOP IT.

Offer to go along with your friend to talk to an adult. Be reassuring. Let your friend do the talking. Be supportive.

SHORT CASE STUDIES

SECONDARY

Which of the situations below involve sexual harassment?

1. In the girls' locker room, Amy and Michelle, the captains of the middle school basketball team, tease Suzanne about the small size of her breasts.

2. The boys burst out laughing when Richard and Charlie hold up a Playboy centerfold in the middle of science class.

3. Bill and Reggie, two eighth-grade boys, are caught looking into the girls' locker room through a peephole.

4. Mr. Packer makes sexual comments when discussing the female anatomy and pointedly refers to Anita, a large-breasted junior, as a prime example.

5. The boys' football team lines the hallway between the lockers and grabs at the high school girls as they try to get to their lockers.

6. The school allocates large amounts of money and resources for the boys' football teams while the girl's teams have had to play in ten-year-old uniforms.

7. A group of boys and girls calls a fellow student a "hot dog slut" and says she sleeps with hot dogs.

8. Ms. Winchell is Mr. Curtis' student teacher for tenth grade geometry. During several of her lectures, Mr. Curtis winks at her, makes obscene gestures, and mouths come-ons from the back of the room.

9. The ninth grade field trip to the county court house ends with several girls in tears after they were pinched by a couple of bailiffs.

10. Between classes and during lunch break, it isn't uncommon to see couples making out (kissing, hugging, touching), in the school hallways. Some students ignore it; some students laugh about it; some students feel embarrassed about it.

ANSWERS TO SHORT CASE STUDIES

SECONDARY

1. Probably not, although it may violate school policy. The conduct, if unwelcome, may be insensitive, and it may embarrass Suzanne. But, assuming it only occurred once, it does not constitute a severe or pervasive pattern of harassment based on Suzanne's gender. The fact that both the harassers and the harassed person are of the same gender is not necessarily depositive, however, since the Office for Civil Rights has sometimes found sexual misconduct between students of the same-gender to be sexual harassment and sometimes not. School officials should keep a record to see if the conduct is repeated often enough to become severe and pervasive sexual harassment.

2. Probably not, unless such conduct is part of a pattern of similar misconduct that the school permits. If the teacher or another school official fails to quickly and appropriately counsel and/or discipline the male students and stop such behavior, the school could be found in violation of Title IX for permitting a hostile environment against female students.

3. Probably not, unless the conduct is part of a pattern of sexual misconduct that the school permits. The school should immediately repair the peephole once aware of it, however, or it could be found in violation of Title IX for permitting a sexually hostile environment against female students. The school should also counsel the peepers.

4. Yes. This is a clear cut case of hostile environment sexual harassment by a teacher, for which the school could be found liable.

5. Yes. The behavior is clearly inappropriate and physically threatening.

6. No. This is an example of sexual discrimination, not sexual harassment. Whatever its name, however, the district could be found liable if it fails to address the discrimination.

7. Yes. IN a recent court case, a California court declared that these very words, constantly repeated and combined with other verbal slurs of sexual nature directed to a female student could constitute sexual harassment because it creates a hostile environment.

8. Yes. Mr. Curtis is taking advantage of his position as a supervisory teacher and making it impossible for Ms. Winchell to do her job effectively. While it has not escalated to "quid pro quo" sexual harassment, it certainly creates an unwelcome, hostile environment for Ms. Winchell.

9. Yes. This is third party sexual harassment for which the school could be held responsible because the students were on a school-sponsored field trip. The extent of the school's liability will depend to a great extent on how carefully the students were supervised, whether the school could have ten precautions against such misconduct, and how quickly and effectively it acted once aware of the misconduct.

10. Yes. "Making out in public places so others can see" is a behavior that tells you it is sexual harassment. Others students and staff are the victims.

Sexual Harassment	Flirting
feels “bad”	feels “good”
is one sided	is reciprocal
makes you feel unattractive	makes you feel attractive
is degrading	is a compliment
makes you feel powerless	makes you feel in control
is power-based	is based on equality
may include negative touching	may include positive touching
is unwanted	is wanted
is illegal	is legal
is invading	is open
is demanding	is flattering
makes you feel sad/angry	makes you feel happy
produces negative self-esteem	produces positive self-esteem

TYPES OF SEXUAL HARASSMENT

Sexual harassment may fall into several categories – verbal, physical, and visual.

Verbal harassment may include:

- sexual innuendos and comments and sexual remarks about your clothing, body, or sexual activities;
- whistling in a suggestive manner;
- suggestive or insulting sounds;
- humor and jokes about sex;
- sexual propositions, invitations, or other pressures for sex;
- implied or overt threats.

Physical harassment may include:

- patting, pinching, and any other inappropriate touching or feeling;
- unwelcome interference with touching;
- brushing against the body;
- attempted or actual kissing or fondling;
- coerced sexual intercourse;
- assault/rape.

Visual harassment may include:

- derogatory cartoons, drawings, or posters;
- making of obscene gestures;
- leering or ogling

The action (harassment) must be unwanted or undesirable or offensive to the harassed employee or student and not solicited or incited by the employee or student.

What Everyone Needs to Know About Handling Sexual Harassment

- Take the report seriously.
- Listen, sympathize, but don't judge.
- Don't delay.
- Respond to concerns.
- Document. Inform parents of all students involved.
- Follow up on the complaint.
- Avoid using "Dangerous Words."

DANGEROUS WORDS

When responding to a complaint, be careful that these words don't' come out of your mouth.

- It's just teasing-no big deal.
- The people in our school would never do…
- I know he/she didn't mean anything like that.
- It's your fault for dressing so provocatively.
- You need to learn to handle these things.
- Just ignore it.
- He/she puts his arms around everyone.
- Whey can't you just learn to accept a compliment?
- You must have wanted it, otherwise you would have told him/her no.
- It's just a joke. Lighten up.
- We've never had a complaint, so we don't have a problem.
- This kind of behavior is all part of growing up.
- It's a matter of hormones, we can't control that.
- If we had to discipline every student who used bad language, we'd never get anything else done.
- It's just a prank that got out of hand.
- Oh well, kids will be kids.

Resources

Lincoln-Lancaster Commission on the Status of Women, STOP Sexual Harassment, Education Committee.

Regents of the University of Michigan, Tune Into Your Rights. 1985.

Strauss, Susan, Sexual Harassment and Teens.

Thompson Publishing, Sexual Harassment vs. Flirting.

"What Does it Matter?" handouts from Lincoln Public Schools, Human Resources.

How to Criticize

1. FOCUS ON THE BEHAVIOR, NOT THE PERSON

Criticizing the individual can damage self-esteem and cause resentment. Criticizing the action allows the person to think, "I may have done something bad, but I'm still a good person."

2. USE "I STATEMENTS"

Start with the word "I" instead of the word "you":

"You shouldn't have told Jamie that secret I told you."
"I'm upset that you told Jamie the secret I told you."

"You statements" sound like accusations, like you think you're better than the other person. "I statements" are expressions of opinions and feelings.

3. BE SPECIFIC

Use examples full of facts.

"You're a poor sport."
"I don't agree with the way you went in the corner and refused to talk to anyone after we lost last night's game."

Generalizations leave the person with lots of room to respond: "I am not a bad sport!" But the second statement above is really just facts: "You went in the corner," "you refused to talk to anyone." It's hard to refute.

4. PICK YOUR TIME AND PLACE

Compliment in public, criticize in private.

Being criticized can be embarrassing—the person probably is more concerned with who's listening than with what's being said. Talk to the person when he or she is not busy, angry or tired.

(from Careers Now! Activities Guide, School District 121, Port Angeles, Washington)

Ten Steps to Handling Criticism

1. **REMAIN CALM**
   The easiest thing to do is get upset. Instead, have an open mind. This person might have something to say.

2. **DON'T TAKE IT PERSONALLY**
   Keep your self-confidence. It's something you did that's being criticized, not something you are.

3. **LISTEN**
   Often we use the time someone else is talking to figure out what our response if going to be. Instead, give your full attention to what is being said.

4. **MAKE SURE YOU UNDERSTAND**
   In your own words, repeat back what the person has said to you. Ask questions. Make sure you've got it right.

5. **ASK FOR TIME TO THINK ABOUT IT**
   Don't respond right away unless you're forced to. Tell the person you need time to take this all in.

6. **COMPARE WHAT'S BEING SAID WITH WHAT YOU KNOW ABOUT YOURSELF**
   Sit down in a quiet place and think about what the person said. Is it factually correct? Could it be true? Why am I feeling so upset about this? Sometimes the truth hurts!

7. **SHARE THE CRITICISM WITH SOMEONE WHO KNOWS YOU WELL, AND ASK WHAT THEY THINK**
   That's what friends are for. Go to someone you really trust and share the criticism with them. (But you don't have to say who the criticizer was.) Ask for your friend's honest opinion.

8. **DECIDE WHETHER YOU AGREE WITH THE CRITICISM**
   This is up to you and nobody else. All of us can improve; maybe the person has a point. But don't beat yourself up, either. Maybe they don't have a point!

9. **DECIDE WHAT ACTION YOU'RE GOING TO TAKE IN REGARD TO YOURSELF**

If you agree with the criticism, what should you do? What might you change? Think in terms of action.

10. RESPOND TO THE CRITICIZER

This is sometimes the hardest of all. Figure out what you're going to say, then say it. Tell the criticizer what steps you've gone through, what you decided, and what you're going to do now. And make sure you use step 1 – Stay calm.

(From Careers Now! Activities Manual, School District 121, Port Angeles, Washington)

ASSERTIVENESS INVENTORY

Degree of Discomfort	Situation	Response Probability
_____	1. Refusing a request to borrow something you value (homework, clothing, money, etc.)	_____
_____	2. Complimenting a friend.	_____
_____	3. Asking a favor.	_____
_____	4. Resisting sales pressure.	_____
_____	5. Apologizing when you've made a mistake.	_____
_____	6. Turning down a date.	_____
_____	7. Telling a person who is very close to you that something he/she says or does bothers you.	_____
_____	8. Asking for a date with a person.	_____
_____	9. Admitting you don't understand what is being discussed and asking for further explanation.	_____
_____	10. Disagreeing with the opinion of a friend.	_____
_____	11. Applying for a job.	_____
_____	12. Resisting pressure to drink or smoke when you are not interested.	_____
_____	13. Talking with a person about his/her criticism of your behavior/work/etc.	_____
_____	14. Asking for the return of borrowed items.	_____
_____	15. Requesting expected service in a store/restaurant/school when it is not forthcoming.	_____
_____	16. Returning bad merchandise to a store.	_____
_____	17. Resisting sexual overtures when you are not interested.	_____
_____	18. Telling someone good news about yourself.	_____
_____	19. Receiving compliments.	_____
_____	20. Admitting that you are afraid and asking for acceptance.	_____

The Power of Personal Values

by Roy Posner
(updated 4/2/06)

A value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self-reliance, concern for others, and harmony of purpose.

When we examine the lives of famous people, we often see how personal values guided them, propelling them to the top of their fields. For example, one actor was motivated by his commitment to *social justice*, which led to important acting roles related to that value that made him world famous. Likewise, a well-known business CEO was motivated by the personal value that *technology should be easy to use*, which caused his company to spawn a technology revolution. Whatever one's values, when we take them to heart and implement them in the smallest *details* of our lives, great accomplishment and success are sure to follow.

Just as individuals subscribe to values, so do organizations and institutions. In fact, if we were to examine any company, we would discover that one or more business values was the key to their success. Examples are --

-- Sears' commitment to *trusting the customer*. [From the 19th century onward, any product could be returned to the company with a money back guarantee, which engendered great trust in both directions, enabling booming sales, and, the great success for the firm that followed.]
-- Apple Computer's belief in the values of *solving problems of society*. [The company created the IPod player and ITunes online music store to overcome a conflict between those who sought to download copyrighted music for free and the music industry which sought to protect its artists and its revenues.]
-- Marriott's values of *systemization and standardization*. [The company created a standard model hotel, and then duplicated it hundreds of time around the world, enabling it to grow incredibly fast, and become the leader of its industry.]

Likewise, we see how political parities and politicians subscribe to certain core values -- ranging from helping the poor, easing the burden of the middle class, improving the environment, making government responsive and efficient, engendering loyalty and unity, and so forth.

The key point to keep in mind about values is that implementing them *energizes* everything concerned with it. For an individual, committing to and applying values releases fresh energies, which always attract success, achievement, and well-being. Likewise, when companies or other institutions adopt values, individuals working at the organization become energized, as do its customers, its products and services, and everyone and everything else associated with that organization.

We can energize our lives by making the full effort to implement the values we subscribe to. Once we identify values that are meaningful to us, we can develop strategies to implement them. When we make the determined effort to implement those strategies, good fortune it sure to follow -- in the form of new opportunities, new sources of revenue and income, and other forms of material and psychological benefit. We may even notice that as we implement values, we experiences instances of "life response" -- where good fortune suddenly comes to us from seemingly out of nowhere, defying our normal perceptions of what is logical and possible.

Below is a list of important personal values culled from years of observing individual success.

Common personal values

Accomplishment, Success
Accountability
Accuracy
Adventure
All for one & one for all
Beauty
Calm, quietude, peace
Challenge
Change
Cleanliness, orderliness
Collaboration
Commitment
Communication
Community
Competence
Competition
Concern for others
Content over form
Continuous improvement
Cooperation
Coordination
Country, love of (patriotism)
Creativity
Customer satisfaction
Decisiveness
Delight of being, joy
Democracy
Discipline
Discovery
Ease of Use
Efficiency
Equality
Excellence
Fairness
Faith
Family
Family feeling
Flair
Freedom
Friendship
Fun
Global view
Good will
Goodness
Gratitude
Hard work
Harmony
Honesty
Honor
Independence
Inner peace, calm, quietude
Innovation
Integrity
Justice
Knowledge
Leadership
Love, Romance
Loyalty
Maximum utilization (of time, resources)
Meaning
Merit
Money
Openness
Peace, Non-violence
Perfection (e.g. of details)
Personal Growth
Pleasure
Positive attitude
Power
Practicality
Preservation
Privacy
Problem Solving
Progress
Prosperity, Wealth
Punctuality
Quality of work
Regularity
Resourcefulness
Respect for others
Responsiveness
Results-oriented
Rule of Law
Safety
Satisfying others
Security
Self-givingness
Self-reliance
Service (to others, society)
Simplicity
Skill
Speed
Spirit in life (using)
Stability
Standardization
Status
Strength
Succeed; A will to-Success, Achievement
Systemization
Teamwork
Timeliness
Tolerance
Tradition
Tranquility
Trust
Truth
Unity
Variety
Wisdom

Grief Fact Sheet

What Is Grief?

Grief is a natural emotional reaction to a significant loss or expected loss. It is an essential component of the eventual emotional process of recovery from loss. Grief usually occurs in response to many different types of loss, including:

- the death of a loved one
- the end or breakup of a significant relationship
- a loved one experiencing a chronic or terminal illness
- the loss of an important life factor, such as financial security or a job you like
- the death of a pet
- a significant negative change in health or physical functioning

Grief vs. Mourning

Grief is the internal experience of loss; the thoughts and feelings about a loss that you experience within yourself.

Mourning is the outward expression of grief. Crying, talking about the person who died, or celebrating memories and anniversary dates are all ways of mourning.

At times, we must grieve alone, but mourning is also necessary so that you are not alone.

When helping people who grieve, it is important that you do *NOT…*

- Withdraw from the survivor, removing your support.
- Suggest positive outcomes from the loss.
- Mention that the death could have been prevented in some way (e.g., If only….).
- Rationalize positive aspects the death.
- Compare the survivor's grief reaction to other people you know.
- Dwell on your own grief to show your sorrow.
- Become frightened by intense emotions and then retreat from the situation.
- Try to talk them out of their feelings.
- Force physical gestures *(i.e., hug, holding hands, etc.).* If unsure, it can be helpful to extend a hand to touch them and if they appear uncomfortable it is best to retreat and offer silent support without touch.
- Take rejection by the survivor as a personal attack on you or your relationship with the survivor.

Myths about the grief process

Myth: ***The experience of grief and mourning proceed in predictable and orderly stages, such as denial, anger, guilt etc.***

This stages-of-grief idea is appealing, but inaccurate. It emerged from Elisabeth Kubler-Ross' groundbreaking book, *On Death and Dying.* However, Dr. Kubler-Ross did not

intend for these emotions to be interpreted as stages or steps, but rather to help people understand that denial, anger, guilt, and sadness are common, normal and expected reactions. If you are experiencing anger, it doesn't mean that you are "less evolved" than someone feeling guilt. Many people do not fully experience all of these feelings. Who is to say what a "normal" feeling for every person is when you have lost someone you loved? Find people who accept you and your grief, and who allow you to be where you happen to be in the grieving process.

"BE STRONG"

Myth: ***After losing someone you love, your goal should be to "be strong", and "get over" your grief as soon as possible. Crying means that you are "falling apart" and that is not what anyone wants.***

Crying is nature's way of releasing tension, and it lets others know that you need to be comforted. When stress is high, crying even discharges accumulating stress toxins within our tears.

Society often encourages people to quickly move away from grief. Unfortunately, refusing to cry, suffering in silence, and "being strong" are often viewed as admirable and desirable reactions to loss. Friends, family, and co-workers may encourage this stance because they don't want to talk about painful things, and there is nothing they can say or do to make it better. Many people have internalized the idea that grieving and mourning should be done quickly, quietly, and efficiently. The message from others seems to be, "Just get over it."

Find someone who accepts that no one can "make it better", and that your life surely will not be the same without the person (or pet) you loved. Find someone who can be present with you while you grieve so you do not have to bear it all alone. In time, you can learn to live with your grief while you learn to adjust to life without the presence of person (pet) who has departed.

"How long should grief last?"

Myth: ***It takes between three months and a year to "get over" losing someone you love.***

This question relates directly to our culture's impatience with bereavement and the desire to move people away from the process of mourning as quickly as possible. We expect grieving people to "get back to normal" soon after the death or loss. All too often, we succumb to the myth that grief should be moved away from rather than moved toward, as something to be *overcome*, rather than experienced. Interestingly, when people are allowed to move toward their grief and to mourn openly, their grief becomes less intense and more manageable over time. Find someone who can allow you to mourn openly and freely and who will not label you as "weak" or "crazy."

Confusing feelings…

You may experience a variety of feelings in your grieving process. ***These may include but are not limited to:***

- **Shock, denial, numbness, disbelief:** These temporarily protect you from the full reality of the loss. They serve as a "psychological shock absorber" until you are more able to tolerate what you don't want to believe.

♦ **Disorganization, confusion, searching, yearning:** Expect to forget things, to not be at your best. You may feel crazy, but you're not. Other people may begin to look like the person you loved so much, because you want them to be there. Visual hallucinations such as this occur very frequently and are normal and expectable responses to grief. Dreams about the person are also very common.

♦ **Anxiety, panic, fear:** Your energy is drained, and you can easily feel overwhelmed by daily concerns. Take some time to relax or meditate every day.

♦ **Physiological changes:** You may experience trouble sleeping or low energy. You may need more rest than usual. Chronic existing health problems may become somewhat worse. Good self-care is important at this time; make sure you are getting enough to eat, and develop a regular eating and sleeping schedule. See your physician for a checkup.

♦ **Anger, rage, resentment, jealousy, blame, terror. Explosive emotions:** Underneath them are usually feelings of pain, helplessness, and fear.

♦ **Guilt, remorse and regret:** You may feel guilt, remorse or regret about a variety of things: perhaps some things you did not say or do for your loved one; or, being angry with them before they departed. These are normal life events, and are usual parts of the imperfections of human relationships. Attempt to be more compassionate with yourself.

Some other types of guilt related to death that some grieving people often experience can include but are not limited to:

♦ **Survivor guilt -** the feeling that you should have died, instead of your loved one.

♦ **Relief guilt –** guilt about feeling relieved that your loved one died. Relief is natural and expectable, especially if a loved one suffered prior to death.

♦ **Joy guilt –** guilt about ever feeling happy again after a loved one has died. Joy is a natural and healthy experience in life. It is a sign that we are living life fully, which is something we must strive to return to following a significant loss.

When Grief Lasts Too Long …Or Is Too Intense:

Grief is typically viewed as a normal, though intense, form of sadness. However, grief can sometimes cause extreme or prolonged problems as the sadness evolves into serious disorders of anxiety and depression. If this occurs, it is an indication that counseling or therapy is needed. These extreme reactions may include:

• feelings of panic and/or frenzy
• feeling overwhelmed and incapacitated by fear and grief
• emotional numbness that does not go away
• going to extremes to avoid thinking about the loss, such as abusing drugs or alcohol, or becoming totally immersed in work
• intense symptoms of depression which may include: chronic insomnia which may be interrupted by early morning wakening after falling asleep and difficulty falling back asleep; lack of appetite or overeating; lack of appetite for life such as relationships, sex, hobbies and recreation, or other things you used to find enjoyable; obsessive thoughts of death or thoughts of suicide.

How can therapy help?

Often, people find that friends and family are not able to provide the level or kinds of support needed in the grieving or mourning process. Friends and family may be overwhelmed with their own grief, or be unable to provide support because they themselves have fallen victim to societal myths. A therapist can help you understand your grieving process by providing information and support. He or she can provide a place for you to grieve fully and naturally, and help you move through your grief to find continued meaning in life.

Reference/Suggested Reading:

Wolfelt, Alan D. (1992). *Understanding Grief: Helping Yourself Heal.* Levittown, PA: Accelerated Development.

Go to the ***Grief Recovery Institute*** web site at: **http://www.grief.net**

This fact sheet is provided as a service by the University of Cincinnati Psychological Services Center and the Office of Student Affairs and Services. Contents of the fact sheet were prepared by Drs. Elizabeth Young, Jennifer Hartman, and Niki Rosenkranz and the professional staff of the Psychological Services Center. Please contact our office (513-556-0648) or our Web site at **http://www.psc.uc.edu** if you would like additional copies.

BE SAFE
CASE STUDIES

1. Your uncle has picked you up after the basketball game. As soon as you get into the car, you know he has been drinking. He starts to drive away and barely misses hitting another car parked by the street. What do you do?

2. You are leaving a party with your friends. The person whose car you came in has been drinking and seems drunk but gets out the car keys and slides into the driver's seat. You have no other ride home. What do you do?

3. You arrive at a party and are surprised to find out that everyone is drinking. You also notice people whispering and then going into the back yard in groups of three or four. Your friends are there, but you don't like what is going on. What do you do?

4. You go to a party where you know beer will be served, but you've done that before and have been all right. This time, though, a new group of people are there who have a reputation for starting trouble. One of them gives you a hard look as you come into the house. What do you do?

5. You've never used drugs and have promised yourself and your parents that you wouldn't do that. You're with your friends after school, and one of them brings out some pot. You know some of them have used it before. What do you do?

6. You're at a small party at your best friend's house with a girl you're really in love with. You feel very turned on and romantic tonight. Other couples at the party have disappeared into the bedrooms. She is coming on to you, but you're not ready to go that far. What do you do?

7. You're at a small party at your best friend's house with a guy you're really in love with. You feel very turned on and romantic tonight. Other couples at the party have disappeared into the bedrooms. He is coming on to you, but you're not ready to go that far. What do you do?

8. You're on a date with an older guy. He's driving the car and ends up at a dark, quiet spot. He starts coming on to you. What do you do?

9. You're a date with a very popular girl from your school. She's driving the car and ends up at a dark, quiet spot. She starts coming on to you. What do you do?

10. You've worn your newest outfit to the party. It's cut a little low in front, and the skirt is short and tight. You know you look great. A very handsome guy you don't know comes over to talk. He stands very close and tells you how sexy you look. One of his friends comes over with a girlfriend and they invite you to leave the party and go for a ride. What do you do?

11. Despite your parents' warnings and your own good intentions, you drank some wine coolers at a party and now you don't feel well. Your parents will be mad, but you have your dad's car. What do you do?

12. You went to a party in another town where people have been drinking. Some loudmouth at the party starts making rude remarks to you. Your friends, who have been drinking, want you to fight with him. What do you do?

13. You're at a party with your girlfriend. She really looks beautiful tonight. Her dress shows off her great figure, and all the guys really envy you. One of the biggest, toughest guys in school asks her to dance and hangs around her afterward. You see him make a pass at her, and she looks hurt and scared. What do you do?

This Is My Life

The best thing I have done in my life so far is…

When I graduate from high school I would like to…

If I could do anything as an adult it would be…

If I could have a career doing what I really enjoy doing most it would be a job in…

The three things I would most like to achieve in my life are…

You're Fired!

Most workers are fired from jobs because they do not have the appropriate work habits and attitudes that employers want from their workers. Listed below are 12 work habits that are needed both in school and in a job. Match the habits to the correct behaviors you might have in school.

_____ 1. Follows directions	a. When you make several sloppy mistakes on a paper, you do it over.
_____ 2. Manages time well	b. The teacher assigns a 200-word report. You write 250 words and add an attractive cover.
_____ 3. Accepts responsibility	c. You re-check your math problems to be certain you didn't make any careless errors.
_____ 4. Cooperates	d. You tell the teacher you broke a game piece and offer to replace it.
_____ 5. Takes pride in work	e. You have missed 7 or 8 spelling words on every test for the last 3 weeks. You take home the words for this week's test and study even more.
_____ 6. Does something without being asked (takes initiative)	f. You volunteer to straighten the bookshelves on your own time because it needs to be done.
_____ 7. Does a little more work than what is expected.	g. Your teacher says it is too wet to play ball outside after lunch. You leave the ball in the room even though you could sneak it out and he would never know.
_____ 8. Is prompt	h. You are on time for school every morning.
_____ 9. Is accurate	i. You bring everything you need (homework, paper, and pencils) to class every day.
_____ 10. Perseveres (keeps trying even when it is difficult)	j. You choose to begin your language homework during study time rather than daydream.
_____ 11. Takes pride in appearance	k. You do your best to work well with a small group in science when your best friends are all in another group.
_____ 12. Is willing to learn	l. You make certain your body, hair, and clothes are clean every morning.

JOB SKILLS	SCHOOL SKILLS
ATTENDANCE	**ATTENDANCE**
Come every day.	Come every day.
PUNCTUALITY	***PUNCTUALITY***
Be on time.	Be on time.
TEAMWORK	***TEAMWORK***
Works cooperatively with others.	Workscooperatively with others.
COMMUNICATION	***COMMUNICATION***
Talk and listen effectively.	Talk and listen effectively.
COMPETENCE	***COMPETENCE***
Be able to read, write, and compute.	Be able to read, write, and compute.
PROBLEM-SOLVE	***PROBLEM-SOLVE***
Be able to choose viable solutions	Be able to choose viable solutions

to resolve issues. to resolve issues.

TIME MANAGEMENT……TIME MANAGEMENT

Set goals and
be organized.

Set goals and
be organized.

LEADERSHIP……LEADERSHIP

Motivate others
toward goals.

Motivate others
toward goals.

SENIOR INTERVIEW
FOR RECOMMENDATIONS

Seniors – Jot down responses to the following questions to discuss during your Senior Interview.

1. Describe yourself (give illustrations when possible). Give family stories. Say what relatives or friends say about you.

2. Relationships – Who do you admire or want to imitate or who has been an influence on you? What do you look for in friends? How do you think they'd describe you?

3. What experiences do you think make you unique or the kind of person you are now? What's special about your family or background that would be necessary to understand you?

4. What are your goals in life? Your values? What's important to you?

5. What do you read?

6. What are your hobbies or recreational activities? Lessons? Collections?

7. What is your learning style?

8. What are your greatest strengths (assets) and your greatest weaknesses or areas that could use work?

9. Give 4-6 teachers who can recommend you.

Dear Parents,

_____ has been in for his/her senior interview and tells me that future plans are likely to require a letter of recommendation from me. Since I want to make that letter as helpful as possible, I would like to request some assistance from you.

Recipients of these recommendations (employers, college admissions advisors and scholarship people) tell us that what they look for in a recommendation is as personal a description of the individual as possible with examples to back up what we say. For example, if we say that a student is an independent learner, they would like to have us show evidence of that.

Could you please write out your description of your son or daughter and examples or anecdotes to support your description which I might incorporate into my recommendation? I would say something like, "As his mother says of him, '……'" I will also ask teachers of your son or daughter's choice to do the same thing. Working all together, I hope that we can give your son or daughter the best possible, most descriptive and accurate recommendation that is possible to write.

In addition to the recommendation, each student needs to assemble his/her own resume. I can assist him/her with the "form" which the resume needs to be written in, but the recollection of all events between 9th and 12th grade which should appear on that resume is sometimes elusive. Would you please sit down with your son/daughter and try to help him/her remember all of the things which he/she did, participated in, accomplished, was recognized for, volunteered for, took lessons in, etc. I will give each student a form which will suggest areas to consider. The resume needs to be as complete as possible and we need your help to remember everything.

If you have any questions about any of this, please feel free to call me at the counseling office – 537-2670. I appreciate your cooperation in this task.

SUGGESTIONS FOR WHAT MIGHT
BE INCLUDED ON RESUME LIST

Curricular	Extra Curricular
Debate	Awards (athletics, clubs and organizations -- specify offices and committees).
Forensics	4-H
Music Events, performances, awards, and competitions, (State Fair, Six Flags Music Festival, Regional Music Festival, Band Day, Pet and Hobbie Parade, other parades, ensembles).	Scouting-rank, troop, community service projects.
Journalism (newspaper, yearbook, photography).	Church involvement
Summer Honors Programs	Private Lessons
State of Kansas Scholarship Tests (in subject areas)	Volunteer Work (candy striper, blood mobile, etc.)
Math, Foreign Language, etc. Competitions	Jobs
Young Kansas Writers	Any publications-shows, creative work, competition, community drama, or athletics.
Science Fair projects.	Special Family Opportunities (extensive travel, bilingual home, advanced knowledge of a particular subject learned other than in school, etc.
	Hobbies
	Exchange Student or Host Family
	Work Study Programs
	Minority Programs
	Camps (Student Council, Cheerleading, Math, Science, Computer, Jazz, Music, Leadership).

MANHATTAN HIGH SCHOOL
SENIOR INTERVIEW

NAME: _____ ID#: _____

CREDITS TO DATE: _____ GPA: _____ ACT/SAT: _____

ENROLLED TO GRADUATE: YES/ NO NUMBER OF COURSES ENROLLED IN: _____

PLANS FOR NEXT YEAR:

POSSIBLE MAJOR OR AREA OF INTEREST:

COLLEGE REP VISITS

DO YOU HAVE A RESUME?

RECOMMENDATIONS-NAME TEACHERS

APPLICATIONS FOR SCHOOLS

FINANCIAL AID PACKET-DECEMBER
TAX RETURN-PARENTS DO EARLY

SCHOLARSHIP LIST, ANNOUNCEMENTS, APPLICATIONS

"CHOICES" COMPUTRE SOFTWARE
COLLEGE SEARCH
FINANCIAL AID
INTEREST INVENTORY
CAREER INFO

NCAA ELIGIBILITY-CLEARINGHOUSE

CAREER DAY CHOICES: 1.
2.
3.

COLLEGE VISITS PLANNED

CAREER ROOM RESOURCES

TRADE SCHOOL DIRECTORY
KANSAS VOCATIONAL ED. SCHOLARSHIP TEST (NOV & MARCH)
MATC OPEN HOUSE
APPLICATION - $15.00 – TURN IN AS EARLY AS POSSIBLE
BACKGROUND COURSES AT MHS FOR MATC

_____ _____
STUDENT SIGNATURE DATE

Student Engagement

Recent studies [1] indicate that curricular efforts to "engage" students- to involve them deeply in the process of learning and in the actual material they study- pay off.

Skinner and Belmont (1991) note that students who are motivated to engage in school "select tasks at the border of their competencies; initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest" (p.3) Less motivated or disengaged students, on the other hand, are "passive, do not try hard, and give up easily in the face of challenges" (p.4).

A recent Columbia University study and the work of Dr Daniel Goleman (1995) support the idea that the reason kids succeed is that they understand their own emotional intelligence.[2]

Noted Educational Consultant, David Shepard, suggests that the key components of engaging students boil down to four simple rules:

1. Get to know people and have them get to know you. The old school rule of "not smiling until Christmas' doesn't work in today's culture.
2. Give of yourself. Be the person you wanted your teacher to be when you were young.
3. Ask yourself: what are you doing to build relationships? Empirical evidence supports the contention that that promoting relationships and a positive environment is more effective four reducing school misconduct and crime than instituting punitive penalties (Muhara/Nettles/Jones). The first step would be to recognize them individually as they enter the classroom or walk by in the hallways.
4. Evidence also suggests that students respond better when asked their opinion as opposed to reciting facts. Content can easily be included in discussion after first communicating that their perspective counts.

What follows is a collection of strategies that will help counselors/ teachers engage, or connect, with those students who may feel a disconnect from mainstream educational practices. The examples may be content specific but they all can be adapted to be content specific for all presenters.

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[1] Kuh, *Center for Postsecondary Reasearch,* 2006, Indiana University; Pascarella and Peterson, *Center for Research on Undergraduate Education,* 2006, University of Iowa.

[2] Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions.

Curriculum

"Why Try?" **(Christian Moore, LCWS), is a strength based approach based on the ASCA National Model designed to help youth overcome their challenges and improve outcomes in the areas of truancy, behavior and academics. The idea is straight-forward: Teach social and emotional principals to youth in a way they understand and remember. This is accomplished using a series of 10 pictures (visual analogies) which each teach a discrete principle, such as resisting peer-pressure, obeying laws and rules, and that decisions have consequences. The visual learning is then reinforced by musical and kinesthetic learning. The major learning styles- visual, auditory, and body-kinesthetic- are all addressed.**

The Guide: High School Guidance Activities, Dr. Mark Nelson, Hyalite, LLC; Bozeman, MT., 2005. This three volume (elementary/middle school/ high school) work aligns activities and strategies with the ASCA National Model. You will find examples under each of the previous grade level activity sections.

Engagement/Guidance Activities[3]

Why use classroom guidance curriculum activities?

- Avoid rumors and a misinformed student population.
- Reach many students in just one session.
- Provide a variety of methods for disseminating important information. Not everyone is a great listener. Lecture is fine, but not for all students all the time.
- Students hear parts of the same information more than once during their school years.
- Counselors get to know teachers better…by presenting in their classrooms and by discussing/stealing the teachers' creative ideas for presenting material.
- Students are engaged in the learning process which aids in the acquisition and retention of information.

[3] Merle Wilder, *Get 'em Engaged! Fun Activities for Classroom Presentations,* ASCA National Conference, june 2006.

- Students get a better idea of what the counseling program offers them (academic, career, personal/social) and get to meet real, live counselors in person.
- Students get a comfort level with the counselors by doing some enjoyable and engaging activities which may encourage future approachability.
- Address the School Counselor Performance Standards.
  Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.
  Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.
  Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

- Apply the ASCA National Model's Delivery System, particularly the components of School Guidance Curriculum and Individual Planning. Address the three content areas or domains of academic achievement, career development and personal/social development.[4]

#1 <u>Jeopardy</u>

Make 6 row x 6 column table (or fewer if you want fewer questions). I use MS Word. You can reuse the same table for each new game you make. Make a transparency of the table and cover-up the questions with cut-to-size sticky notes. I begin by dividing my information into five categories. Then I position the questions based on their level of difficulty (be prepared for students to disagree with your chosen placement).

Divide the class into five teams. Teams take turns selecting a question, based on the category and point value. One person (take turns!) from the team makes the selection. You uncover the question and read it. The team confers for 15 seconds (or less if time is short). The same person who selected the question- the spokesperson for that round- gives the team's answer. If the answer is correct, they get points (keep score on the board). If they're wrong, the question is covered back up and may be selected again. Play continues until all questions are answered, or time runs out (be sure that all teams get an equal number of turns).

[4] *ASCA National Model: A Framework for School Counseling Programs.*

The game is good for a review or quiz of material already discussed or as a means of introducing material. Once you have a sample chart saved in your computer, subsequent ones are much easier to create. It takes about 15 minutes, at least, to play and could take the entire hour, depending on the teams and difficulty of the questions. I take points away from teams that get off task while another team is answering. The team with the most points wins. (you decide the prize, if any. I often give a piece of candy…or nothing more than "the honor and satisfaction of having done your best!")

#2 <u>Chutes and Ladders</u>

Make a transparency of the board game. I usually write around 20-30 questions that I can read. Divide the class into two teams (I use red and blue bingo chips). Two players from each team come to the front. The first person to ring the bell (or grab an object) and answer immediately and correctly gets to roll the die and move the team's marker. If that person stalls in answering or gives an incorrect answer, the opponent gets to answer. If neither person answers correctly, the next two players come up. The first team to get to the "Finish" space wins the game (or the team which is closest to finishing, should time run out). If a player gets the team in "Jail," the next player for that team still competes for answering the question first but cannot roll the die to advance the team's marker.

Classes often enjoy playing boys against girls if teams are somewhat balanced. This game can be used as a review or quiz of material already discussed or as a means of introducing material. It takes at least 10 minutes to play usually, depending on the teams' abilities and the luck of the die.[5]

#3 <u>Human Bingo</u>

Make a table of 5 columns and 5 rows (or fewer if you wish). I use MS Word; a 5 x 5 grid will mean 25 questions you will be asking the students to discuss. I use this activity as an ice breaker or conversation starter, depending on what topics I want to discuss with the students. Students must put the information from each space into the form of a question (e.g., "Do you know which college you plan to attend?"). If the person answers affirmatively (remind them about honesty!), he or she should sign (legibly)

the asking student's paper on the appropriate line. The students will walk around the room to see if anyone can sign their paper. A person may sign the same paper only two times, forcing the students to talk to more people.

I tell students to come show me their paper after their first bingo. I usually give the first five students (or any within a certain limit) a piece of candy. Then I announce that all students should stop their quest for a single bingo, but try for a cover-all, instead. Again, I give a prize for the first ones finished, but I try to keep the prize-giving rather low-key so that they don't just do the activity quickly in order to get a prize. I emphasize to the students that getting a bingo is the secondary goal in the activity; the primary goal is to discuss and think about the content of each question. The prize component could be removed entirely, but I find that it does motivate some of the students who might not try as much without that enticement. This part of the activity- walking around asking questions- may take 15-20 minutes.

Next I ask all students to sit in groups of three or four people, whether or not they've completed the bingo sheet. They share the information they've just gathered with their group members simply by reading what is written in the block, using the name written on the line (e.g. Dan plans to attend Northwestern University.") Hopefully, if the students had any blanks still, there will be one person in the group who has that number completed and can offer a name to write in the space. Continue this group discussion for five minutes. Then call on students to share certain sentences with the entire class, and our class discussion branches off into more detail from each shared statement for as long as you deem appropriate. I have students keep their papers for future class discussions if necessary or beneficial.[6]

#4 White Boards

The white boards can be a welcome relief for students, even though it's just a minor twist from the common Question/Answer format between teachers and students. The difference is that all students are engaged in the conversation at the same time and they prove it by holding up their individual board. By having everyone provide an answer simultaneously, the students are less intimidated than if I were to call on an individual student to provide an answer or to go to the big board in front of the class. Plus, I can

see how each student would answer each question, which gives me immediate feedback as to the students' comprehension.

I use the white boards for a variety of purposes in a variety of ways. When disseminating information which may be unfamiliar to students, I use a cloze transparency, and while the students write their answers on the boards. They are also handy for reviewing information already discussed. In addition, they are useful in a variety of games. The possible uses for the white boards will expand as you begin using them and think of new ways to employ them.

I have a class set of boards which includes dry-erase markers, wiping cloths, and the white boards themselves. My school provides the markers because they're the same that teachers use on their big boards. I got the white boards from a local lumber yard. I ordered one sheet of atibi board which measures 4' x 8' x 1/8" and sells for about $22. I paid an extra $20 to have it cut into 32 boards (12" x 12")

#5 <u>3 Relay Games</u>

1. 3-Team Relay: Divide the class into three teams. Each team sends one representative (take turns!) up to the board. I read the question from my list of 20, and the first to write the correct answer and squat down (so I can see the written response) wins appoint for his or her team. Play continues as long as I want it to. This game is good for review of material but it could be used for new material, as well.

2. Group Race for Chips: Divide the class into five groups and give each a white board. Team members take turns being the writer for the group to answer one of my 20 or so questions. I allow teams to confer over the questions, but only the designated writer may write the answer and hold up the board. I give the teams ten seconds to write their answer, and then start counting aloud 1-5. After "five" I shout "Stop!" and only the boards that are held up then will participate on that question. If the player wrote the correct answer, I throw a poker chip to his or her team. The team with the most chips at the end wins. If there is a tie, I'll do one more question for those teams only, and the first team to hold up their board wins the tie breaker.

3. White Board Olympics: Divide the class into five teams. Place five desks in the center of the room, one for each team. Each desk gets a white board, and teams send one person (take turns!) to the desk. I ask the five players on

of my 20 questions. The team reps write the answer and hold up the board immediately. The first correct answer wins the team two poker chips, and the second team gets on chip. The team with the most poker chips wins the game.

#6 Hot Potato

Cut enough card stock potatoes for all students in a classroom to have one. Number each potato (I laminated them, too). Have the class sit in a circle on the floor. I play music and instruct the students to start passing the potatoes in one direction. They should use both hands, one to pass and the other to receive a potato simultaneously. Stop the music whenever you like. Call out a number, and the person with that numbered potato gets to answer one of your 20 or so questions. If the student gets it correct, he or she remains in the circle. If not, he or she takes a seat outside of the circle (unless you just want to let him or her stay in and supply the correct answer yourself). The last people remaining in the circle get to hoot and holler for staying in the game the longest.

#7 Around the World

My high school students enjoy this game just as much as they did when they were in elementary school. Start with a student on one side of the room and have him or her stand beside the next person in the row. Everyone else remains at their desks. Ask one of your 30 or so questions, and the first of the two competing students to answer correctly wins and advances to the next person in the row. The loser sits down at that desk, and the winner moves on. I usually toss out a piece of candy for every four persons that a student defeats. The goal of each student, of course, is to make it around the entire classroom, defeating everyone in the room.

This game is best for review of information and is a nice filler activity at the end of a presentation. It can last as long as you want it to, or it can be started with just 5-10 minutes left in the period.

#8 Star-Box Game

Create 30 questions you'd like the students to ponder and write them all within the imaginary lines connecting the stars. Then print enough copies for the class to play in pairs (one per pair). Three students also can play it if

necessary. Play begins with one person drawing a line between any two stars. Then the other player draws another line between any two stars. Taking turns, eventually four lines come together to form a box within four stars. The student who draws the fourth line to close a box then has the chance to claim the box if he or she can correctly answer the question within the box. If so, the student writes his or her initials in that box. If not, the other player gets a chance to claim the box with a correct answer. The two students will judge for themselves the correctness of an answer, but may call you over for verification. The student with the most boxes wins. I rarely give prizes for games that half the class will win. Instead, they just give a loud "Wahoo!" on my cue, which is surprisingly satisfying for most.

This activity will take approximately ten minutes or may be stopped after many of the pairs appear to have finished. It is useful primarily as a review of material when you want to reinforce what students just learned, or it could be helpful in introducing information you'll be discussing and use it as a pre-test evaluation. In either case, I suggest going over all of the answers afterwards to ensure that the students answered correctly.

#9 <u>Square Puzzle Race</u>

This activity takes some time to create (student workers help me) but it is a good tool for disseminating a lot of new or review information. Students usually enjoy it so much; it can be a challenge getting them to stop working on it. I typically use a 5-square x 6-square grid, but you may create fewer or more, depending on the amount of information and the attention span of your students. The 5 x 6 grid will generate 30 little squares to cut up for each pair of students. Three can play it together if necessary.

Put the 30 squares in a baggie and be sure to number the back of each square (all 30 get the same number per bag) in case any end up lost on the floor at the end of the presentation. A 5 x 6 grid will have 25 horizontal matches and 24 vertical matches, for a total of 49 (I only do the inside lines, but you may do the outside lines as well- as an extra challenge- even though they won't have matches.) A match consists of one question and one answer or a word and its definition (e.g., "FAFSA" and "financial aid form you complete your senior year").

Hand out a baggie of game pieces to each pair. Once every pair has one, they may begin assembling the puzzle. They raise their hands when they think

they've assembled it correctly, and you go to verify their victory, using a master grid with all pieces in place. I usually give prizes to the first three pairs finished and allow the others about five minutes to keep trying. The ones who do not finish before time is called are often genuinely disappointed… for a moment. Afterwards, I put up a transparency of the master grid and discuss all or just certain bits of information.

Facilitation/Student Engagement Activities[7]

1. "Just like Me"

Directions:

a) Tell participants that you are going to make an "I" statement, and if it's true for them, they should stand up and say "Just like me!!" and then look around to see who else in the group that has that same thing in common.
b) Call out a statement, pausing between items to give participants a chance to look around before sitting. Vary the items that you use to be sure that all participants will have an opportunity to stand up at some point.
c) This strategy is an energizing, engaging strategy for gathering information about your participants. It also provides an opportunity for the learners to find out some things about each other. Just Like Me!! Is especially effective early in the school year, or just after vacation breaks.
d) Examples:
e) "I have a birthday during the school year."
f) "I have traveled outside of (state, city, or country) within the last two years."
g) "I have a pet at home."
h) "I am currently working on an advanced degree."
i) "I have previous experience with _____ (topic of session)."

3. "Say Something'

Directions:

a) Read silently to the designated point.
b) When each partner is ready, stop, and "say something."

[7] Adapted from ***Adaptive Schools***; http://www.adaptiveschools.com/; Garmston and Wellman, 2005.

c) "Something" might be a question, a brief summary, a key point, an interesting idea or a personal connection.
d) Continue until you have completed the section.
e) Say Something is a paired reading strategy developed by Jerome Harste for constructing meaning from text-based information. Through structured exchanges, partners develop relationships between new information and what they already know or believe. Thinking out loud, supported by attentive listening, increases individual and shared understanding.

4. "Card Sort (Affinity)'

Directions:
a) Ask participants to generate ideas related to the topic at hand and write them on an index card (one idea per card).
b) Have the team collect all cards, then begin to sort the cards into categories or groups based on the relationships which they perceive exist between terms.
c) After the cards are sorted, teams will create labels for each category.
d) This strategy works will with any content where relationships exist between concepts or terms. These relationships can be part to whole, whole to part, cause and effect or any other arrangement that shows connections between the individual items.

5. "Museum Tour"

Directions:
a) Once a team has created some display or document, ask the various teams to tour each others' display for ideas.
b) Ask teams to select one team member to be the "docent" or explainer of the team's display.
c) Use the museum tour as a method of allowing teams to share ideas.
d) It also gives your participants an opportunity to stand and move around, which is critical for some of them.

6. "Assumptions Challenge"

a) Directions:

b) Once participants have generated a list of ideas, brainstorming, concepts, ask them to identify ideas that might be assumptions or overgeneralizations or misunderstandings.
c) Ask participants to sort these ideas out of the list and talk about reasons for excluding them.
d) This strategy is effective to use when you want participants to examine more deeply the things they are saying. You may want them to consider whether items are "facts," reality for everyone, or an overgeneralization.

7. "Brainstorm and Pass"

Directions

a) Establish small groups and set ground rules for brainstorming.
b) Explain to participants that they will offer ideas on the topic *in turn.* The group must wait for each person to either a) offer an idea, or b) say "Pass." Passing means "I can't think of anything right now." People who pass still get their turn during the next go around.
c) This is a highly effective strategy that enhances the fundamental brainstorming process by ensuring full participation of all group members during a brainstorming session. Brainstorm & Pass reinforces three important messages:
    1. Everyone is responsible for participating.
    2. Everyone has something to contribute.
    3. Time to think is valued and provided.
d) Brainstorm & Pass is a powerful strategy to increase participation and prevent participants who are most vocal, most knowledgeable or most passionate about a topic from dominating a session.

8. "Key Concepts/ Key Ideas

Directions

a) At the conclusion of a learning session or a main topic, ask participants to reflect and write on their learning by naming the key concepts and key ideas they learned.
b) A question may prompt their thinking. Example: "Given your work today, what is the central purpose that you will share with others?"
c) This strategy is useful as a tool for participant reflection. It is beneficial in getting participant to identify what is most important and begin to integrate content, process, and personal feelings.

9. "Learning Partners"

Directions:

a) Meet with a designated learning partner.
b) Given a focus question or other information that defines the task, the learning partners stand together and exchange information.
c) Return to your original seat.
d) (Optional) Partners may report out based on their partner's responses.
e) Learning partners is a simple cooperative structure that is useful for quick, energizing reviews. These exchanges are especially useful when the material being presented is complex and needs to be broken into more easily digested chunks. This structure is also useful when energy lags and students need a physical lift.
f) Checking in with a learning partner is a quick yet focused way to review and revitalize.
g) Establishing learning partners can be an enjoyable and creative process. One way is to use prepared forms to have students sign up for an appointment with selected partners.

10. "Brainstorming"

Directions:

a) Establish small groups and set ground rules for brainstorming. (FLOW)
    - **Flexibility** and fluidity of thinking is encouraged.
    - **Lots of ideas** is the goal; all ideas are recorded.
    - **Open acceptance** of all ideas is necessary.
    - **Withhold all judgment** (both criticism and praise).
b) Choose a recorder to capture group ideas.
c) Openly share ideas related to the topic.
d) Brainstorming has a long history as a tool for generating ideas. The term brainstorming was invented by advertising executive, Alex Osborn, in the late 1940s.
e)
f) Helpful Hints:
g) Set a minimum target for the number of ideas to be generated.
h) Time pressure helps keep groups focused. Keep time short.

11.“Visual Synectics”

Directions:

a) Prepare a set of picture cards-photographs of everyday objects cut from magazines and glued to 4x6 index cards. A mix of organic and human-made objects seems to work best.
b) Randomly distribute one card to each group.
c) Have small groups generate responses to your proposed statement: (your topic) is like…. (this picture)… because…
d) Synectics promotes fluid and creative thinking by “making what is familiar strange,” or comparing two things that would not ordinarily be compared. Synectics, a term coined by industrial psychologists William Gordon and George Prince, was originally used as a problem-solving strategy. The term is formed from two Greek roots: “syn”, bringing together, and “ectics,” diverse elements.
e) Synectics makes a great activity for
f) Review or summary
g) Pre-writing

12.“Jigsaw”

Directions:

a) Participants should be divided into teams of 3-6 people.
b) Divide the information/reading to be learned in approximately equal-length sections.
c) Ask team members to assign a section to each participant. This person will be responsible for learning his/ her section and becoming an expert.
d) Participants join with experts from other teams to study their section.
e) Participants return to their original team and share the information they learned with their teammates so that all participants will have the needed information.
f) Jigsaw is used when there is a lot of information to learn and share. Each group member is given a different section of the material to be learned, so each member is dependent on the others for information to do well on the assignment or assessment.
g) Purposes of Jigsaw
h) To provide an alternative method of introducing new materials besides reading and lecture.

i) To create information interdependence among participants to increase their sense of mutuality.
j) To ensure that participants orally rehearse and cognitively elaborate the information being learned.

13. "3-2-1"

a) 3-2-1 offers a structured approach to participant reflection. At the end of a learning session, ask participants to respond in writing with at 3-2-1 structure.
b) Some possibilities might include:
    - 3 – things or important ideas that you want to want to remember.
    - 2 – things you would like to know more about.
    - 1 – idea that you will write about tonight.
c) Variations:
    - Use this strategy before introducing a new topic, viewing a demonstration, or reading a piece of literature. You might ask participants for 3 things they know about the topic, 2 predictions, and 1 thing they're looking forward to.
    - Use 3-2-1 to have participants process their own learning. For example: 3 strategies you used during this activity, 2 things you notices about your own thinking, 1 thing you might do differently next time.
    - 3-2-1+1: Participants share their individual work with a small group. As they listen to each other and place additional items in their +1 columns. This variation reinforces listening skills and enhances the group's knowledge base.

14. "Learning Logs"

a) Learning Logs are a simple and straightforward way to help participants integrate content, process, and personal feelings. They are especially powerful for developing metacognitive processing skills. Learning logs are an effective method for support participants' capacity to learn from writing rather than writing what they have learned.
b) Use learning logs to have participants record their thoughts during the last 5 minutes of the session. Short frequent bursts of writing are more productive over time than are infrequent, longer assignments.

c) Possible sentence stems:
   - What are some things I learned today?
   - What still puzzles me about today's content?
   - What did I enjoy, hate, accomplish today?
   - What strategies supported my learning?
   - What did I contribute to others' learning today?
   - What can I do to enhance my learning?
   - When I think of…, I think about…
   - Some things I already know/think I know about…
   - Resources I amusing now that connect me to this information are…
   - The things that are easiest for me are…
   - One thing I'll change immediately, now that I know what I know…

15. "Final Word"

DIRECTIONS:

a) Read selected article individually.
b) Highlight 2-3 items.
c) Identify one of your highlighted items to the group.
d) Group members comment---in round-robin fashion---about the item.
e) The initial person who named the item then shares his or her thinking about the item and gets the FINAL WORD.
f) Repeat the pattern around the table.
g) Final Word is a structured process for engaging in dialogue and collaborative inquiry. It develops an appreciation for the power of listening and the personal and shared learning possibilities in exploring diverse perspectives.
h) This strategy provides a clear protocol that is especially helpful for newly forming groups and for any groups working with controversial topics or technically complex information.

16. "Read, Pair, Share"

DIRECTIONS:

a) Read selected article individually.
b) Join a partner.

c) Share your new thoughts related to the reading.
d) Specific questions could be posed for participants to answer when they "pair" and "share."
e) Read, Pair, Share is a three-step discussion strategy that incorporates wait-time and cooperation with a partner. This strategy encourages participation by all class members during group discussions. It is applicable across all grade levels, subject matters, and group sizes.
f) This strategy:
    - Builds thinking time into the discussion process
    - Provides time for mental rehearsal and verbal practice before whole group discussion
    - Increases engagement with the content and the class

17. "Three-Step Interview"

DIRECTIONS:

a) Participants work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details.
b) Participant pairs reverse roles, repeating the interview process.
c) Each pair joins another pair to form groups of four. Participants introduce their pair partner and share what their partner had to say about the topic at hand.
d) The three-step interview is a cooperative structure that helps participants personalize their learning and listen to and appreciate the ideas and thinking of others. The structure is based on interview and listening techniques that have been modeled by the facilitator.
e) Active listening and paraphrasing by the interviewer develop understanding and empathy for the thinking of the interviewee.
f) The content of a three-step interview is flexible. It is most often used to have participants connect personal experiences to a unit of study.

18. "Paired Verbal Fluency"

DIRECTIONS:

a) Establish partners. Have each pair decide which partner will be person A and which partner will be person B.

b) Assign a topic which each partner will discuss in turn. Learners should not use notes. Partners listen carefully to each other and during their own turn *do not repeat anything* already said by either person.
c) Say "Go" and A begins. After the selected time elapses, say "Switch," and B takes over. The round goes as follows on the back:
d) ROUND ONE
- Teacher: "Go"
- Person A: Talks for 60 seconds
- Teacher: "Switch"
- Person B: Talks for 60 seconds
- Teacher: "Switch

e) ROUND TWO
- Teacher: "Go"
- Person A: Talks for 40 seconds
- Teacher: "Switch"
- Person B: Talks for 40 seconds
- Teacher: "Switch

f) ROUND THREE
- Teacher: "Go"
- Person A: Talks for 20 seconds
- Teacher: "Switch"
- Person B: Talks for 20 seconds
- Teacher: "Switch

19. "Inside-Outside Circle"

DIRECTIONS:
a) Participants stand in two concentric circles.
b) The inside circle faces out and the outside circle faces in.
c) Make A-B partners.
d) A's ask orally; B's answer.
e) Rotate roles (B's ask; A's answer)
f) Rotate circle: inside, outside, both

Classroom Ideas
- Class building: Ask students to talk about 1) the best thing about our class, 2) favorite cartoons, foods, etc.
- Mastery: Use this structure for: math problems, fact cards, spelling, color words, vocabulary words, time, social studies' questions.

- Thinking: Use question cards. These should be questions that have no one correct answer.
- Information Sharing: Use this structure for: show and tell, book reports, creative writing, topic talking for prewriting.

20. "Ordered Sharing"

DIRECTIONS:

a) Sit in a closed circle at equal heights.
b) Quietly examine the question, quote, or concept.
c) Share personal responses by giving each member a full minute to respond to it without interruption. Someone in the group or a designated other keeps time.
d) Move in a circle with responses until everyone has had a chance to speak. When it is your turn, do not state that you agree or disagree with any of the other comments, since the object is for everyone's ideas to be heard, not judged.
e) The objective of ordered sharing is for each person to express a personal opinion about some big idea. Each person has roughly the same amount of time to speak, and everyone participates. No one is judged or debated because every opinion is simply heard and valued.
f) The ordered sharing allows for the development of a sense of order, continuity, and momentum.
g) Choose a timekeeper for this process. Mare sure that everyone has an equal opportunity to be timekeeper.

21. "Semantic Mapping"

DIRECTIONS:

a) Choose a key word or topic related to a unit of study.
b) Write the word in the center of the paper.
c) Ask participants to think of as many words and ideas as they can relate to the focal word.
d) Write the words on the map in clusters or categories.
e) Have participants suggest labels for the categories and write them on the map.
f) If there are any key vocabulary words that are important to the comprehension of a reading assignment and students do not mention them, add them to the map with a red pen.

g) Discussion is the most important part of the lesson. This helps participants become aware of their current thinking and helps them to see relationships between words and ideas.
   - **Semantic mapping** is a useful strategy for activating and engaging and for pre- and post-assessment of learning.
   - A major strength of this strategy is that it helps students to construct a model for organizing and integrating the information that they are learning.
   - **Semantic maps** can be used prior to a reading assignment or on a larger scale, as a kickoff to a new unit of study. As the unit progresses, new information can be added to the maps.

22. "Say Something and Pass"

Directions:

a) Silently read the assigned selection to the designated point.
b) After the designated team member completes their presentation of the information, each team member "says something."
c) "Something" might be a question, a brief summary, a key point, an interesting idea or a personal connection.
d) Team members have the option to say "pass" on an turn.
   - Through structured exchanges, partners develop relationships between new information and what they already know or believe. Thinking out loud, supported by attentive listening, increases individual and shared understanding.
   - Say Something & Pass is a powerful strategy to increase participation and prevent participants who are most vocal, most knowledgeable or most passionate about a topic from dominating a session.

23. "Visual Synthesis"

Directions:

a) Provide each team with a number of artifacts from previously learned information.
b) Distribute creative elements to teams: markers, scissors, tape, etc.
c) Ask each team to make connections between the previously learned information and create a visual that demonstrates these connections.

- Visual synthesis is a hands-on, visual approach for making meaning of a number of concepts or ideas. Use this strategy to build group and individual understanding of a variety of ideas.

- The visual creation adds to building the collective group understanding and shared vocabulary. It further provides a representation of learning for retrieval of thinking at a later date.