

MAKING DECISIONS

Purpose: Students identify and discuss choices and beliefs (values) and how they relate to careers currently of interest to them. They have an opportunity to consider the importance of their values in making effective decisions in life.

Time Required for Lesson: 50 minutes

Grade: 8

Missouri Comprehensive Guidance

Strand: Personal and Social Development

Big Idea: PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities.

Concept: PS.1.A. Self Concept

ASCA Standards: Personal Social Development

PS.A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

PS.B: Students will make decisions, set goals and take necessary action to achieve goals.

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 8 **Unit:** Color Your World **Concept:** PS1. A  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers,
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment

Students identify, list, and discuss choices and beliefs (values) and relate to possible careers.

Lesson Preparation

Essential Questions: What is important to you?

Engagement (Hook): Using a purse put out things (money, pictures of friends and family, credit cards, etc.) that might be considered valuable. Hold up each item and ask students: What do you value in life?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> Following “Hook”, discuss the meaning of “values” (see Counselor Sheet) and ask students to write down responses to question: What is important to you? Provide examples of important things: love, health, wealth, education, freedom, security etc. Ask: Why do people feel the way they do? Distribute student activity sheet “What is Important to Me? Guide students as they complete the activity sheet with the partner from Step 1. (Time may or may not permit the introduction/explaining of partner’s choices.) Ask for volunteers to share one item of importance from the activity sheet. Explain how the importance can be career related. For example: If health is important, then a career in nursing or a medical doctor could be explored. If education is important, a teaching career could be explored. <p>Assessment: Ask students to select one item that is compatible with his or her ideals and relate it to an occupation or career. Write the item and the occupation at the bottom of the lists.</p>	<ol style="list-style-type: none"> Students write things that are important to them; turn to a partner and identify one thing of importance. Students comment and/or provide other examples. Students provide and discuss responses. Students work with partner from Step 1 and complete the activity sheet. Volunteers share one item of importance from their lists. <p>Assessment: Students select an item of importance and relate it to an occupation or career and write the item and the related occupation at the bottom of the lists.</p>

Things of Value

Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. If we lived in India, the value of something may be determined by cattle.

We also place importance on things because they fill a need. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.

Many things of value cannot be seen or measured. Honesty is one of those. If you are honest and if you want others around you to be honest, then honesty is something you value. Things of value change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Our things of value are often different from those of our friends. This may cause conflict and you may have to make choices. For example, your friends may ask you to do something that you don't like to do or something that your parents do not approve. You will have to decide if you should be loyal to your friends or do what you feel is right. When things you value conflict with your friends, how do you decide what to do? The following activity will help you identify what is important to you.

What is Important to Me?

Name _____ Date _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

With a partner, read the following lists of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions; just understand them.

Select the three important items that you think would make the world a better place. Mark them with an "M" for "me." Then tell your partner why you chose these. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "P" for "partner." When you have discussed choices, you will introduce your partner by name to the class and explain your two or three of your partner's choices to the class (time permitting).

- | | | | |
|---------------------------|-------------------------------------|--------------------------|--------------------------------------|
| ___ religion | ___ love | ___ wisdom | ___ skill/talent |
| ___ safety | ___ loyalty | ___ children | ___ practicality |
| ___ democracy | ___ conformity | ___ financial success | ___ opportunity to work for a living |
| ___ family stability | ___ money | ___ true friends | ___ morality |
| ___ education | ___ extravagance | ___ long life | ___ power |
| ___ shelter | ___ leisure | ___ saving for future | ___ knowledge |
| ___ physical | ___ good grades | ___ individual liberty | ___ achievement |
| ___ respect for authority | ___ maturity | ___ personal growth | ___ recognition |
| ___ appearance | ___ a good environment | ___ wealth development | ___ autonomy |
| ___ honesty | ___ altruism | ___ obedience | ___ individuality |
| ___ health | ___ equality of choice | ___ initiative | ___ emotional well-being |
| ___ tradition | ___ freedom | ___ social organizations | ___ aesthetics |
| ___ justice | ___ dignity and worth of individual | ___ adequate clothing | ___ pleasure |
| ___ change | | ___ happy marriage | |
| ___ economy | | | |

Take this activity home and have one of your parent(s)/guardian(s) mark an "X" next to those they feel are most important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

WHAT DO I VALUE?

Purpose: This lesson supports students' exploration of what they value in order to make effective decisions in life.

Time Required for Lesson: 50 minutes

Grade Level: 7

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS 1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities/Self Concept

Concept: PS.1.A. Self Concept



ASCA Standards:

Personal/Social Development

- A Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B Students will make decisions, set goals and take necessary action to achieve goals.

Materials: *Things of Value* counselor sheet; *What is important to me?* activity sheet; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 7	Unit: <u>The Balancing Act</u>	Concept: PS 1.A.	 
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Completion of “What is important to Me”? Ease with which students communicate with others.

Lesson Preparation

Essential Questions: Why do people think differently?

Engagement (Hook): Does what you think matter? To whom does it matter? Why?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Reads the “Things of Value”: worksheet to the class	1. Students listen and reflect
2. Distribute the “What is Important to Me?” activity sheet and read the introductory paragraphs together.	2. Students follow along as introduction is read.
3. Ask students to find a partner and follow instructions on the worksheet.	3. Students find partners
4. Have students work with partners to complete worksheets and share ideas with each other	4. Work in pairs to complete and discuss worksheets, then share each other’s ideas with the class.
5. Ask students to take worksheet home and engage parents in this process	5. Discuss similarities and differences and what students deem important to them.

THINGS OF VALUE

Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cent, one hundred dollars, or one hundred thousand dollars. If we lived in India, the value of something may be determined by cattle.

We also place importance on things because they fill a need. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.

Many things of value cannot be seen or measured. Honesty is one of those. If you are honest and if you want others around you to be honest, then honesty is something you value. Things of value change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Our things of value are often different from those of our friends. This may cause conflict and you may have to make choices. For example, your friends may ask you to do something that you don't like to do or something that your parents do not approve. You will have to decide if you should be loyal to your friends or do what you feel is right. When things you value conflict with your friends, how do you decide what to do? The following activity will help you identify what is important to you.

WHAT IS IMPORTANT TO ME?

Name _____ Date _____

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

With a partner, read the following lists of words. Be sure that you understand each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions; just understand them.

1. Select three ideas that you think would make the world a better place. Mark them with a "WM" for "World-Me." Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "WP" for "World-Partner."
2. Go back through the list and identify 10 ideas that are important to you as an individual in everyday life. Mark those with "ED-M" for Every Day-Me. Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with an "ED-P" for "Every Day-Partner."
3. When each of you has discussed your choices, join 3 other pairs and introduce your partners by name to the group; explain of your partner's choices for the world and 3 of your partner's personal choices to the class.
4. Contribute to class conversation by volunteering to tell about ideas you and your partner have in common and those which are different. Listen for similarities and differences in others' ideas.

___ religion	___ safety	___ democracy	___ family stability
___ education	___ shelter	___ physical appearance	___ skill/talent
___ respect for others	___ dignity and worth	___ honesty	___ health
___ tradition	___ freedom	___ justice	___ change
___ economy	___ love	___ maturity	___ loyalty
___ conformity	___ money	___ extravagance	___ leisure
___ good grades	___ altruism	___ environment	___ practicality
___ a good job	___ recognition	___ individuality	___ aesthetics
___ equality of choice	___ autonomy	___ pleasure	___ achievement
___ wisdom	___ morality	___ knowledge	___ power
___ children	___ social equity	___ financial success	___ true friends
___ long life	___ community work	___ saving for future	___ faith
___ individual liberty	___ personal growth	___ diverse friends	___ happy marriage
___ obedience	___ initiative	___ social organizations	___ adequate clothing
___ wealth	___ charity/service to others	___ emotional well- being	___ opportunity to work for a living

Take this activity home and have one of your at-home-adults mark an "X" next to those he or she thinks are most important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

IN MY OWN WORDS

Purpose: This lesson enhances individual development by helping each student to become more comfortable with his or her communication skills.

Time Required for Lesson: 50 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development (PS)

Big Idea: PS 2 Interacting With Others in Ways that Respect Individual and group Differences

Concept: PS.2.A. Quality relationships.

ASCA Standards: Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials: Pens or pencils; “Wish List” worksheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-8

Unit: What Do Skills Have to Do With It?

Big Idea: PS 2. A



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Performance activity, question/answer, and discussion as built into the lesson.

Lesson Preparation

Essential Questions: How comfortable are you communicating with others?

Engagement (Hook): I understood you to say....

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Photocopy and cut the “Wish List” counselor sheet into individual strips.	1. N/A
2. Place strips into a bag or box labeled “Wishes.”	2. N/A
3. Have students sit in a circle or another comfortable format.	3. Students find a place to sit within the chosen format.
4. The question is asked, “Do you find it hard or difficult to tell others how you feel?”	4. Students respond to the question and note similarities and differences.
5. Ask students to draw one wish without looking at what it is.	5. Students draw one wish without looking at it.
6. Students are asked to complete his or her wish statement.	6. Students complete his or her wish statement.
7. Discuss the experience and have students share his or her feelings.	7. Students discuss and share their feelings.

Wish List

<i>If I had two million dollars, I would...</i>	<i>If I were President of the United States, I would...</i>
<i>If I were an astronaut, I would...</i>	<i>If I could have a huge party, I would...</i>
<i>If I lived in Hawaii, I would...</i>	<i>If I had a 1,000 acre horse ranch, I would...</i>
<i>If I were a teacher, I would...</i>	<i>If I could program all TV, I would...</i>
<i>If I could fly, I would...</i>	<i>If I had season tickets to any sport, I would...</i>
<i>If I could speak all languages, I would...</i>	<i>If I owned a department store, I would...</i>
<i>If I were a rock star, I would...</i>	<i>If I could change my appearance, I would...</i>
<i>If I could compete in the Olympics, I would...</i>	<i>If I had control over the weather, I would...</i>
<i>If I could read people's minds, I would...</i>	<i>If I were the other gender, I would...</i>
<i>If I could clone people, I would...</i>	<i>If I could have any career, I would...</i>
<i>If I were a world-class surgeon I would...</i>	<i>If I could go anywhere, I would...</i>
<i>If I were a fashion model, I would...</i>	<i>If I could live for as long as I like, I would...</i>

GETTING ALONG WITH SIBLINGS

Purpose: This lesson helps students understand how to improve relations with siblings

Time Required for Lesson: 40 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development (PS)

Big Idea: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Concept: PS.2.A. Quality relationships

ASCA Standards

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-8

Unit What Do Skills Have to Do with It?

Concept: PS 2.A



Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: recognize and solve problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English
	Mathematics	
X	Social Studies	6. Relationship of individual and groups to institutions/cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Each student shares one way to avoid solve and/or avoid conflict with siblings.

Lesson Preparation

Essential Questions: How do you respond to those with whom you disagree?

Engagement (Hook): Ask: Do you meet others half-way? Do you practice meeting your siblings half-way?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Ask students to share problems they experience getting along with siblings and/or others. List those problems on the board.	1. Students share problems they experience getting along with siblings and/or others.
2. Ask students to select one problem listed on the board and write a short paragraph that suggests ways to resolve the problem.	2. Students select a problem and write a short paragraph suggesting ways to resolve conflict.
3. Encourage students to share their paragraphs and discuss suggested ways to solve problems.	3. Students volunteer to share their written statement and discuss suggested ways to resolve a problem.
4. Ask for volunteer to engage in role play with suggested problems and discuss ways to resolve problems	4. Students volunteer to engage in role play and discuss ways to resolve a problem.

BELIEVING IN ME

Purpose: Through effective goal-setting, students learn to plan ahead for personal success and develop self-confidence.

Time Required for Lesson: 30 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS 2 Interacting with Others in Ways That Respect Individual and Group Differences

Concept: B. Respect for Self and Others

ASCA Standards: Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

Materials: Pens/Pencils; *My Life Goals* activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-7 **Unit:** Respect: What It Means To You (&Me) **Concept PS 2. B**



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems. 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students write three short-term goals and three long-term goals for the semester and/or year. Students explain how planning ahead can be an advantage and improve confidence.

Lesson Preparation

Essential Questions: Why is setting goals important? What are disadvantages of not setting goals?

Engagement (Hook): What immediate goals do you have? What future goals do you have?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. List activities (include setting goals) that build confidence in people on the board and discuss.	1. Students engage in discussion and suggest other things that build confidence.
2. List components of goal setting (planning ahead, setting attainable goals, and reaching short-term and long-term goals) on the board and discuss.	2. Students listen and discuss the components and give personal examples.
3. Distribute and ask students to complete “My Life Goals” activity sheet. Discuss how short and long-term goals and how they can foster building confidence.	3. Students complete worksheet and share at least two short-term and two long-term goals.

THE PRESENT: SHORT-TERM GOALS

I Plan to:

1. _____
2. _____
3. _____
4. _____
5. _____

The Future: Long-term goals

I plan to:

1. _____
2. _____
3. _____
4. _____
5. _____

COMMUNICATION—BRIDGE TO A BETTER UNDERSTANDING

Purpose: This lesson provides students with basic communication skill of “I” messages and encourages them to replace “You” messages with “I” messages when communicating with adults (e.g., parents, guardians, teachers or work supervisors).

Time Required for Lesson: 50 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS 2: Interacting With Others in Ways That Respect Individual and Group Differences

Concept: B. Respect for self and others.

ASCA Standards

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-8	Unit: <u>What It Means to You (& Me)</u>	Concept: PS 2.B		
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Observation of students engaged in role play. Students provide a verbal discussion of one way he or she successfully communicates with others

Lesson Preparation

Essential Questions: What does the word “communication” mean to you?

Engagement (Hook): You’re speaking, but are you listening to parents, guardians, or authority figures this week?

Procedures

Professional School Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> Say: Raise your hand if you had difficulty communicating with an adult or adults (e.g., parents, guardians, teachers or work supervisors) this week. Ask students to identify situations involving a block in communication. Caution students describe situation objectively without assigning blame. List situations on the board. 	<ol style="list-style-type: none"> Students raise hands to acknowledge difficulty communicating with adults this week. Students provide instance of communication problems and discuss reasons for them

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
3. Encourage students to determine essential ingredients for good communication. Emphasize the difference between “I” and “you” statements. Read the following statements: a) “you never do anything I tell you to do. You are so irresponsible,” b) “Matt, I get really frustrated when you don’t do what I ask.”	3. Students discuss how awareness of “I” and “You” statements contribute to better communication.
4. Select a situation previously suggested by a student. Ask volunteer students to role-play the situation using “I” and “You” statements.	4. Students volunteer for role playing.
5. Summarize observations and ask for feedback from group members regarding the success (or lack of success) of their communication during role plays.	5. Students contribute to discussion about their role-playing situations and how “I” and “You” statements contributed to successful communication.

TURNING OFF THE HEAT

Purpose: This lesson teaches student how to diffuse conflict situations through the use of “I” messages as a way to understand the conflict and find solutions.

Time Required for Lesson: 30 minutes

Grade Level: 6-8

Missouri Comprehensive Guidance Strand: Personal and Social Development

Big Idea: PS. 2 Interacting with Others in Ways That Respect Individual and Group Differences

Concept: PS.2.C. Coping Skills

ASCA Standards: Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

(Grade 6-8) Conflict Resolution: I Am Part of the Solution! Concepts: PS 2.3 C  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problem 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop/apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students will list three ways to remove themselves from conflict

Lesson Preparation

Essential Questions: What skills do we have to avoid conflict?

Engagement (Hook): Are you willing to “turn off the heat?”

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Explain the role of leadership or peacemaker in solving a conflict. Someone has to exercise leadership and “turn off the heat.”	1. Students listen description of “turn off the heat”
2. Ask students to share their experiences as leaders or peacemakers in “turning off the heat” with siblings and/or peers	2. Students share and discuss personal experiences in “turning off the heat”
3. Describe the word “diffuse.” List the components of the diffusing technique: a) using empathy, b) giving “I” messages, c) saying “no” to the conflict, d) giving a new idea or alternate possible solutions.	3. Students listen and ask questions regarding the word “diffuse.”
4. Define empathy as the ability to convey an understanding of another’s feelings. Ask why it is important to be able to convey this knowledge. Suggest that it helps when a person feels understood and opens communications.	4. Students respond and discuss empathy and why it is important
5. Explain that an “I” message is a way to tell how you feel about something in a way that is clear and personal. Demonstrate an “I” message; ask students to volunteer give an “I” messages. Ask why “I” messages may be more effective than “you” messages.	5. Student volunteer examples of “I” messages and discuss why “I” messages are more important than “you” messages.
6. Give examples of how to say “no” in a conflict: a) change the subject b) use humor, 3) ignore d) return the challenge (put the person’s argument back on them) e) make an excuse. Give examples of each and elicit other samples from the class.	6. Students provide other examples of using “no” in a conflict and discuss the importance of “no” in diffusing conflict.
7. Explain that when a person uses empathy, gives “I” messages, and suggests that a compromise be reached, it puts the burden on the other person to also become reasonable.	7. Students apply the diffuse technique to past or potential conflicts and discuss the importance of the technique.