

Academic Domain Lessons/Activities
Grade 1

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 1	Estimated Time: 30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.1.1 Improve Academic Self-concept.	
Specific Knowledge: Describe ways to be a positive learner	
Materials: crayons and paper Filmstrip, “Amelia Bedelia.” Random House, 1973, (Grand Forks Public School Number 6573-3) Alternative materials: What Have You Done Davy? By ?????	
Activity: Show filmstrip, “Amelia Bedelia” and discuss The students will draw a picture that has mistake in it, such as a missing chair leg or someone using unacceptable behavior Have the student share his/her picture with the class and have classmates identify his/her mistakes. Assemble the pictures into a class booklet.	
Source: Fargo Public Schools	
Suggested Assessment:	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 20-30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.1.3 Achieve School Success	
Specific Knowledge: Apply classroom rules	
Materials: Piggy Monday by Suzanne Bloom Alternative materials: Me First by Helen Lester	
<p>Activity: Introduce book <u>Piggy Monday</u> Counselor Ask: What does it mean to be called a “pig”? What are manners?</p> <p>Read Book</p> <p>Divide students into cooperative groups for discussion of book.</p> <p>Ask a question and allow each group to discuss Call on one group to give answer</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - What rule did Tommy break? - What happened when Stevie wiped his sleeve on his face? - What other school rules were broken by the students? - What is the rule for being polite with doors? - What are three words (phrases) that show good manners? <p>Repeat last paragraph of book to students and have them say together. “Manners are like magic: Whether you’re small or big, be sure to always use them, s you won’t become a pig”</p>	
Source:	
Suggested Assessment: Question/Discussion	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 20-30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.1.2 Acquire Skills for Improving Learning	
Specific Knowledge: Demonstrate working cooperatively	
Materials: The Crayon Box that Talked by Shane Derlof	
Activity: Read <u>The Crayon Box that Talked</u> Discuss how working together helps us get work done Ask students to work in small groups. Each student selects one crayon from a box of crayons Student may use only the crayon they selected Each group works cooperatively to draw and color a picture of their choice. <i>Variations</i> <ul style="list-style-type: none">• Each student may one draw a certain shape (circle, square, triangle)• Work in small groups to each do one part of making a peanut butter and jelly sandwich	
Source:	
Suggested Assessment: Finished project	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 20-30 minutes
Standard Addressed: 2A Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
Benchmark Addressed: 2A.1.1 Plan to Achieve Goals	
Specific Knowledge: Demonstrate Asking Questions	
Materials: Study Skills II – Session II	
Activity: Review Story Questioning squirrel page Design Activity: Create two sets of cards one with incomplete designs or pictures and one that are complete pictures (Ex. Half a flower, stem and leaves – no petals) <ul style="list-style-type: none">- Teacher has the deck of cards that are completed pictures or words- Another deck contains unfinished cards- Student draws a card from the unfinished pictures and asks questions until they can complete their picture.	
Source: Study Skills II by JoAnn Cooper and Arden Martenz	
Suggested Assessment: Completed classroom activity	
Other Curricular Integration:	

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Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.1.1 Improve Academic Self-concept	
Specific Knowledge: Describe ways to be a positive learner	
Materials: sentence strips, garbage can Alternative materials: United Streaming Video “Yes I Can” Building Self-esteem with Koala Roo Can Do by Laura Fendel Marco “Study Skills I”	
Activity: Counselor says: <ul style="list-style-type: none"> - Today we’re going to play the “Attitude Game.” - I will need a helper to bring me the container we put garbage in... - What is this? (garbage can) - What’s garbage? (stuff we don’t want anymore) - What do you do with garbage? (throw it away) - Do you ever eat garbage? - What would happen if you did? (you would get sick) Counselor says: Some people put garbage in their own – I call that “Garbage Thinking” They use garbage words: “I can’t,” “I’m stupid,” “No one likes me” Let’s see if you know what Garbage Thinking is compared to what good (positive) thinking is... Show the sentence strip Counselor says: Read it together and give me a thumbs up for good thinking and a thumbs down for Garbage Thinking (crumple up the garbage thinking strip and throw it in the garbage can) Discuss who will do better at school – the garbage thinker or the good thinker <i>If possible view the United Streaming video “Yes, I Can.”</i>	
Source:	
Suggested Assessment: class discussion	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.1.3 Achieve School Success	
Specific Knowledge: Identify positive academic character traits	
Materials: CD with a positive working song, raw potato, CD player	
<p>Activity: Counselor asks: What would be behaviors that they could do that would make learning positive (Positive Academic Character Traits). List them on the board (students might identify items such as the classroom rules, coming to school on time, being a good listener, turning library books in on time, completing homework, using nice handwriting, being quiet when working, waiting your turn, etc.)</p> <p>Play the hot potatoes game. When the music stops, whoever is holding the potatoes has to identify one of the positive characteristics that they try to do themselves</p>	
Source:	
Suggested Assessment: class list of positive academic characteristics	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 20-30 minutes
Standard Addressed: 3C Students will understand the relationship between personal qualities, education and training and the world of work.	
Benchmark Addressed: 3C.1.1 Acquire Knowledge to Achieve Career Goals	
Specific Knowledge: Describe personal qualities important to getting along with others	
Materials: “Do We Go to Your School?” paper puppets and story Additional materials: “I Can Get Along With Others” worksheet	
<p>Activity:</p> <p>Using stick puppets and story read “Do We Go to Your School?”</p> <p>Classroom discussion of negative character traits exhibited in the story. What would be the positive trait for each of the characters?</p> <p>Quiz students by asking questions and having them identify which character might do that. Ex: Who would grab the good markers all for himself? (greedy green)</p>	
Source:	
Suggested Assessment: Oral quiz	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 1	Estimated Time: 20-30 minutes
Standard Addressed: 1C Students will develop the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
Benchmark Addressed: 1C.1.1 Develop Career Awareness	
Specific Knowledge: Describe the work of school personnel and community workers	
Materials: ABC's of Occupations	
Activity: Make overhears of each letter of the alphabet from the ABC's of occupations. Use the overhead and have the students find the occupations and the hidden pictures that go along with the occupations.	
Source: Career Critters (Marco) NDCRN (North Dakota Career Resource Network)	
Suggested Assessment: Students will pick tools or hats from the picture table that go along with the occupations on the overhead	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 60 minutes
Standard Addressed: 1C Students will develop the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
Benchmark Addressed: 1C.1.1 Develop Career Awareness	
Specific Knowledge: Describe the work of school personnel and community workers	
Materials: strips of paper suitable for attaching to walls, paints, markers, crayons	
<p>Activity:</p> <p>Attach long strips of paper around the walls for students to develop a mural of workers.</p> <p>Have each student create a picture of someone he/she knows who works</p> <p>Draw the worker according to the way her/she looks at work with the kind of clothing, tools, etc., that are necessary for the job</p> <p>Have the students tell about the person in the picture</p> <p>(You can also use a digital camera to take pictures of school personnel and attach them to strips. Have students also draw pictures of the photos)</p>	
<p>Source: Fargo Public Schools take from ... Eddy Arlene and Vera Gierman. <u>Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education.</u> (Activity Book)</p> <p><u>Occupations digest, Children's Dictionary of Occupations.</u> (VSC)</p>	
Suggested Assessment: Students illustrate a worker they know in an occupation setting and describe their picture to the class.	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	
Benchmark Addressed: 1P.1/S.1 Acquire Self Knowledge	
Specific Knowledge: Demonstrate appropriate relationship skills	
Materials: Friends Afloat by Eliza Rosenbaum	
<p>Activity:</p> <p>Discuss what it means to be a friend, and what do we need to do to get along with others?</p> <p>Read – <u>Friends Afloat</u></p> <p>Discuss ion cooperation and ways we show we are cooperating.</p> <p>Play “Musical Teamwork.” Divide class into 2 teams. Place rope on the floor in two circles. Have them stand outside the circle. Start music and have students walk around outside of circle, stop music – ALL team members must fit inside the circle. Continue a couple more times – each time making the circle smaller.</p> <p>Discuss how they had cooperated.</p>	
Source:	
Suggested Assessment: Evaluate activity and how well they cooperated	
Other Curricular Integration:	

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Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	
Benchmark Addressed: 1P.1/S.1 Acquire Self Knowledge	
Specific Knowledge: Identify similarities and differences between people	
Materials:	
<p>Activity: Introduce – People are Different...Hearts are the Same</p> <p>Brainstorm with students (on two large heart cut outs) ways students are the same and ways students are different.</p> <p>Read book to reinforce concept of differences and similarities</p> <p>Discuss with students how to celebrate/respect differences in others.</p> <p>Play song “This World is A Rainbow” during the activity Create paper chain of people illustrating differences in appearance, clothing, etc. Display student work with heading, “People Are Different, Hearts Are the Same”</p> <p>Possible book choices: <u>Amazing Grace</u> by Mary Hoffman <u>Whoever You Are</u> by Mem Fox <u>Why Are People Different</u> by Barbara Shook Hazen</p>	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

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Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	
Benchmark Addressed: 1P.1/S.1 Acquire Self Knowledge	
Specific Knowledge: Identify and express feelings	
Materials: Today I Feel Silly by Jamie Lee Curtis	
Activity: Read <u>Today I Feel Silly</u> Sit in a circle Toss a ball to one child in the circle. Tell the child to express (show) a feeling of their choice/ Others watch and determine what feeling is being expressed. Child tosses ball to one of the children who is raising his/her hand to answer If answer is correct that student's turn is next Discuss how we express our feelings in appropriate ways versus inappropriate ways Ask student to role play appropriate ways to express feelings in school situations.	
Source:	
Suggested Assessment: Draw a picture of someone showing a chosen feeling and ask them to write a sentence about the feeling.	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 1	Estimated Time: 25-30 minutes
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.1/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Know strategies for getting to and from school safely	
Materials: board and markers	
<p>Activity:</p> <ul style="list-style-type: none"> - Review how proud children do a good job protecting themselves. - Review the definition of safe. Safe – to stay away from danger and not get hurt. - Review the colors on the ‘Stoplight’ sheet. - Ask the students what they have learned at home about crossing the street. Talk about crossing at intersection, waiting for the ‘Walk’ sign, looking both ways and not crossing a busy street without an older person to help them. - Take the students outside (you can do this in the room also) and have them practice crossing the street. Tell the class where the imaginary street is. Have students pretend to be cars. Let each practice looking both ways before the cross the imaginary street. - Bring the students inside. - Tell the students that we are now going to talk about keeping yourself safe from strangers. The things we are going talk about are not meant to scare you. You will be safer after this unit than you are right now because you will know ways to protect yourself. Most adults are nice people and are kind to children. There are some adults you need to stay away from. Ask for a volunteer who doesn’t mind if you pick them up. Pick the volunteer up and walk away with them. Ask students if they think a stranger would do that. A stranger wouldn’t do that because they don’t want to bring attention to themselves. - Inform the students that strangers rarely pick kids up but try to trick them. Ask the students if they know ways strangers try to trick kids: Your parents told me to pick you up. Will you help me find my kitty? Do you want some candy? - Do a role-play where you are a stranger and try to trick the students. - Tell the students that next week we will talk about more ways they can protect themselves. 	
Source: http://mis.spps.org/counselors/k_safety_less2.html	
Suggested Assessment:	

Other Curricular Integration:

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 1	Estimated Time: 20-30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and personal skills to help them understand and respect self and others.	
Benchmark Addressed: 1P.1/S.1 Acquire Self-Knowledge	
Specific Knowledge: Demonstrate an understanding of one's uniqueness.	
Materials: I AM A STAR!, Worksheets, crayons, and markers	
Activity: The students will complete the "I AM A STAR!" booklet with the attached pages. The students will draw their own pictures after discussion is held regarding their uniqueness. After the pages are done the students can pair up, share their pages with a partner, then their partner can share 1 piece of unique information with the rest of the class.	
Source: N/A	
Suggested Assessment: completed worksheets	
Other Curricular Integration: N/A	

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Grade Level: 1	Estimated Time: 20 minutes
Standard Addressed: 2P/S Students will make decisions, set goals, and take necessary actions to achieve goals.	
Benchmark Addressed: 2P.1/S.1 Self-Knowledge Application	
Specific Knowledge: Identify choices that are made daily.	
Materials: Worksheet – “Choices I Get to Make”	
Activity: <ul style="list-style-type: none">- Read an age appropriate story of your choice that has to do with making choices- Brainstorm choices that students make everyday- Have students complete their own or do it collectively with the counselor reading statements and student and sitting to yes/no questions.	
Source: Mary Blumhagen	
Suggested Assessment:	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 1	Estimated Time: 30 minutes
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.1/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Distinguish the differences between substances that are helpful and harmful to physical health.	
Materials: Pictures of items that are healthy, pictures of items that are harmful (or actual items if not really large) *Delbert, trash can	
Activity: <ul style="list-style-type: none"> - Create a large face from a big piece of poster board, make eyes, nose, and a really big mouth with opening cut out. Attached a bag behind the open mouth. - Discuss things that are healthy for us the taste or smell and things that are not - Let each child draw a picture (one at a time) from bag. That child shows the picture to the group and decides if it is healthy or unhealthy. - If it is healthy the child says “Delbert, go ahead and eat it” then the child puts the item in Delbert’s mouth (into the attached bag). - If unhealthy the child says, “Delbert, don’t do it!” - The child throws the picture in the “trash” - United Streaming Video – “Drugs and Alcohol Series for Children: Happy, Healthy, Drug Free Me” – Part one 10 minutes 	
Source: North Dakota Prevention Resource Center (free materials)	
Suggested Assessment: Evaluate activity and if the child can distinguish healthy from unhealthy	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	
Benchmark Addressed: 1P.1/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Identify choices that affect others.	
Materials: Heartprints by P.K. Hallinan	
<p>Activity:</p> <ul style="list-style-type: none"> - Discuss the meaning of kindness, the “Golden Rule” and how it feels when children and adults are kind to you - Talk about making the choice of being kind and how that affects others. - Show students a paw print picture – ask what is this? - Repeat with a footprint picture, a hand print picture and finally a heart print picture - Let kids know that when they are kind they leave heart prints behind - Ask students to get all of their fingers ready to count acts of kindness - Read <u>Heartprints</u> - At the board record all of the acts of kindness that students can remember - Let the students know they will now show how they will treat others with kindness - Hand out activity sheet – allow student time to write/draw kind acts they will complete <p>Additional resources: <u>It Wasn't My Fault</u> by Helen Lester <u>When I Feel Angry</u> by Spelman United Streaming - “I’m Telling! A Tattlers Take” Video – Staying Out of Trouble</p>	
Source: West Fargo Public Schools	
Suggested Assessment: Activity sheet (see attached)	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 1	Estimated Time: 30 minutes
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.1/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Know how to say no to negative/harmful situations (stranger danger and substances).	
Materials: Child Lures Safety Program	
Activity: <ul style="list-style-type: none"> - The Child Lures Safety Program can be taught in many 15 minute lessons, 1 hour, or 1-2 week presentations. - Community resources people may be used also to present the information and practice the role plays (social workers, police officers, etc.) - Students are taught to recognize, trust and follow their instincts about people and situations; recognize personal boundaries and acknowledge who may be helpers. - Role plays pertaining to abductions, abuse and luring children to what they would not normally do are acted out. - Children practice safety skills. 	
Source: Questions – call 1-800-552-2197 (http://www.childluresprevention.com) Child Lures Prevention, 5166 Shelburne Road, Shelburne, VT 05482	
Suggested Assessment: Class discussion	
Other Curricular Integration:	

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Grade Level: 1	Estimated Time: 2 – 30 minute lessons
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.1/S.1 Acquire Personal Safety Skills	
Specific Knowledge: 3P.1/S.1 Know how to say no to negative/harmful situations	
Materials: Fishing pole and lure, role play cards, props for each role play listed below, video “Who Do you Tell?” (11 min), review scenarios	
Activity: People are like weather. Good people are like good weather. Bad people are like bad weather. How do we protect ourselves in bad weather? What is the weather like most of the time – Safe or Unsafe? Safe. What are most people like? Nice and safe. But we need to know how about the few bad people too, so today we’ll learn how to protect ourselves from bad people. <u>Recognizing Instincts:</u> What are instincts? Feelings we have inside which tell us to act in certain ways. One thing they do is warn us about danger. What do you think of when you hear a fire truck, a police car or an ambulance siren? Something is wrong, someone is hurt, someone is in danger When we get that warning feeling, where do we feel it? (stomachache, lump in throat, thought going across the head, feel like running, shaky) Instincts are our own personal sirens. They are like yellow traffic lights that tell us to what? Slow down, be cautious. Have you ever met anyone that made you feel comfortable? Have you ever felt uncomfortable without knowing why? Your siren and instincts are warning you. <u>Fishing Pole – Lures:</u> How many of you like to fish? What do you use to catch fish? A lure (bait). Today we are going to learn the tricks that some people use to lure children away from safety. We will learn some rules to protect yourself from “bad weather people” who may try to lure you into dangerous situations. We have fire drills to protect us from fires, and tornado drills to protect us from tornadoes. We don’t expect that you will run into “bad people”, but in case you do, we will have practiced how to keep ourselves safe. <u>Rules:</u> We have three rules that we like to teach that tell us what to do if our sirens go off, and warn us that something is not right. They are: SAY NO	

GET AWAY
TELL A HELPER

Practice saying no with strength and loudness. When might it be hard to say “No” to someone?

Talk about walking, hopping, driving, jumping, running away.

Show the video: “Who Do You Tell?”

Identify the helpers: parents, counselors, friends’ parents, any adult

Role plays on different types of lures.

Props: Assistance Lure – puppy picture, dog leash, stack of books

Remember: Adults can ask other adults for help
Always stay in the location where your parents/child care workers know you to be.

Home Alone Lure – police badge

Remember: You don’t have to answer the door.
Call a neighbor or parent.
Lock the doors.
Do not tell him/her that your parents are not home.

Bribery Lure – burger container, or cassette player

Define bribe: when something, such as money or a favor is offered to get someone to do something they would not normally do
What bribes do we get for doing good things? Has anyone ever bribed you to do something that you know you should not do?

Ego/Fame Lure – contract

After the role play, ask these questions: What is the lure? \$ and fame
Remember: Don’t go anywhere without your parents knowing.
Parents would have to be a part of this kind of contract; a person would not come and take a child for something this important without their parent.

Emergency Lure – picture of ambulance or emergency vehicle

After the role play, ask these questions: “Could these really happen? (Yes, emergencies are a part of life) “What should you do if someone tells you there is an emergency in your family?” (don’t panic, run home to make sure there is an emergency, ask someone you trust for help – such as a neighbor, teacher or relative, call 911 if necessary) “Who would be responsible for you if your parents were in trouble?”

Fun & games Lure –rope

Remember: If your sirens are going off, then follow the rules.
Don’t play games that don’t seem safe. What could some other unsafe games be?

Job Lure – cash

Remember: Get permission from your parents first.
Don’t go into anyone else’s house without your parents knowing. Practice saying, “I’ll wait outside.”

Name Recognition Lure – sweatshirt or lunch box with name on it

After the role play, ask these questions: “How did that person know my name?” (name on shirt or lunch box) “What other items may children

have with their name on them? (clothing, backpack, lunch box, sports equipment) If you need to mark belongings, put your name where it will not be easily seen.

Playmate/Companion Lure

In this lure, one child lures other children to come with – the adult doesn't lure the extra children.

After the role play, ask: "Should you ever leave without telling the person in charge?" "What could happen?" "What if your friend is doing something wrong, and doesn't want to quit, what should you do?"

Threats & Fear Lure

Remember: If someone is threatening you, you should run, scream and make a lot of commotion, because bad people don't want to get caught.

Practice running away and yelling, "Help!"

Drug Lure – white and green breath mints

Remember: If you do not know what it is, or if something seems strange that they are wanting you to take it, there is probably a good reason not to.

If someone is having to talk you into taking it, it may not be good for you.

Suggested Assessment: Role plays and review scenarios

Other Curricular Integration:

Role Play:

Assistant Lure

Imagine we are in the park. With a picture of a puppy, approach the students and ask if they could help me find my lost puppy.

Home Alone Lure

Kids are in the house. Someone approaches the house, and he/she does not look familiar, and knocks on the door. What if they say they are the police or he/she shows you a badge?

Bribery Lure

A man on the school playground offers you a cassette player if you'll come off the school grounds and talk with him. OR

A total stranger promises you a free hamburger if you'll get in her car and show her the way to a fast food restaurant.

Fame Lure

You are going to be famous! I want to make you a star! I'd like for you to be in my TV commercial. You'll get \$500 every time it airs! Come on! Let's go to my office right now and write up the contract! You don't need to tell your parents where you're going, we'll be right back! Hurry up, let's go!

Emergency Lure

Your mother was in a car accident and I'm here to take you to the hospital. OR

Your dad is really sick – come with me. I will take you to the hospital. OR

Your house is on fire! Hurry and come with me!

Fun and Games Lure

Invite the group to play a rope game with you. Convince them to let them tie you up.

Job Lure

You are riding your bicycle on a weekend afternoon, and a neighbor asks if you would help move some boxes from his car to his basement. It will only take an hour or so, and he'll pay you \$25 for it. What should you do?

Name Recognition Lure

Hello _____! I haven't seen you since you were 3 years old. Oh, you probably don't remember me, but I'm an old friend of your family's. In fact, I'm going over to your house right now. Would you like a ride?

Playmate/Companion Lure

Instruct a student to come in the hallway with you. Then have them go and bring another student(s) out in the hall also.

Threats and Fear Lure

You are approached by a man in a car who says, “Get in this car, or I’ll hurt your dog!”

Drug Lure

“Hey, do you want some of this? It will make you feel really good if you try it.” Keep pressuring to take it.

Review Scenarios

1. Charlie is offered a job doing chores around the house of an older man. The man promises to pay Charlie well, but tells him not to tell his parents about the job? What should Charlie do?

Charlie should tell the man he cannot accept the job. Remember, whenever someone – especially an adult—tells you to keep a secret from your parents, it should set off your personal siren.

2. A person in a suit offers to put Rita in a TV commercial. All she has to do is tell why she likes pizza. The man says she will make \$300 and tells her to come with him right now. He says he can't wait. What should Rita do?

She should firmly state that she can't go with him until she talks to her parents. Her parents will make sure the offer to be in a commercial is for real. If this were a real offer, the business person would be willing to wait.

3. A man Bernard doesn't know, calls out his name. The man asks for directions to a restaurant, then asks Bernard if he would like to come for pizza, soda, and ice cream. Is it okay for Bernard to go with the man?

Bernard should not go with the man just because he knows his name. Bernard should get to safety and tell a trusted adult and the police. Remember how easy it is to find out someone's name. Kids should always get permission from parents before going anywhere with anyone.

4. Michael's neighbor asks for help carrying bags of groceries from his car to his house. The neighbor wants to pay Michael for his help and asks him to step into another room where his wallet is. What should Michael do?

He should politely state that he is not allowed to enter and should leave immediately.

5. Caroline is at the playground with some friends. A woman runs up to her and says that Caroline's grandmother was just taken to the hospital. She asks Caroline to come quickly. What should Caroline do?

Caroline should run or call home to see if her grandmother is really in the hospital.

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Specific Knowledge: 3P.1/S.1 Know how to say no to negative/harmful situations	
Materials: Fishing pole and lure, role play cards, props for each role play listed below, video “Who Do you Tell?” (11 min), review scenarios	
<p>Activity:</p> <p>People are like weather. Good people are like good weather. Bad people are like bad weather. How do we protect ourselves in bad weather? What is the weather like most of the time – Safe or Unsafe? Safe. What are most people like? Nice and safe. But we need to know how about the few bad people too, so today we’ll learn how to protect ourselves from bad people.</p> <p><u>Recognizing Instincts:</u> What are instincts? Feelings we have inside which tell us to act in certain ways. One thing they do is warn us about danger.</p> <p>What do you think of when you hear a fire truck, a police car or an ambulance siren? Something is wrong, someone is hurt, someone is in danger</p> <p>When we get that warning feeling, where do we feel it? (stomachache, lump in throat, thought going across the head, feel like running, shaky)</p> <p>Instincts are our own personal sirens. They are like yellow traffic lights that tell us to what? Slow down, be cautious.</p> <p>Have you ever met anyone that made you feel comfortable? Have you ever felt uncomfortable without knowing why? Your siren and instincts are warning you.</p> <p><u>Fishing Pole – Lures:</u> How many of you like to fish? What do you use to catch fish? A lure (bait). Today we are going to learn the tricks that some people use to lure children away from safety. We will learn some rules to protect yourself from “bad weather people” who may try to lure you into dangerous situations. We have fire drills to protect us from fires, and tornado drills to protect us from tornadoes. We don’t expect that you will run into “bad people”, but in case you do, we will have practiced how to keep ourselves safe.</p> <p><u>Rules:</u> We have three rules that we like to teach that tell us what to do if our sirens go off,</p>	

and warn us that something is not right. They are: SAY NO
GET AWAY
TELL A HELPER

Practice saying no with strength and loudness. When might it be hard to say “No” to someone?

Talk about walking, hopping, driving, jumping, running away.

Show the video: “Who Do You Tell?”

Identify the helpers: parents, counselors, friends’ parents, any adult

Role plays on different types of lures.

Props: Assistance Lure – puppy picture, dog leash, stack of books

Remember: Adults can ask other adults for help
Always stay in the location where your parents/child care workers know you to be.

Home Alone Lure – police badge

Remember: You don’t have to answer the door.
Call a neighbor or parent.
Lock the doors.
Do not tell him/her that your parents are not home.

Bribery Lure – burger container, or cassette player

Define bribe: when something, such as money or a favor is offered to get someone to do something they would not normally do
What bribes do we get for doing good things? Has anyone ever bribed you to do something that you know you should not do?

Ego/Fame Lure – contract

After the role play, ask these questions: What is the lure? \$ and fame
Remember: Don’t go anywhere without your parents knowing.
Parents would have to be a part of this kind of contract; a person would not come and take a child for something this important without their parent.

Emergency Lure – picture of ambulance or emergency vehicle

After the role play, ask these questions: “Could these really happen? (Yes, emergencies are a part of life) “What should you do if someone tells you there is an emergency in your family?” (don’t panic, run home to make sure there is an emergency, ask someone you trust for help – such as a neighbor, teacher or relative, call 911 if necessary) “Who would be responsible for you if your parents were in trouble?”

Fun & games Lure –rope

Remember: If your sirens are going off, then follow the rules.
Don’t play games that don’t seem safe. What could some other unsafe games be?

Job Lure – cash

Remember: Get permission from your parents first.
Don’t go into anyone else’s house without your parents knowing. Practice saying, “I’ll wait outside.”

Name Recognition Lure – sweatshirt or lunch box with name on it

After the role play, ask these questions: “How did that person know my

name?” (name on shirt or lunch box) “What other items may children have with their name on them? (clothing, backpack, lunch box, sports equipment) If you need to mark belongings, put your name where it will not be easily seen.

Playmate/Companion Lure

In this lure, one child lures other children to come with – the adult doesn’t lure the extra children.

After the role play, ask: “Should you ever leave without telling the person in charge?” “What could happen?” What if your friend is doing something wrong, and doesn’t want to quit, what should you do?”

Threats & Fear Lure

Remember: If someone is threatening you, you should run, scream and make a lot of commotion, because bad people don’t want to get caught.

Practice running away and yelling, “Help!”

Drug Lure – white and green breath mints

Remember: If you do not know what it is, or if something seems strange that they are wanting you to take it, there is probably a good reason not to.

If someone is having to talk you into taking it, it may not be good for you.

Suggested Assessment: Role plays and review scenarios

Other Curricular Integration:

Role Play:

Assistant Lure

Imagine we are in the park. With a picture of a puppy, approach the students and ask if they could help me find my lost puppy.

Home Alone Lure

Kids are in the house. Someone approaches the house, and he/she does not look familiar, and knocks on the door. What if they say they are the police or he/she shows you a badge?

Bribery Lure

A man on the school playground offers you a cassette player if you'll come off the school grounds and talk with him. OR

A total stranger promises you a free hamburger if you'll get in her car and show her the way to a fast food restaurant.

Fame Lure

You are going to be famous! I want to make you a star! I'd like for you to be in my TV commercial. You'll get \$500 every time it airs! Come on! Let's go to my office right now and write up the contract! You don't need to tell your parents where you're going, we'll be right back! Hurry up, let's go!

Emergency Lure

Your mother was in a car accident and I'm here to take you to the hospital. OR

Your dad is really sick – come with me. I will take you to the hospital. OR

Your house is on fire! Hurry and come with me!

Fun and Games Lure

Invite the group to play a rope game with you. Convince them to let them tie you up.

Job Lure

You are riding your bicycle on a weekend afternoon, and a neighbor asks if you would help move some boxes from his car to his basement. It will only take an hour or so, and he'll pay you \$25 for it. What should you do?

Name Recognition Lure

Hello _____! I haven't seen you since you were 3 years old. Oh, you probably don't remember me, but I'm an old friend of your family's. In fact, I'm going over to your house right now. Would you like a ride?

Playmate/Companion Lure

Instruct a student to come in the hallway with you. Then have them go and bring another student(s) out in the hall also.

Threats and Fear Lure

You are approached by a man in a car who says, “Get in this car, or I’ll hurt your dog!”

Drug Lure

“Hey, do you want some of this? It will make you feel really good if you try it.” Keep pressuring to take it.

Review Scenarios

6. Charlie is offered a job doing chores around the house of an older man. The man promises to pay Charlie well, but tells him not to tell his parents about the job? What should Charlie do?

Charlie should tell the man he cannot accept the job. Remember, whenever someone – especially an adult—tells you to keep a secret from your parents, it should set off your personal siren.

7. A person in a suit offers to put Rita in a TV commercial. All she has to do is tell why she likes pizza. The man says she will make \$300 and tells her to come with him right now. He says he can't wait. What should Rita do?

She should firmly state that she can't go with him until she talks to her parents. Her parents will make sure the offer to be in a commercial is for real. If this were a real offer, the business person would be willing to wait.

8. A man Bernard doesn't know, calls out his name. The man asks for directions to a restaurant, then asks Bernard if he would like to come for pizza, soda, and ice cream. Is it okay for Bernard to go with the man?

Bernard should not go with the man just because he knows his name. Bernard should get to safety and tell a trusted adult and the police. Remember how easy it is to find out someone's name. Kids should always get permission from parents before going anywhere with anyone.

9. Michael's neighbor asks for help carrying bags of groceries from his car to his house. The neighbor wants to pay Michael for his help and asks him to step into another room where his wallet is. What should Michael do?

He should politely state that he is not allowed to enter and should leave immediately.

10. Caroline is at the playground with some friends. A woman runs up to her and says that Caroline's grandmother was just taken to the hospital. She asks Caroline to come quickly. What should Caroline do?

Caroline should run or call home to see if her grandmother is really in the hospital.

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level:	1	Estimated Time: 30 minutes
Standard Addressed: 1P/S: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.		
Benchmark Addressed: 1P.1/S.1 Acquire Self-Knowledge		
Specific Knowledge: 1P.1/S.1 Identify and express feelings.		
Materials: pink, red, yellow, orange balloons; powerpoint presentation from this website: www.eecs.berkeley.edu/~onureena/pps/anger.ppt		
Activity:		
Balloon activity:	<p>Blow up pink balloon fully. Tie it off. Handle balloon with care. Why? (It may pop)</p> <p>Blow red balloon up until it pops. Describe what happened and why.</p> <p>Blow yellow balloon up fully but do not tie it off. Now take fingers off balloon and let it go. You have no control over what happens.</p> <p>Blow orange balloon part of the way. Tie it off. Now toss it around the room. Balloon can withstand interaction and won't break.</p> <p>Pink balloon: Handle with care – energetic – looks good – can't take much more.</p> <p>Red balloon: Too much energy – point of no return – irreparable damage – no fun.</p> <p>Yellow balloon: Out of control – okay at appropriate times and places because it's not tied off, it's flexible (can add or release air before letting go) – before a person lets go their emotions can be managed</p> <p>Orange balloon: Withstands additional pressure – is resilient – more fun, worry free</p> <p>Which balloon represents you and why? Which balloon would you prefer, and how can you achieve that?</p> <p>Go through "turtle" technique of managing anger by doing powerpoint presentation.</p> <p>Following the powerpoint, review the turtle technique.</p>	
Source:		
Suggested Assessment:		
Other Curricular Integration:		

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 1	Estimated Time: 30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.2.1 Improve Academic Self-concept	
Specific Knowledge: Identify attitudes and behaviors leading to successful learning.	
Materials: Study Skills II by Marco Products, Session 3 & 4, coloring sheets for “Soundless Deer” and “Try Hard Raccoon”, “Do Your Best” activity sheet for session 4	
<p>Activity:</p> <p>Begin this lesson by asking the students to name the study skill Barney Bear learned in the first lesson: Ask if You Don’t Understand.</p> <p>Read the story in Session 3 and discuss, using questions in lesson.</p> <p>Read the story in Session 4 and discuss, using questions in lesson.</p> <p>Do the “Do Your Best” activity outlined in session 4, but do it in complete silence to model the lesson from Session 3 “Work Quietly – Don’t Bother Others”.</p> <p>Hand out “Soundless Deer” and “Try Hard Raccoon” coloring pages for children to take home.</p>	
Source: Marco Products, Inc. 1443 Old York Road, Warminster, PA 18974	
Suggested Assessment:	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 1	Estimated Time: 30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.2.1 Improve Academic Self-concept	
Specific Knowledge: Describe ways to be a positive learner. Identify positive academic character traits.	
Materials: Study Skills II by Marco Products, Session 5 outline and story, Barney Bear Bingo cards already filled in, markers for Bingo, prizes for Bingo (opt.), Busy Beaver coloring sheet	
<p>Activity:</p> <p>Using the Session V outline, review previous lessons (keep in mind that we didn't do the Barney Bear lesson on listening, so you may have to ask students for other ideas for being a positive learner besides what's been discussed so far. Be sure that listening and doing what the teacher says is included.)</p> <p>Read the story for lesson 5 and discuss.</p> <p>Hand out Bingo cards and play Bingo using 9 positive learner traits listed in session 5.</p> <p>Hand out coloring sheet for students to take home.</p>	
Source: Marco Products, Inc. 1443 Old York Road, Warminster, PA 18974	
Suggested Assessment:	
Other Curricular Integration:	