

Academic Domain Lessons/Activities
For Grade 2

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 2	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.2.1 Plan to Achieve Goals	
Specific Knowledge: Demonstrate listening and following instructions	
Materials: Legos separated into sets (need a set for every pair of students, put each into a sandwich bag, there should be 3-4 legos of different colors) Alternative materials: Study Skills III – Marco Products Inc.	
Activity: Lego Activity <ul style="list-style-type: none">- partners sit back to back- each partner has a lego set- 1 partner gives direction and the other receives- First time – receiver cannot talk- Second time – receiver can ask questions	
Source: Mary Blumhagen	
Suggested Assessment: Class Discussion	
Other Curricular Integration: All academic areas require good listening	

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Grade Level: 2	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 lifespan.	
Benchmark Addressed: 1A.2.1 Improve Academic Self-concept	
Specific Knowledge: Identify attitudes and behaviors leading to successful learning	
Materials: “How I Feel I am Doing” worksheet, Froggy & Friends II from Marco Products Inc., Study Skills Game Kit from Marco Products Inc. Alternative materials: Applying effective study skills	
Activity: Brainstorm: What does a good student look like? Read story (stories) from Froggy & Friends on listening, doing your best, following directions Do Listening Action story from Study Skills Fun! Game kit	
Source:	
Suggested Assessment: coloring worksheet	
Other Curricular Integration:	

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Grade Level: 2	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 lifespan.	
Benchmark Addressed: 1A.2.1 Improve Academic Self-concept	
Specific Knowledge: Display a positive interest in learning	
Materials: blackboard (whiteboard), chalk (dry erase makers), “Super You” sheet, pencils, individual names on slips of paper, hat	
<p>Activity: Counselor will ask the students to brainstorm some positive characteristics about themselves as a learner.</p> <ul style="list-style-type: none"> - Record all positive comments on the board <p>Have students draw a classmates name from the hat.</p> <p>Using the attached “Super You” sheet, the student will write four positive comments, in sentence form, about that student.</p> <p>Ask each student to read his/her written comments and the classmates will guess who the description fits.</p> <p>Allow each student to keep the “Super You” description about themselves.</p> <p><i>Extra resources</i> Winner’s Never Quit by Mia Hamm and Carol Thompson Jackson’s Plan – Marsh Media – Linda Talley</p>	
Source:	
Suggested Assessment: The student will be able to identify three positive statements about himself/herself and two positive statements about a classmate as a learner.	
Other Curricular Integration:	

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Grade Level: 2	Estimated Time: 20 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.2.3 Achieve School Success	
Specific Knowledge: 1A.2.3 Define a goal	
Materials: “G is for Goal” worksheet, Personal goals worksheet	
Activity: Student receive a definition for “goal” Discuss why goals are important to help people plan and strive to learn new things Discuss why goals should be realistic Give students the opportunity to list a goal they would like to achieve by completing “G is for Goal” worksheet.	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

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Grade Level: 2	Estimated Time: 30-40 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.2.2 Acquire Skills for Improving Learning	
Specific Knowledge: Demonstrate an understanding of the importance of practice, effort and learning in preparing for one’s future.	
Materials: Story- Froggy Learns to Do His Best, 2 handwriting worksheets, United Streaming “Everybody Makes Mistakes” Activity – doing your best work scramble & What I need to Do My Best In School	
<p>Activity: Counselor says: Sometimes when I walk past a classroom, I hear the teacher tell the students to do their best. Who can raise their hand and tell me what that means?</p> <ul style="list-style-type: none"> - Do you need to have all of answers correct to have done your best? (no, it means you are trying as hard as you can). <p>Counselor says: Today, I really want you to understand how important it is that you try your hardest (we call this effort), keep practicing (practice) and keep learning – even if you’ve made mistakes. These things will be important all thru school and on to your job.</p> <p>Counselor says: I wonder if Froggy’s teachers expect the same thing of him that your teachers expect of you?</p> <ul style="list-style-type: none"> - Listen to find out - Read the story “Froggy Learns to Do His Best” - Get two handwriting worksheets from a second grade teacher to show Froggy’s messy work, and one to show his neat work - Review: What were the 5 rules for doing your best? <p>Discussion Tell about a time you did not do your best – What happened? How did you feel? Tell about a time you did your best – What happened? How did you feel? Why is it always important to do your best? Should you do your best only at school?</p> <p>Two Activities “Doing Your Best Word Scramble” “What I Need to Do My Best in School”</p> <p>United Streaming “Everybody Makes Mistakes” segment entitled “Learn from Mistakes and Keep Trying”</p>	
Source: Froggy & Friends – Marco Products Inc.	
Suggested Assessment:	
Other Curricular Integration:	

Career Domain Lessons/Activities

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Grade Level: 2	Estimated Time: 30 minutes
Standard Addressed: 1C Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
Benchmark Addressed: 1C.2.2 Develop Employment Readiness	
Specific Knowledge: Describe how cooperation helps people get things done at school and at work.	
Materials: puzzles and construction paper	
<p>Activity:</p> <ul style="list-style-type: none"> - Start writing the word COOPERATION on the board. Ask students to guess what it is as you write - Let them know that today we'll be discussing how cooperation get things done at school and work. - Make the point that when they grow up and go to work you'll need to cooperate with others to get the job done. Make the point that when we cooperate at school, we learn more and have more fun. So, today and everyday we need to practice cooperation. - Discuss: Can you think of anything you do right now at school that shows cooperation? (working groups) - Your job today is to work together in groups, to cooperate. You'll be working in a group to make a puzzle - Break students into groups of 4. Ask them to bring crayons and scissors with them - Your job is to work as a team to put the puzzle together (Chapter 11 4X4 Puzzle from Kagan works great if you have it, otherwise find a blackline puzzle and copy it – cut into 4 strips) - Each student is assigned a different color. Give each student a strip from their groups puzzle to color. Ask the child the cut the strip in 4 equal parts. - Ask each child to put their pieces on a piece of construction/chart paper in the center of their group so that everyone can see them - Now we'll put the puzzle together. The rule is you can only touch the pieces you color. - You can suggest to teammates where they might move their boxes – be careful that you only touch your color to put the puzzle together. - Move from group to group to see that they understand the directions - Once the puzzle is assembled – glue it to the paper (groups may not finish while you're in the classroom). - Invite comments from the class on their group's ability to cooperate. 	
Source: combination of sources	
Suggested Assessment: see #13	
Other Curricular Integration:	

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Grade Level: 2	Estimated Time: 30 minutes
Standard Addressed: 1C Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
Benchmark Addressed: 1C.2.1 Develop Career Awareness	
Specific Knowledge: Describe why work is important	
Materials: Posters of workers, crayons, markers, construction paper, glue, magazines, scissors, writing utensils	
Activity: <ul style="list-style-type: none"> - Display pictures of people working. Discuss the various jobs. Identify who is helped when those jobs are being done. - Ask the student to tell what kind of “job” they would like to do when they become adults. - Discuss some reasons why people work and what they do with the money they earn. Discuss feelings of being productive, contributing to society and helping others as some of the reasons why people work in addition to earning money for shelter, food, and luxuries. - Ask student to draw or find a magazine picture that would show the type of they would like to do as an adult. They can glue it on to a piece of construction paper, then list three reasons, on the construction paper, why they would work - Ask the students to share their pictures and reasons why people work. They may be displayed on a bulletin board. 	
Source: N/A	
Suggested Assessment: completed job poster	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 2	Estimated Time: 30 minutes
Standard Addressed: 3C Students will understand the relationship between personal qualities, education and training and the world of work.	
Benchmark Addressed: 3C.2.1 Acquired Knowledge to Achieve Career Goals	
Specific Knowledge: Describe personal qualities needed for cooperative community	
Materials:	
Activity: <ul style="list-style-type: none">- Discuss personal behaviors that students participate in that reflect cooperation.- The behaviors can be things they do at home, at school, or in the community/- Generate a list of words that describe these personal qualities.- Explain that you will play duck-duck-goose. The group stands in a circle, one person is it.- They walk around the circle, tapping heads and saying “Duck” at the same time. When they tap someone’s head and say, “Goose” then that person runs in the opposite direction. The first person back to the hole in the circle stays, and the other one is it.- After they have been chosen to run, the student has to identify one way which they are cooperative at home, school or the community.	
Source:	
Suggested Assessment: classroom discussion	
Other Curricular Integration:	

Personal/Social Domain Lessons/Activities

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 2	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.2/S.1 Acquire Self-Knowledge	
Specific Knowledge: Identify personality traits	
Materials: decorated bottles	
Activity: <ul style="list-style-type: none">- Using whatever Character Education program supported by your school district, brainstorm with students positive personality traits. Display the list for students to view.- Have students sit in a circle (divide group into 2 circles if necessary for time).- Place a decorated bottle in the middle of the circle. A volunteer spins the bottles and uses a positive personality trait to describe the person the bottle points to.- Continue with the game until all students have received a compliment about a personal positive personality trait.- Wrap up by discussing with the students why these personality traits are important	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

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Grade Level: 2	Estimated Time: 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.2/S.1 Acquire Self-Knowledge	
Specific Knowledge: Show an understanding of self-discipline and responsibility	
Materials: Responsible Rascal by Linda Schwartz, bones (made from construction paper)	
Activity: <ul style="list-style-type: none"> - Discuss the meaning of responsibility and what that means to them. How do they show responsibility? - Read <u>Responsible Rascal</u> - Discuss Rascal and how he was NOT responsible - Have bones made with situations of them that show both responsible and irresponsible behaviors. - Children draw a bone, reads what it says and them says “I’m Being Responsible!” if it is a responsible situation or “I Need Some Help,” if it is not responsible 	
Source:	
Suggested Assessment: Class discussion – evaluate activity	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 2	Estimated Time: 30 minutes
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.2/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Describe the differences between appropriate and inappropriate physical contact.	
Materials: Board and Markers, ‘When Should You Tell? Dealing with Abuse’ video (copy is at 1930 Como), ‘Keep Yourself Safe’ sheet	
Activity: <ul style="list-style-type: none"> - Review the definition of safe. Safe – to stay away from danger and not get hurt. - Review how to be safe crossing the street - Review that most adults are kind to children but some adults may try to pretend to be nice. Do a few more role-plays where you try to trick the students. - Tell the students that strangers try to trick children most of the time. If a stranger ever does try to grab you, ask the students what one word should you yell? The word is help. Ask for a volunteer who doesn’t mind if you grab their arm. Shut the door to the hallway. Do a role-play where you grab a volunteer by the arm and have them yell help as loud as they can. Repeat that a couple times. - Explain to the class that you are going to talk about a subject that makes little three and four year-olds laugh. Tell them you hope they can listen to this and act like a kindergartner, first or second grader. Saint Paul Public schools do not want sexual harassment to occur. Define sexual harassment – any unwanted sexual words or actions. Give examples of sexual harassment: saying I want to kiss you, trying to kiss somebody, and pinching somebody’s bottom. Explain the Saint Paul Public schools policy on sexual harassment: Parents will be notified if their child sexually harasses someone and the student could get suspended up to five days. It is important you tell an adult if you are being sexually harassed. That is the best way to get it to stop. - Tell the class what sexual abuse is. Sexual abuse – when somebody touches you in your private parts or has you touch their private parts. Adults who sexually abuse children are usually not strangers. They are usually somebody like mom’s boyfriend, a neighbor, an aunt, etc... It is not the child’s fault when they are sexually abused. It is the adults. It is important the child tells an adult if they are sexually abused. - Tell the class you are going to watch a video called ‘When Should You Tell? Dealing with Abuse’. There is a girl named Karen in the video. Watch to see if she makes some good decisions. - Ask if Karen makes some good choices. Introduce the ‘Keep Yourself Safe’ sheet. 	
Source: http://mis.spps.org/counselors/k_safety_less3.html	
Suggested Assessment:	
Other Curricular Integration:	

Keep Yourself Safe

1. Say No

2. Get Away

3. Tell an adult

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Grade Level: 2	Estimated Time: 20 minutes
Standard Addressed: 2P/S Students will make decisions, set goals, and take necessary action to achieve goals.	
Benchmark Addressed: 2P.2/S.1 Self-Knowledge Application	
Specific Knowledge: Identify consequences of choices that are made	
Materials: Book – Because Brian Hugged His Mother, dominos, construction paper cut into strips, glue or stapler	
<p>Activity:</p> <ul style="list-style-type: none"> - Prepare students by reviewing words: acceptance, appreciated, cherished, competent, encouraged, valued, content, efficient - Show a series of dominos set up and knocked down. Talk about how the chain reaction of knocking one domino over. - Read <u>Because Brian Hugged His Mother</u>. Talk about the way the characters felt in the story when complimented and appreciated. - Ask students to imagine if the day had started differently for Brian, how that would have affected some of the others. IF the dominos were negative comments, grumbles, and crankiness, how would that have affected the characters? - Make a compliment chain. Have students think of nice things they could say to others, write they thinks on the strips and make a chain using these compliment strips. (be sure to hand the chain in a location where it can act as a “kindness” reminder for your students). <p>Additional Ideas:</p> <p>Materials: <u>I Did It, I’m Sorry</u> (book) & older students (optional)</p> <ul style="list-style-type: none"> - This is the last book I read to second graders after they have completed their developmental guidance lessons - Prior to reading the stories, we quickly review topics we have covered in our previous lessons. - I have used 5th graders to help with this lesson. They enjoy being “Junior Counselors” and the younger children welcome their involvement. <p>Materials: <u>Hey Little Ant</u> (book), 5X7 cards, large white paper, older student readers (optional)</p> <ul style="list-style-type: none"> - This books is fun to read in tandem with the classroom teacher, or invite two older student to read the book and have each student play a part. - The last page ends with the following questions: <ul style="list-style-type: none"> ~ Should the ant get squished? ~ Should the ant go free? ~ What do you think that kind should do? - Divide the class into small groups that must decide the ant’s fate. Provide them with paper (they can use their own markers) and give them time to discuss and then present their case to the larger class. - Discuss how the students are like the kid and the ant. Draw parallels with real examples through the discussion. 	
Source: ASCA resources	
Suggested Assessment:	
Other Curricular Integration:	

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Grade Level: 2	Estimated Time: 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.2/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Identify the qualities of a friend	
Materials: Enemy Pie by Derek Munson, pie crust shapes cut from poster paper, 2-3 pie cut circles per student in red, purple and blue, and glue stick	
<p>Activity:</p> <ul style="list-style-type: none"> - Ask students if they like pie. What kind is their favorite? - Show cover of <u>Enemy Pie</u> and ask students if they would like to eat this pie after determining the pie’s ingredients. - Ask students if they ever had an enemy (someone who was not a friend) - Tell the students you want them to listen to the story and see how the character deals with his enemy. - Read book (analyze book to that point and predict outcome of story) - Discuss what changed an enemy into a friend. <ul style="list-style-type: none"> ~ (ex. Spending time together, someone to have fun with, nice, sharing, letting others choose games, being polite, smiling, using good manners, etc.) ~ discuss what qualities make people good friends - Ask students if they thought the slice of pie was really poisonous and got rid of the boy’s enemy. - Challenge each student to spend at least 2 recess times to get to another student and become friends. <p>Additional Activities: Ask students to write their opinions regarding the story and share collaboratively with peers. In circle or with a partner share experiences of making new friends.</p>	
Source:	
Suggested Assessment: Make a friendship pie. Students list qualities of a friend on “berries.” Students glue contributions to one large class pie. Display final project	
Other Curricular Integration:	

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Grade Level: 2	Estimated Time: 2 – 45 minutes sessions
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.2/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Describe the differences between appropriate and inappropriate physical contact.	
Materials: Red Flag Green Flag, People English workbooks for each student	
<p>Activity:</p> <p>Concept: TOUCHES (Good and Bad)</p> <ul style="list-style-type: none"> - Review color book pages 1-8 - On green paper – make a master list of touches they like to receive - Review color book pages 9-13 - Use the stop light poster to present red flag/green flag touches - Make a list from student suggestions on touch they do not like - (key words: touched by many people, identifying good and bad touches) <p>Concept: PRIVATE PARTS</p> <ul style="list-style-type: none"> - review pages 17 & 18 - Go back to page 16 and have student mark the body with red and green marks - (key words covered by our swimsuits & underwear, respect, when it is ok and not ok to touch private parts) <p>Concept: INSTINCT</p> <ul style="list-style-type: none"> - What do you think of when you hear a siren of a fire truck, police car, or ambulance? - When do we that feeling, where do we feel it in our body? - Do we ever get that feeling around certain people? - What can we do if we get that feeling? - Explain the differences between good and bad secrets. - (key words: instinct, personal siren, gut feeling, sick feeling) <p>Concept: THREE RULES (Say No, Get Away, Tell a Helper)</p> <ul style="list-style-type: none"> - Present three rules, have students repeat - Practice using a loud voice, and running away - (keywords: have the students repeat the rules often) <p>Concept: WHO DO YOU TELL?</p> <ul style="list-style-type: none"> - Breaking into groups – ask the students who they would tell if they received a touch they did not like. - Introduce good and bad secrets – what the difference? - (keywords: Doctors, nurses, parents, police, adult relatives, friends’ parents, babysitters, neighbors, social workers, teachers, school counselor) <p>Concept: PRACTICE THE 3 RULES</p> <ul style="list-style-type: none"> - Practice the role plays on pages 19-27 - Do pages 28-30 together 	
Source: Red Flag Green Flag Resources 1-800-627-3675 Can be purchased from Rape and Abuse Crisis Center in Fargo, ND	
Suggested Assessment: Completed workbook	
Other Curricular Integration:	

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Grade Level: 2	Estimated Time: 3 – 30 minute sessions
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.2/S.1 Acquire Self-Knowledge 1P.2/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Identify ways to express feelings in a socially acceptable manner Identify ways to recognize the feelings of others	
Materials: Buddy Bear story, balloons, Teddy Bear, Dealing with Feelings, I’m Frustrated by Elizabeth Crary, frustration worksheet, I Worry by Allan Gross, Wemberly Worried by Kevin Henkes, Feelings faces on cards (many styles available)	
<p>Activity:</p> <p>Anger – Read Buddy Bear story and use balloons and bear to tell</p> <ul style="list-style-type: none"> - Discuss the story and appropriate and inappropriate ways to handle anger. Brainstorm additional ways to handle anger not mentioned in the story. <p>Frustration – read <u>I’m Frustrated</u> and have students pick alternative endings. Choose several endings.</p> <ul style="list-style-type: none"> - Read situations on worksheet orally and have students choose one of the options from the book to handle these situations. <p>Worry – read <u>Sometimes I Worry</u> or <u>Wemberly Worried</u>.</p> <ul style="list-style-type: none"> - Discuss and write on the board ways to handle worry: talk to someone, get more info, etc. - Art project: make a worry caterpillar using hexagons. Give each student a sheet of construction paper and hexagon sheet. Fill out and discuss “Sometimes I Worry about... then have student decide what would work to help that worry. - Cut out all four hexagons and fit together to make caterpillar on construction paper. Glue on paper and add eyes and antennas. Display in classroom or hallway. <p>After each feeling (anger, frustration, and worry) have students look at feelings cards/pictures and identify which faces look angry, worried, and frustrated</p>	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

Buddy Bear A Story of Anger Management

Props Needed: Stuffed bear, 2 balloons, Construction paper shirts in blue, red, and green, Stick pin hidden in bear, masking tape to hold on shirt

This is a true story of my friend Buddy Bear. Buddy Bear used to have a problem. (by looking at the bear, have the students guess what they think the problem is). He would get angry very easily – he did not know how to control his anger.

This story happened about three years ago. I will tell you how buddy bear learned how to control and deal with his anger. What are some things that make you angry? What do you do when you are angry?

Buddy Bear lived in the forest with his Mama and Papa Bear. He went to school in a nearby village. He was in the second grade. Like many bears, he rode the school bus to school every day. Buddy Bear liked school.

One morning Buddy Bear's alarm went off and he went right back to sleep. He stayed up late the night before watching a movie and he was just too tired to get up. His mother didn't hear him getting dressed. She went to his room to wake him up. Buddy Bear slowly rolled out of bed, stretched, and put on his favorite blue shirt. (Use a blue construction paper shirt...put it in front of Buddy). His mother saw him in his blue shirt and she said it was too cold to wear that shirt today. It happened to be a thin summer shirt. Buddy did not want to change his shirt, but he could tell his mother meant business. "His ears got red, his face got red, he gnashed his teeth, and he stuffed his feelings." (Blow into a balloon. This phrase is repeated many times throughout the story. After a few times repeating the phrase, the students will chant the phrase with you). He changed his shirt and went to the kitchen for breakfast. He sat down to eat his breakfast cereal. He grabbed his favorite box of cereal – he poured it and nothing came out – it was empty. He saw the cereal in his brother's bowl. . "His ears got red, his face got red, he gnashed his teeth, and he stuffed his feelings." (Blow into the balloon.) He ate toast and honey instead.

All at once he heard a honk. The bus was waiting. He grabbed his coat and ran out to the bus. When he got on the bus, he sat down beside Teddy Bear. Teddy said, "This place is saved for Jimmy Bear. I need to talk to him today." Buddy was feeling rejected, then angry. . "His ears got red, his face got red, he gnashed his teeth, and he stuffed his feelings." (Blow into the balloon.) He stomped to the back of the bus and pouted the rest of the way to school.

When he got to school, he sat down in his desk. He felt relieved that he was finally in school. First they did their math, then science, then the teacher said to take out their spelling books. Buddy Bear looked under his math book, but no spelling book. He looked under his reading, but not spelling book. He just remembered he had taken his spelling book home, but had forgotten it when the bus came and he wasn't ready. . "His ears got red, his face got red, he gnashed his teeth, and he stuffed his feelings." (Blow into the balloon.) Buddy not only felt angry, but also embarrassed.

Finally it was lunch time, Buddy's favorite time. Buddy felt his stomach growling because he didn't get up in time for a good breakfast. When he was carrying his tray of food, he was daydreaming and not paying attention to where he was walking. He ran into another bear. His food was all over his shirt. . "His ears got red, his face got red, he gnashed his teeth, and he stuffed his feelings." (Blow into the balloon.) He cleaned up his mess and got another tray.

Buddy Bear went back to the room and his teacher read them a story. They did more work and then it was time for recess. He was going to play kickball with his classmates. The ball came to him, but he was not able to catch it. The ball came again, but he did not catch it. When it came to him a third time, he missed it again. The other bears made up a song: “Buddy with your ears so red, you are such a dumb egghead.” (REPEAT TWICE to the tune of Rudolph, with your nose so bright.) . “His ears got red, his face got red, he gnashed his teeth, and he stuffed his feelings.” (Blow into the balloon.) He has a lot of anger inside now. He was glad when recess was over.

When school was over, Buddy sat by himself in the back of the bus. He did not feel very happy. He had a lot of anger inside of him. He was finally home. He ran into the house because he was starving. He always had a snack after school. He was hoping for his favorite snack, Teddy Grahams. When his mother said he would have to have an apple instead because there were no more Teddy Grahams, . “His ears got red, his face got red, he gnashed his teeth, but this time he didn’t stuff his feelings.” (As you’re blowing into balloon this time, pop the balloon with a hidden stick pin. He exploded! He took the apple and threw it across the room, he grabbed the kitchen chair and threw it over, then he threw his body on the floor and kicked and screamed. He had lost it.

He exploded over an itty-bitty, teeny thing. He had so much anger inside that he had to release or get rid of it so he exploded.

The next day Buddy Bear handled his anger differently. He knew he could not explode over such a little thing. Buddy Bear got up when his alarm went off. He put on his same shirt he had on the day before. When his mother told him to change his shirt because it was not clean (remember, he had an accident in the lunchroom). . “His ears got red, his face got red, he gnashed his teeth, but he didn’t stuff his feelings” He jerked open his drawer and threw out all his shirts onto the floor. He put on his green shirt and stomped out of his room. He was out of control, just like the balloon (blow up a balloon and let it go). He went into the kitchen for breakfast. When he couldn’t find his favorite cereal in the cupboard and on the table, . “His ears got red, his face got red, he gnashed his teeth, but he didn’t stuff his feelings” He stomped his feet, threw the cereal boxes on the floor. He was out of control, just like the balloon (blow up balloon again and let it go). He said he wasn’t eating breakfast. He grabbed his coat and ran out the door to go on the bus.

At school he had math class and science class. Because Buddy’s teacher knew some of the bears had a problem coping with anger, she had a health lesson on dealing with anger. What are some of the ways a person could control or release anger or tension in a healthy way?

EXERCISE TALK IT OUT

GO FOR A WALK WRITE THINGS DOWN PLAY AN INSTRUMENT COUNT TO

TEN GO JOGGING TAKE A BATH TAKE A SHOWER PLAY A GAME

RELAXATION EXERCISES CALL A FRIEND

(Blow up a balloon and release some of the air with each activity that helped to release anger.)

When it was time for spelling, Buddy got his book out. He was a good speller and he had a perfect paper but his teacher said he couldn’t have a sticker because it was late. . “His ears got red, and then he remembered his health lesson so he stopped and counted to ten and took deep breaths. At lunch he paid attention to where he was walking. Buddy Bear started to whisper under his breath, “Buddy with your ears so red, you are such a dumb egghead.” Buddy’s ears got red, his face got red, and he thought about his health class. He counted to ten and then went

over to Bully Bear and said very politely, but sternly, “When you call me names, I get upset because I feel you are being unkind.” He walked away as he ignored Bully Bear.

When it was recess time, Buddy Bear decided to jog around the playground to release tension. It felt good. When it was time to go home, Buddy felt differently than yesterday. Remember he was full of anger. He got on the bus and sat by his friend Jimmy Bear. They talked all the way home. He went into the house and greeted his mom with an apology for throwing the tantrum the day before. He gave his mom a hug. All the tension was gone. Buddy felt good. (Fill the balloon with air and then release air from the balloon each time Buddy did activities to release anger. Balloon should be totally flat as he gets home.)

Frustration Situations

- 1) You are brushing/combing your hair to get ready for school in the morning and your comb keeps getting stuck in your hair.
- 2) You are learning your part for the school play you are in and are getting frustrated because you aren't learning it fast enough.
- 3) You are making cookies and the dough is too soft to roll out. It keeps getting stuck on the rolling pin and you're getting frustrated.
- 4) You are working on a math problem and cannot seem to get the correct answer.
- 5) You are practicing piano and have many new, hard songs. You are getting frustrated and making more and more mistakes.
- 6) While you were at your friend's house, your younger brother came into your room and messed it all up. Now you want it cleaned up.
- 7) You need to talk to your mom to see if you can have a friend stay over this weekend, but she is on the phone and has been for the last half hour. You are getting very frustrated.
- 8) You typed something on the computer and somehow it got erased and now you have to start all over. You are getting frustrated.



Sometimes I worry
about:

My worries get
better when I:

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 2	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: Display a positive interest in learning	
Materials: <u>Winners Never Quit</u> By Mia Hamm and Carol Thompson, Shape Poem Activity sheet	
Activity: Ask students if they have ever heard of the author, soccer star, Mia Hamm. Show them her photos on the back cover and the inside back cover. Select several students to share some of their stories about sport wins and losses. Discuss some emotions that you have when you lose a game and what it means to be a team player. Read the book and discuss using the following questions: What was the author's message in this book? Would you want Mia to play on your team if she always quit before the game was over? How did Mia's brother help her learn how to be a team player What are some ways you could help a friend who wanted to quit because they did not make a goal? How could you apply the lessons in this book to school instead of sports? When is it most easy to quit in school? What techniques have you found to keep you going? Do Shape Poem activity.	
Source: Marco Products, Inc. 1443 Old York Road, Warminster, PA 18974	
Suggested Assessment:	
Other Curricular Integration:	