

Academic Domain Lessons/Activities

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	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.4.1 Improve Academic Self-concept	
Specific Knowledge: Describe relationships among ability, effort, and achievement.	
Materials: 9 inch square construction paper, writing utensil, and scissors for each student, Alternative materials: <u>Amber On The Mountain</u> by Tony Johnson “Perfect Pals” published by National Center for Youth Issues, Chattanooga, TN	
Activity: Introduce lesson and review how ability, effort and achievement are related. Have students find the definition of each of the 3 words in the dictionary and read aloud to the class. Hand out 9” square construction paper to each student. Instruct them to fold it in half and then fold it in half again. Cut on the folded line, but STOP in the center. The paper can be “twisted” so that two of the sections overlap. Tape the pyramid together. Share an example of what the students will do next. <ul style="list-style-type: none">- Identify something a student would want to achieve (ex. Be better at the piano) [Write it down inside of the pyramid]- Identify what behaviors would occur (the effort) in order for the student to achieve their goal. (ex. Practice on Monday, Tuesday and Wednesday) [Write that down on another side of the pyramid].- Identify what abilities will be needed in order for that goal to be achieved. (ex. Ability to do Math, read notes and hand-eye coordination)- Have the students complete a pyramid for themselves. Once completed, have the students share with the whole group, small group or partner.- Discussion should be held regarding the importance of each component and how they are related to each other.- As a follow-up, the booklet “Perfect Pals”, could be worked on or the book, <u>Amber Mountain</u>, could be read.	
Source:	
Suggested Assessment: completed pyramid	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30-45 minutes
Standard Addressed: 1A Students will acquire attitudes, knowledge and skills that contribute effective learning in school and across the lifespan.	
Benchmark Addressed: 1A.4.1 Improve Academic Self-concept	
Specific Knowledge: Articulate feelings of competence and confidence as learners	
Materials: Butcher block paper sheets to hand around room, markers	
Activity: Brainstorm a list of things students do well as learners (ex. Math, art, reading, sports, etc.). Label sheets of butcher block papers around room with the list of words students brainstormed. Brainstorm list of feeling words that describe emotions associated with competence (ex. proud, pleased, satisfied, rewarded, magnificent, delightful, excited, knowledgeable, skilled, etc.). Students select a feeling word for each of two things they decided they do well. Student writes the word on a sticky note. Then tell them to walk around the room and place their sticky with the feeling word on it and place it on their areas of competence. Ask students to raise their hands as leader spotlights each area of competence. Rotate around to each of the butcher block sheets. Ask students why they think particular students identified areas they were good at and what they noticed. Discuss how students know their classmates feel good about their competencies.	
Source:	
Suggested Assessment: Sharing in class	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30-45 minutes
Standard Addressed: 1A Students will acquire attitudes, knowledge and skills that contribute effective learning in school and across the lifespan. 3A Students will understand the relationship of academics to the world of work and to life at home and in the community.	
Benchmark Addressed: 1A.4.3 Achieve School Success 3A.4.1 Relate School to Life Experiences	
Specific Knowledge: - Develop a broad range of interests and abilities - Know co-curricular and extra-curricular choices available within the school and community	
Materials: Career Inventory	
Activity: Discuss interests and abilities. Complete the Career Inventory. Share results with class and discuss. Discuss co-curricular and extra-curricular choices available within the school and community.	
Source: Marco Products – PIC Newsletter	
Suggested Assessment: Completed Inventory	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 20-30 minutes
Standard Addressed: 1A Students will acquire attitudes, knowledge and skills that contribute effective learning in school and across the lifespan.	
Benchmark Addressed: 1A.4.2 Acquire Skills for Improving Learning	
Specific Knowledge: Use study skills strategies (eg. note taking, test preparation, organize study environment, planner use)	
Materials: <u>How to Do Homework Without Throwing Up</u> by Trevor Romain Homework Schedule worksheet	
Activity: Make a list of reasons why doing homework might make you throw up. Read selected portions of the book. Using the homework handout, develop a homework schedule for each night of the week. Busy kids have something going on nearly every night of the week, and they may struggle to fit their homework into their routine. Have students take their schedule home to review with their parents or guardians. This will also allow families time to discuss their “homework routine”. Then have the students and their family create a homework schedule on the blank sheet to make one they feel will work best. When students return their schedules to school, laminate them and then return them to the child. Have the students bring their schedule home so it can be hung on the refrigerator or another focal place. <i>Note: It would be especially helpful if teachers can tell you about how much time homework should take each night and if they have already conveyed this message to parents or guardians.</i> <i>*This books offers helpful homework strategies, it is a great book to start off the school year with.</i> <i>Extra material: United Streaming Video – You Can Succeed in School & worksheet - “Organize Your Homework – Study Habits”</i>	
Source: ASCA website	
Suggested Assessment:	
Other Curricular Integration:	

Homework Schedule

Name: _____

Date: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Math					
Science/Social Science					
Spelling					
Other					

Fill in the time you will work on each subject of homework. Include the time you will start and stop. Write the name of who will help with each subject.

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Grade Level: 4	Estimated Time: 30 minutes
<p>Standard Addressed: 1A Students will acquire attitudes, knowledge and skills that contribute effective learning in school and across the lifespan.</p> <p style="padding-left: 40px;">2A Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	
<p>Benchmark Addressed: 1A.4.3 Achieve School Success</p> <p style="padding-left: 40px;">2A.4.1 Plan to Achieve Goals</p>	
<p>Specific Knowledge: Set short term educational goals</p> <p style="padding-left: 40px;">Apply short term academic goals</p> <p style="padding-left: 40px;">Design long term academic goals</p>	
<p>Materials: Smart goals setting sheet, step ladder, 2 index cards per student, football, 5 large index cards with S-M-A-R-T on each card, tape</p>	
<p>Activity: Preparation – on the five cards write an “S” on one, an “M” on one, etc...</p> <p>Set up the ladder at the front of the classroom. Begin by asking the students the following questions.</p> <ul style="list-style-type: none"> - If I wanted to get to the top of the ladder, what would I do? - What if some of the steps were missing? - Why is the ladder wider at the bottom than at the top? - What if the bottom were narrow? <p>If the students do not realize that the ladder needs a wide base and that each step is important if they want to reach the top, then continue questioning until this point is clear.</p> <p>Start a discussion about the meaning of a goal. Pointing to the football, ask:</p> <ul style="list-style-type: none"> - How do you score a goal in football? (allow for discussion) - How do you know which team is the winner of a football game? <p>Relate these answers to the qualities of a <i>smart</i> goal by sharing the following information. As you talk about the different aspects of a goal, attach one of the large lettered cards to each step of the ladder. When you have attached all the cards to the ladder, the students will see the word SMART. Cont. to attached sheet for lesson...</p>	
<p>Source:</p>	
<p>Suggested Assessment: Written goals & percent of students achieving short term goals</p>	
<p>Other Curricular Integration:</p>	

S – Specific – a good goal is a specific goal. In football, there are only a few ways to get points – a touchdown, a field goal, or a safety. Each player knows exactly what needs to be done to score a goal. For a goal to be a good goal, you need to know exactly what you will have achieved when you have reached the goal. For example, “doing better in school” is not a specific goal. “Doing better” might mean behaving better, making higher grades, missing fewer days of school, etc. A better goal would be: “I want to raise my Math grade by at least five points within the next six weeks.”

M – Measurable – a good goal can be measured. In football, a touchdown is scored if the ball carrier crossed the goal line without moving out of bounds. You must be able to measure a goal so that you will know if you have achieved it. That is why teachers give grades in school. How would you like it if your teacher simply wrote, “Okay” on your report card, rather than giving you a specific grade?

A – Action-oriented – What will you do to reach your goal? What is your action-plan? What resources will you need in order to reach your goal? What are things that might be challenges that you have to overcome?

R- Realistic – A good goal must be one that you can realistically achieve. I might want to be a Dallas Cowboy, and set a goal of making the team. However, this is not a realistic goal for me, since I do not have the training or background to play professional football. It would be unrealistic for a student to set a goal of making an “A” in a class if he/she has been unable to pass a test in that class all year. A more realistic goal would be that the student pass all tests with a 70 or higher.

T – Time-limited – The winner of a football game is the team that is ahead at the end of the fourth quarter. Without a time limit, a goal becomes meaningless. For example, if I set a goal for myself of running five miles, but do not say how soon I want to accomplish that, I will be tempted to keep putting it off. You can also set two short a time limit for a goal. If I say, “I want to run five miles by next Friday,” that would not be a realistic time frame.

Discussion Question

What would happen to your goal if you tried to skip one of the steps in the ladder?

Talk about short- and long – term goals. You may want to repeat the football metaphor by talking about goals for each play, for each quarter, for each game, and for the season.

Distribute 2 index cards to each student. Tell the students to write one short term goal and one long term goal on one card related to academics. They should use their last report card as a guide to design their short term goal. The short term goal must be achievable by the next report card. On the other card, have them make a second copy of their goals. Collect those copies and put them in a container. The container will be opened right after the next report cards come out. At that time, they will tell the class whether they reached their goals.

GOAL SETTING

S

Specific

M

Measurable

A

Action-oriented

R

Realistic

T

Time-limited

GOALS

THE LONG AND SHORT OF IT!

GOALS are things you want to accomplish.

Short term goals are those you want to reach in the near future like in a day or two or the next couple of weeks.

Long term goals are those you plan to reach in the future, within the next few months or years.

_____’s short term goal for this week is

to _____

_____.

The steps _____ must take to reach this goal are:

1. _____

2. _____

The people _____ may need to get help from are:

1. _____

2. _____

North Dakota Curricular Standards for School Counseling Curriculum Guide

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Standard Addressed: 1A Students will acquire attitudes, knowledge and skills that contribute effective learning in school and across the lifespan.	
Benchmark Addressed: 1A.4.2 Acquire Skills for Improving Learning	
Specific Knowledge: Apply knowledge of learning styles to positively influence school performance.	
Materials: Perceptual preferences worksheet Alternative materials: What's Your Learning Style? (activity sheet) How Many Ways Are You Smart? (activity sheet) <u>I Can Fly</u> by Deborah Norville	
Activity: Students will take the "Perceptual Preference" inventory to determine how they learn best: <ul style="list-style-type: none">- by "listening"- by "looking"- by "doing" What works for one person may not work for another.	
Source: NDSCA	
Suggested Assessment: Discussion: What did you learn about yourself today?	
Other Curricular Integration:	

Career Domain Lessons/Activities

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	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.4.2 Apply Skills to Achieve Career Goals	
Specific Knowledge: Demonstrate skills in working cooperatively as a team member	
Materials: -Several sets of Tinkertoys OR one of the following: other construction sets, cardboard tubes and tape, uncooked spaghetti and miniature marshmallows, toothpicks and marshmallows, plastic drinking straws and tape	
Activity: <ul style="list-style-type: none">- Participants will attempt to build the tallest tower possible from the available pieces and support the weight of the storage container at the top. Techniques for Tower Building: <ul style="list-style-type: none">- Commercially available construction sets are familiar tools for most folks.- The marshmallows and tape are used for the joints with the other materials listed- Anything can be used for building materials; be creative if Tinkertoys are not available. For the storage container use cups, plastic bags, food containers and tin cans. Be consistent with the amount of supplies for each team- The facilitator should let the activity happen unless it is necessary to discuss and get team on task.	
Source:	
Suggested Assessment: Class discussion	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30 minutes
Standard Addressed: 1C Students will acquire the skills to investigate the world of work in relation to knowledge self and to make informed career decision.	
Benchmark Addressed: 1C.4.2 Develop Career Awareness	
Specific Knowledge: Know the correlation between positive work habits at school and the world of work.	
Materials: <ul style="list-style-type: none">- Worksheets: “Why do I have to learn this?” and “Is school a real job?”- Index cards- Interview sheet: “Skills needed for jobs”	
Activity: <ul style="list-style-type: none">- Intro Activity: “Why do I have to learn this?”- Put Skills listed on “Is school a real Job?” on index cards.- Have students pull out a card and tell how it would be used at school and at work. - Homework Assignment: Interview sheet “Skills needed for Jobs”- Students will give reports on interviews at the beginning of the next class.	
Source:	
Suggested Assessment: Card drawing responses	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30 minutes
Standard Addressed: 1C Students will acquire the skills to investigate the world of work in relation to knowledge self and to make informed career decision.	
Benchmark Addressed: 1C.4.1 Develop career awareness	
Specific Knowledge: Identify career clusters.	
Materials: Worksheets- “What job is for you?” and “Occupational groups”	
Activity: <ul style="list-style-type: none">- Ask students to share some things they can do well. Write their answers on the chalkboard.- Discuss personality traits people have and how they relate to some jobs.- Ask volunteers to tell about some of the things in which they are interested.- Tell students that their abilities, personality and interests play a big part in the kind of job they will probably get when they are adults.- Distribute copies of “What job is for you?” Instruct students to write their responses and be ready to discuss them when completed.- Give students the sheet describing the six job groups adapted from John Holland’s Self-Directed Search. Ask students to decide which job category they feel they would fit best in at this time.	
Source: Old North Dakota Lessons	
Suggested Assessment: Students will be able to explain how interests, abilities, and attitudes are related to careers.	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30 to 45 minutes
Standard Addressed: 1C Students will acquire the skills to investigate the world of work in relation to knowledge self and to make informed career decision.	
Benchmark Addressed: 1C.4.1 Develop Career Awareness	
Specific Knowledge: Demonstrate the knowledge of traditional and non-traditional careers (stereotype, judgment).	
Materials: <ul style="list-style-type: none">- <u>Players in pigtails</u> by Shana Corey- Pre-Activity for the “Fable of He and She”	
Activity: <ul style="list-style-type: none">- Discuss careers and why we may choose the career we do.- Pre-Activity- “Fable of He and She”- Show video if you have it.- Read <u>Players in Pigtails</u>- May read story first	
Source:	
Suggested Assessment: Evaluate activity	
Other Curricular Integration:	

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Grade Level: 4	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.4.1 Acquire Knowledge to Achieve Career Goals	
Specific Knowledge: Describe why people choose certain careers (lifestyle, equity, and access).	
Materials: “Careers: A Look At Myself” survey	
Activity: <ul style="list-style-type: none">- Ask students to share with the class some of the types of careers adults they know are working in.- Ask them if they could guess why the adults chose those careers. Emphasize the idea that there are many aspects to a career (lifestyles, equity, and access).- Pass out the “Careers: A Look At Myself” survey. Read the directions. Have students complete it, read it aloud for the whole class, and discuss it.- Read the scoring directions. Discuss their results.	
Source: Grand Forks Public Schools	
Suggested Assessment: See page 4 of the activity	
Other Curricular Integration:	

Personal/Social Domain Lessons/Activities

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30-45 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respects self and others.	
Benchmark Addressed: 1P.4/S.1 Acquire Self-Knowledge	
Specific Knowledge: Understand the need for self-control and how to practice it.	
Materials: Book- <u>Hunter and His Amazing Remote Control</u> by Lori Copeland and a copy of remote control from book- you will need to make copies for your students	
Activity: <ul style="list-style-type: none">- Discuss self-control and what that means to the students. Identify examples of showing self-control.- Read <u>Hunter and His Amazing Remote Control</u>- Complete the 1st lesson using the remote control and what each button means. Use remote to practice.	
Source:	
Suggested Assessment: Class discussion and participate using remotes.	
Other Curricular Integration:	

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Grade Level: 4	Estimated Time: 30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respects self and others.	
Benchmark Addressed: 1P.4/S.1 Acquire Self-Knowledge	
Specific Knowledge: Define positive and negative stressors.	
Materials: How Am I? Stress Booklet for each student	
Activity: <ul style="list-style-type: none">- Define the word stress. List possible actions that may cause positive stress and the consequences of positive stress. For example: a test needs to be studied for, a person feels anxiousness or stress.- The consequence may be that the person will study because they feel the stress.- Have the same discussion for negative stress.- Work through the How Am I? Booklet to identify how the body reacts to stress, sources of stress, feelings related to stress, and how to relieve stress.	
Source: NDSU Extension Service has published the booklet, How Am I?	
Suggested Assessment: Completed booklet	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respects self and others.	
Benchmark Addressed: 1P.4/S.1 Acquire Self-Knowledge	
Specific Knowledge: Explain how attitude affects what a person does.	
Materials: Book: <u>How the Grinch got so Grinchy</u> by Molly Goode, Bonnie Worth, and Richard Walz and worksheet “How the Grinch Got So Grinchy” and “The Torn Heart” pg. 17 of “Don’t Laugh at Me” curriculum, 2 worksheet on Attitude.	
Activity: 3 CHOICES... Intro question: Does attitude affect what a person becomes? <ol style="list-style-type: none">1) Read story and do worksheet together as you read.2) “The Torn Heart” Activity3) “What up with Your Attitude?” Attitude does make a Difference!	
Source: Torn Heart website- http://www.operationrespect.org	
Suggested Assessment:	
Other Curricular Integration:	

HOW THE GRINCH GOT SO GRINCHY

Feel Bad

Feel Good

1. Not greeted by any Who _____
2. No Who seemed to _____ him
3. No Who seemed to _____ him
4. No Who seemed to _____ him
5. No Who came to _____ him
6. No Who came to _____ him
7. No Who came to _____ him

8. Two Who _____ found him
9. Took him down from the _____
10. Gave him a _____
11. Got _____
12. Got _____
13. Got _____
14. Got _____ over
16. _____ of the gals
17. _____ of the gals
18. Treated him like any other _____ boy

15. Got really _____

19. Was _____ at in school

20. Was _____ in school

21. Made fun of his _____

22. Made fun of his funky _____

23. Teacher _____ who tried to reach him

24. Martha May Whovier was _____ at him

25. Made an _____ out of old junk

26. Bad _____ job

27. Teacher asked him to take off the _____

28. Got his _____ and _____ made fun of

29. Was _____ at

30. Was _____ at

After the Grinch received all of these messages throughout his life, how did he act out?

*Yelled -- Your _____ is stupid!

*Screamed and _____

*Jumped and thrashed --- everything he touched turned into _____

*Went off by himself to a _____ on Mt. Crumpit

*Stayed in his _____ with a _____ on his face, hating the Whos and the whole Whoman race

*Lived all alone – except for his little _____, Max

Remember – the Grinch was not always this way!

What does the Grinch need?

1. _____

2. _____

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Grade Level: 4	Estimated Time: 30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respects self and others.	
Benchmark Addressed: 1P.4/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Understand conflict-resolution skills.	
Materials: shaped hook paper, fishing pole, paper clip, book : <u>Simon's Hook</u> by Karen Burnett	
Activity: <ul style="list-style-type: none"> - Today we'll be talking about some things you can do when you're being teased. - Pass out "hook" paper- ask students to write down teasing words they've heard (or go around the room and have students say the words). - Take out a fishing pole (child's works fine) and explain that teasing is like a hook. - Cast the hook out to a child (paper clip works as a hook) have the child hang on to the hook as you lead them around the room- ask, who has the power? - Ask "Who's in control?" - Ask the student to let go of the hook. - Now who has control over the child? - Who's in control if you bite on the hook? Who's in control if you don't bite on the hook? - Gather students together and read the story <u>Simon's Hook</u> by Karen Burnett - Explain that you want them to listen for the five things you can do to stop others from teasing you. - After the story ask students to name the five options. (You could make a poster to hold up to check that they named them all.) 	
Source: West Fargo and others	
Suggested Assessment: Students role-play a teasing situation. The teasee chooses one of the five options to deflect the teasing- class names the option chosen.	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30-40 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respects self and others.	
Benchmark Addressed: 1P.4/S.2 Acquire interpersonal skills.	
Specific Knowledge: Evaluate how words and actions affect self and others.	
Materials: Conflict and communication role-play situations and conflict recording sheet, rubric for conflict and communication	
Activity: <ul style="list-style-type: none">- Demonstrate procedures for communicating in positive ways for resolving differences and preventing conflict.- Students should experience sufficient learning opportunities to develop the following: identify common causes of conflict among peers and parents, analyze possible outcomes and consequences of conflict, relate how positive and negative communication affect the outcome of conflict.- Have a class discussion about the meaning of conflict (intrapersonal and interpersonal). Discuss negative or positive communication techniques (avoidance, confrontation, communication).- Divide the class into groups of three or four students.- Discuss the scoring rubric.- Explain that each group will choose a conflict and role-play the conflict from beginning to end.- Direct each student to complete each section of the Conflict Recording Sheet after each group finishes its role-play.- Evaluate each student's performance and Conflict Recording Sheet using the "Conflict and Communication" sheet.-	
Source: http://www.isbe.state.il.us/ils/pdh/health/stage_E/24AE.pdf	
Suggested Assessment: Rubric	
Other Curricular Integration:	

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Grade Level: 4	Estimated Time: 20 minutes
Standard Addressed: 2P/S Students will make decisions, set goals, and take necessary action to achieve goals.	
Benchmark Addressed: 2P.4/S.1 Self-Knowledge Application	
Specific Knowledge: Understand how to brainstorm.	
Materials:	
Activity: <ul style="list-style-type: none">- Brainstorming is a process of spontaneous thinking used by an individual or group to generate alternative ideas.- Rules: No criticism, work for quantity, all ideas are recorded, outrageous, humorous and seemingly unimportant ideas should be recorded.- Place an ordinary object such as a box or spoon on a table.- Have students list ideas on what the object could be used for.- After the list is completed, tell students they will be reviewing each idea individually and voting with a thumbs-up or thumbs-down sign to signify whether they think the idea is workable or unworkable.- Allow students to vote a thumbs-up only once.- Tally the results to find the students' favorite idea.	
Source:	
Suggested Assessment: Completed list of ideas	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 30-45 minutes
Standard Addressed: 2P/S Students will make decisions, set goals, and take necessary action to achieve goals.	
Benchmark Addressed: 2P.4/S.1 Self-Knowledge Application	
Specific Knowledge: Describe why one might want to change a decision and recognize when it is or is not possible to change.	
Materials: Construction paper strips	
Activity: <ul style="list-style-type: none">- Discuss decisions and consequences. As a class, create a chain that is created by one single decision.- If I do my homework... then I'll get a good grade.- If I get a good grade... then I'll get to have a sleepover.- If I get to have a sleepover...etc.- As each one is said that child comes up and links arms with the child before. This continues until all the children have linked arms.- Put into groups and have each group create their own chain using the strips of paper.- Share with the class.	
Source:	
Suggested Assessment: Role-play: If... Then...	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 4 - 30 minute sessions
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.4/S.1 Acquire Personal Safety Skills	
Specific Knowledge: 3P.4/S.1 Demonstrate the ability to use refusal skills to promote positive mental health.	
Materials: chalk, chalkboard, “Mud or Stars?” activity sheet, “Peer Pressure” worksheet	
Activity: Session 1: <ul style="list-style-type: none">- Choose 5 or 6 students to stand in front of the room.- Designate one corner “McDonald’s” and another corner as “Pizza Hut.”- Ask students to move to the corner of their choice.- Choose a student to talk to the students in the Pizza Hut corner trying to persuade them to change their minds.- Process by asking students in the corners why they made their first choice and why they did or did not change their minds.- If they did change their minds, ask what things they could have done to keep their original choice in the face of persuasion to change.- Ask how persuasion affects their choices in other things and how to avoid being persuaded when they have made a good choice, which they want to keep.- If time permits, set up another choice situation and repeat the process with other students.	
Activity: Session 2: <ul style="list-style-type: none">- Write on the chalkboard the words “Self-control” in order for the students to see the topic of discussion.- Ask students if anyone knows what self-control means.- Explain to the students that we are responsible for everything that comes out of our mouths and for our hands and feet.- Explain to the students that a consequence is the result of our own actions.- Give the following situations and ask how self-control could be demonstrated.<ul style="list-style-type: none">- A. Sitting on the floor in a group while the teacher is reading a story- B. Wanting to swing and there are not vacant swings- C. Waiting in line to get a drink- D. Making the last out in a baseball game- E. Seeing someone trip and fall	

- F. Walking by other boys' and girls' desks on the way to the pencil sharpener
- G. Wanting to tell the teacher something when someone else is talking
- H. Wanting to go home and play when mom or dad stops to talk to someone at the store
- Observation notes: If a boy or girl does not participate in a discussion because they are shaking their heads in disagreement or adding negative comments, these students need to be seen on an individual basis. They may be angry or have a poor self concept that needs to be addressed in order to help the student.

Activity: Session 3:

- Have students discuss the meaning of the following quote: "Two people looked out from prison bars: the one saw mud, the other stars."
- Explain what whether you see "mud or stars" as you encounter various experiences depends upon your attitude.
- Ask students to contribute words or phrases that describe negative and positive outlooks. Develop two lists from the words suggested by the students. Label the lists positive and negative. Ask the students to decide what kind of outlook they have.
- Have students check the statements on the following page that best describe their behaviors and attitudes.
- Discuss what kinds of things you can use to see "stars" instead of "mud".
- Explain to students that the examples they use for negative and positive outlooks should not be interpreted as a total personality. Everyone has both positive and negative feelings and attitudes. Outlooks on life often differ from day to day and from person to person.

Activity: Session 4:

- The teacher establishes that one's "peers" are people the same age or grade and defines "pressure" as a force or strong influence.
- The teacher then asks students to define the term "peer pressure."
- The teacher lists some examples of peer pressure: pressure to skip school, pressure to use drugs, pressure to cheat, etc.
- The teacher hands out the "Peer Pressure" worksheet and asks students to complete.
- A class discussion follows on the next day to discuss answers and strategies used to manage peer pressure.

Source: Old North Dakota Lessons

Suggested Assessment:

Other Curricular Integration:

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 4	Estimated Time: 7 sessions
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.4/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Recognize actions to take in situations involving violence and abuse.	
Materials: Session 1: 5 hula-hoops (jump ropes could be substituted)	
Activity: Session 1: <ul style="list-style-type: none">- Distribute hula-hoops to five students in the classroom randomly. Explain the game: “This game is a variation on musical chairs. However, our goal is the opposite of the usual game of musical chairs. Instead of leaving someone out, we’ll need to make sure the EVERYONE is included by the time the music stops. When the music begins, hop in your hula-hoops and find someone with whom you have a difference (for example, someone who comes from a family with a different number of children, someone whose hair is another color, etc.) When you find someone with whom you have a difference, invite him or her to join you inside your hula-hoop. The purpose is to have everyone in a hula-hoop before the music stops.	

Materials: Session 2: Index cards and masking tape

Activity: Session 2:

- Write the names of stereotypical roles on index cards, one per card. (Example- gang member, Puerto Rican, lawyer, gay person, jock, hippie, etc.) Tape a card onto the back of each participant, without letting the person see it. Have participants mill about, as if they were at a party—relating to their role without revealing to the person what their role is. Try not to give further directions, but if participants need help getting started, tell them to relate to each other as they see others treat people in the social group.
- Allow participants to mill around for ten minutes. Bring the group back together, and ask each person to guess what role they were playing, and discuss how others treated them. To debrief, ask the group how it felt to play the role, where stereotypes come from, and how stereotypes affect people. Ask them how we can begin to change misconceptions and stereotypes of different groups.

Materials: Session 3: Peanuts, in the shell, at least one for each participant.

Activity: Session 3:

- Pass around a bag of peanuts and ask each participant to choose one. Tell them not to mark it (or eat it!) Ask participants to look at their peanut carefully and try to get to know it. Have participants give their peanut a name and a life story. For example, “This is Fiona. She drives a truck and wants to be a pirate.” Have each person introduce their peanut to the people on either side of them. If there is enough time, have them introduce their peanut to the whole group. (This part should go fairly quickly; important part of this activity is the debriefing.) Ask participants to take one last look at their peanut, and place it in the middle of the circle. Mix them up, and have a few people at a time come up and pick out their peanut.
- Ask participants: Were you able to find your peanut? How do you know that you got the right one? What did you assume about the peanuts before the exercise? What does this activity have to do with people? Have you ever heard people say, “Those _____s are all alike,” or “_____s all look the same”?

Source: Judy Ornsby and Brenda Mills, Mildred helms Elementary, Largo, Florida

Suggested Assessment:

Other Curricular Integration: