

Academic Domain Lessons/Activities
Grade 5

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	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.5.1 Improve Academic Self-concept	
Specific Knowledge: Demonstrate how mistakes are essential to the learning process.	
Materials: Attached sheets, Mistakes that Worked by Jones and O'Brian	
Activity: Read <u>Mistakes that Worked</u> do worksheet	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 30-45 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.5.2 Acquire Skills for Improving Learning	
Specific Knowledge: Know and apply time and task management skills	
Be Materials: sand, rocks, clear jar, paper plate for each child, clock, agendas, tub or bowl	
<p>Activity: Hold up a clock – ask how many hours are there in one day? Indicate that time is the main topic of the day</p> <p>Ask students to take out their agendas – make them aware of the tips about time management. Let them know today you want them to be able to identify time/task management skills.</p> <p>It is important that you take charge of you time rather than have time take charge of you – this is how we improve our study skills (like completing our homework) and improving our grades</p> <p>Brainstorm the activities of a typical day</p> <ul style="list-style-type: none"> - reading, chores, sleeping, eating, watching tv, doing homework, screen time, sports, studying for tests, etc. - Which activities help you do well in school? <p>Use a clear jar and rocks – each rock represents one hour – you sleep 9 hours each night – put 9 rocks into the jar, you are in school 6 hours a day – put 6 rocks into the jar –</p> <ul style="list-style-type: none"> - How many hours are left? - You nee time to do homework (1 rock), do chores (1 hour), etc. <p>If you put your priorities first – then you’ll have time for some extras – (pour sand into the jar until it is full) – like watching tv, playing video games, riding your bike, etc.</p> <p>Let’s take a look at how you’re spending time now – make a pie graph on a paper plate – each wedge of the pie represents a daily activity (indicate how many hours are represented by the wedge.)</p> <ul style="list-style-type: none"> - Does your day add up to 24 hours? <p>Consider changing some of those time and activities that prevent you from doing your best at school. Optional Activities: “Taking Stock of Time” “Planning for Improvement”</p>	
Source: West Fargo/Jamestown Schools	
Suggested Assessment: “Planning for Improvement” activity sheet	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 30 minutes
Standard Addressed: 3A Students will understand the relationship of academics to the world of work	
Benchmark Addressed: 3A.5.1 Relate School to Life Experience	
Specific Knowledge: Demonstrate an understanding of the relevance of school subjects to future work.	
Materials: Poster board, rulers or yardsticks, markers	
Activity: Introduce that school subjects are relevant to future jobs (paid and not paid). On a poster board create a chart. <ul style="list-style-type: none">- on the left hand side, list 2 jobs (paid or not paid)- on the top of the chart list school subjects taught for their grade level (reading, spelling, math, physical education, library, music, art, etc.)- draw the lines as a chart is made, after the information in the top and sides is listed Starting with the first job listed go through the list of school subjects and make a check mark in the chart under the subjects that are needed for the job. Do the 2 nd job example as a whole group also. Divide the class into small groups. Have them create their own chart on poster board. Have each member of the group select a job he/she likes and write in on their chart. Then, have the groups discuss the school subjects needed for each of their jobs, and place check marks on their poster on the appropriate school subjects. Their poster board charts can be displayed in the room or hall for a while.	
Source:	
Suggested Assessment: completed poster board	
Other Curricular Integration:	

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Grade Level: 5	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.5.1 Improve Academic Self-concept	
Specific Knowledge: Recognize the value of learning in and out of school Demonstrate dependability, productivity, and initiative	
Materials: Attitude Inventory, “Habits” worksheet, United Streaming Video “School to Work Essential Part I: Personal Qualities”	
<p>Activity: Class discussion: How habits in school will affect habits later in jobs</p> <p>Fill out “Habits” worksheet as a class</p> <p>Define terms: dependability, productivity, initiative</p> <p>Show video (9 minutes)</p> <p>Send attitude inventory as homework assignment</p> <p>Discuss inventory results at the beginning of next next</p>	
Source:	
Suggested Assessment: Attitude Inventory	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	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.5.2 Acquire Skills for Improving Learning	
Specific Knowledge: Know and apply critical thinking	
Materials: worksheet, pencils	
<p>Activity: The student will read and complete the following worksheet</p> <p>The class will then divide into small groups and discuss their individual thoughts, feelings, and actions.</p> <p>The group will decided 3 or 4 things they think must be considered in making a decision.</p> <p>The teacher will list these things on the board for a large group discussion.</p>	
Source:	
Suggested Assessment: The student will complete the worksheet and participate in a small group discussion concerning his/her decisions on the sheet.	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 45 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.5.3 Achieve School Success	
Specific Knowledge: Demonstrate how sharing knowledge facilitates learning.	
Materials: A large stack of newspapers per team of five people One roll of masking tape per team of five people One large can of soup	
Activity: team roles: materials manager, task manager, encourager, volume manager, reporter The assignment of the team is to build a bridge that is made of only the newsprint and tape they were given. The bridge must be constructed so that a can will be able to pass under the bridge and be strong enough to hold the weight of the can and its contents as the can sits on top of the bridge. The material manager will gather a set number of sheets of newsprint and a roll of masking tape. Additional newsprint may be gathered by the materials manager if the group needs it. Students may not attach, lean, or use supports other than the floor or the table- top, their work space. A time limit of 20 minutes will be set for bridge construction. On the countdown, a time update will be announced at the 15, 10, 5, 2, and 1 minute markers. At the end of the time allotment proceed around the room to see if the can will fit under the bridge and if the bridge will hold the weight of the can on its span. Another goal of this activity is to allow the team to experience and develop cooperative skills, listening, communication, and decision making skills. The reporter will report on how the team used their skills to build a bridge to meet the standards. Discussion Questions: <ul style="list-style-type: none">➤ What was your first reaction when you first heard that you had to build a bridge out of newspaper that could hold a heavy can?➤ How did your team select team roles?➤ What process did your group use to plan before it started building the bridge?	

- Did your group's plan work or were adjustments in design necessary during construction?
- As a group, please discuss how your group worked together and assess your cooperative group skills your team showed during the planning and construction phases of this project. Complete the cooperative activity rubric.
- Describe the leadership of your group?
- Did everyone in the group participate? If not, what might have been a hindrance to getting everyone involved? Share ideas that may have encouraged everyone to be involved in the process.
- Did everyone have the same amount of input into deciding how the bridge would be built? Why or why not? How could your team have cooperated better?
- How do group members feel towards those who weren't contributing as much?
- Were all jobs that people in your group did important to the completion of the project? (Ex. If the materials manager did not get the materials would you have been successful?)
- Why do you think it is important to know how to work with others?
- What behaviors are important in working with others?
 - Cooperation
 - Gathering everyone's input
 - Listening
 - Respecting everyone's input
 - Encouragement

Not:

- Bossing
- Loud voices
- Put downs

How would you feel about being part of a class that uses skills to work effectively together?

What skills could we be sure to use the next time we do a cooperative activity in a group
Real world tie in:

What would happen on a football, basketball, or hockey team if its players did not work cooperatively together? What would happen on the set of a theater play if the people building the set did not cooperate with the actors?

What would happen in a hospital if the surgeon and nurses did not work together well?

Would you trust a contractor who was in charge of having team of people build a house if that contractor did not work as a team member? How would you feel if you were a part of that team (cement worker, carpenter, plumber, electrician, and painter)?

Source:

Suggested Assessment: Sharing in large groups show your group worked together and shared ideas. Students complete rubric to assess teamwork.

Other Curricular Integration:

Team roles

Task manager: The task manager will get the group organized, keep the group on task, and make sure the group is working toward the group goal.

Materials manager: The materials manager will collect and keep track of materials as needed by the group. They will organize all team members to help clean up at the end of the activity.

Volume manager: The volume manager will monitor the noise level of the students in your team and get them to turn down the volume to stay within expectations. Your counselor may assess your group 30 seconds in the penalty box if the group members do not keep their volume to 36 inches after a warning.

Encourager: As the encourager for this group you will encourage all members to do their best and work together to finish the job. The encourager praises the members when they cooperate and assist students when teamwork difficulties arise.

Reporter: During the project the reporter will observe the interactions of the group. He will report to the class how their team worked together. If the group experiences any problems while working on the project he will report how the team resolved those problems.

Encourager: As the encourager for this group you will encourage all members to do their best and work together to finish the job. The encourager praises the members when they cooperate and assist students when teamwork difficulties arise.

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 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.5.1 Plan to Achieve Goals	
Specific Knowledge: Set and apply long term academic goals Apply standardized assessment results to educational planning	
Materials: “Beat Your Score” worksheet	
Activity: After student have completed standardized testing, use the results to assist students in setting a goal to improve their score for the next test. Complete “Beat Your Score” worksheet <i>Additional resources:</i> <i>Doing Your Best worksheet</i> <i>Setting Your Own Goals – Sunburst Communication – found on United Streaming</i>	
Source:	
Suggested Assessment:	
Other Curricular Integration: Coordinate with classroom teacher	

Career Domain Lessons/Activities

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 2- 45 minutes sessions
Standard Addressed: 3C Students will understand the relationship between personal qualities, education and training and the world of work.	
Benchmark Addressed: 3C.5.1 Acquire Knowledge to Achieve Career Goals	
Specific Knowledge: Know people may change careers many times in a lifetime	
Materials: Film strip – People and Changes: Changing and Growing”	
Activity: <ul style="list-style-type: none"> - the students will discuss the relationship of skills and interests to job changes before viewing the film strip, “People and Changes: Changing and Growing” - After the filmstrip the counselor will make a presentation on self assessment, helping the student make a profile of their likes, dislikes, skills, interests and aptitudes. - They will interview a retired worker - The students will learn how each retiree describes his/her career, the progression of the job held and the skills how the person sought new experiences as his/her skills and interests changed. - The students will then make a report to the class on their findings. 	
Source: Fargo Public Schools	
Suggested Assessment: The student will conduct an interview and report his/her findings to the class.	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	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.5.2 Apply Skills to Achieve Career Goals																						
Specific Knowledge: Know that the changing workplace requires lifelong learning and acquiring new skills																						
Materials: Whiteboard (chalkboard), markers (chalk)																						
<p>Activity: Write the following definitions on the board:</p> <ul style="list-style-type: none"> - Technology – Scientific method of achieving useful design - Career – An occupation for which a person prepares himself or herself, both mentally and physically, and through which one derives a livelihood. <p>Write on the chalkboard the following six career clusters. Have students discuss the useful designs under each of these career cluster headings.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="border-top: 1px solid black; border-bottom: 1px solid black;"> <th style="width: 33%; text-align: left;">Health</th> <th style="width: 33%; text-align: left;">Transportation</th> <th style="width: 33%; text-align: left;">Communication</th> </tr> </thead> <tbody> <tr> <td>Lasers</td> <td>Supersonic Aircraft</td> <td>Satellites</td> </tr> <tr> <td>CAT Scan</td> <td>Bullet Trains</td> <td>Fiber Optics</td> </tr> <tr> <td>Computers</td> <td>Computers</td> <td>Computers</td> </tr> <tr style="border-top: 1px solid black; border-bottom: 1px solid black;"> <th style="text-align: left;">Construction</th> <th style="text-align: left;">Business & Office</th> <th style="text-align: left;">Consumer & Homemaking</th> </tr> <tr> <td>Solar Heat</td> <td>Computers</td> <td>Microwave</td> </tr> <tr> <td>Computers</td> <td>Word Processors</td> <td>Computers</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - have students discuss how computers have had a profound effect on every career cluster - have students ask their parents how computers are used at their workplace and share with the class - Ask students: “How has technology affected your life?” Do you use computers in school or at home? 		Health	Transportation	Communication	Lasers	Supersonic Aircraft	Satellites	CAT Scan	Bullet Trains	Fiber Optics	Computers	Computers	Computers	Construction	Business & Office	Consumer & Homemaking	Solar Heat	Computers	Microwave	Computers	Word Processors	Computers
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Source: Fargo Public Schools																						
Suggested Assessment: students will have discussed the effects of new technology on careers and the way we do tasks.																						
Other Curricular Integration:																						

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 2 -30 minutes sessions
Standard Addressed: 3C Students will understand the relationship between personal qualities, education and training and the world of work.	
Benchmark Addressed: 3C.5.1 Acquire Knowledge to Achieve Career Goals	
Specific Knowledge: Know people may change careers many times in a lifetime	
Materials: “Job Survey” worksheet	
Activity: Session One: Present the following scenario to the students: <ul style="list-style-type: none">- There once was a young man who didn’t have a career or a job. Each morning when he got up he would say, “What will I do today? I don’t have a job. I can do anything I want. It’s wonderful!” Be sure to point out that the young man is not rich (be sensitive to children whose parents are unemployed) Discuss the following questions: <ul style="list-style-type: none">- What do you think his day would be like?- What things could he do to keep busy?- Would he really be able to do anything he wanted?- Could he buy food and clothing?- Could he afford entertainment like going to the movies, a baseball game or bowling?- Do you think he would probably run out of things to do that are free?- Encourage students to discuss other questions they might have. <ul style="list-style-type: none">- Ask students to identify family members or other adults they know who have a career or job.- Ask students to explain the various occupations.- Discuss why people work and write a list of reasons on the board. Ask students how they feel about the different reasons. Encourage students to choose the reason that would be most important to them.- Emphasize the fact that not only do human beings work for financial reasons, but also for emotional gratification. Explain that having work to do helps many people to feel useful.- Distribute the worksheets. Tell students to talk to six adults about their careers or jobs, complete the worksheet and return it to the counselor. The completed worksheet will be used during the second session. See next page for session two	

Activity:

Session Two

- Review the topic discussed during the first sessions of “Why People Work”. Let students state the various reasons that were discussed earlier.
- Ask the student to look at the survey forms that were handed out during the first sessions and identify the various adults interviewed. For example: mother, father, uncle, neighbor
- Discuss the various occupations of the persons interviewed, as well as their reasons for working.
- Let students share the various feelings that were expressed about the occupations. Did most people like or dislike their jobs? Why did they feel that way?
- Discuss how the students felt about having to do the survey. Was it easy or difficult to get information from the adults? What did they learn from the survey? Encourage students to share honest feelings.
- Distribute the “Job Survey” form and explain to the students that they will complete this one for themselves. Make sure the student understand each heading on the survey. Give a few examples, if necessary. Stress the importance of being honest about the reasons for doing a particular job and how they feel about it. For instance, students might state that they perform certain jobs because their parents make them.
- Collect the “Job Survey” forms and read them to find more about each individual student’s attitude about the work they do.

Source: Old ND lessons**Suggested Assessment:****Other Curricular Integration:**

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 30-45 minutes
Standard Addressed: 3C Students will understand the relationship between personal qualities, education and training and the world of work.	
Benchmark Addressed: 3C.5.1 Acquire Knowledge to Achieve Career Goals	
Specific Knowledge: Know people may change careers many times in a lifetime.	
Materials: “Values and Future Lifestyle” worksheet, four overheads of various occupational lifestyles, overhead projector and screen	
Activity: <ul style="list-style-type: none"> - Define values – rules you set for yourself to live by. Give examples. Handout “Values to Consider When Deciding About a Job,” and go through the definitions of each value. Allow any additions to the list. Have each student put an “X” by the five most important values of their own. - Generate examples of jobs that may require those values they have chosen. Ask for volunteers. - Turn the worksheet over. Define lifestyles-the way in which we live. Give examples. Lifestyle affects career choices. Use overheads and generate examples. Lastly, have the students fill in their own collage of what their lifestyle may be like 15 years from now. Will the jobs they choose support their chosen lifestyle? 	
Source: Old ND lessons	
Suggested Assessment:	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	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.5.1 Acquire Knowledge to Achieve Career Goals	
Specific Knowledge: Know people may change careers many times in a lifetime.	
Materials: “Community Workers” handout, materials to make posters	
Activity: <ul style="list-style-type: none"> - Explain to the class that people are interdependent and it takes many people doing lots of different jobs in order for their community to exist. - Ask students to give examples of jobs people have in their community. Write as many as possible on the chalkboard. - Use an example of one person in the community such as a police officer, and show how he/she helps the community as well as how this person needs others to provide grocery services, schools for children, and housing. - Distribute copies of “Community Workers” to the students. Allow time for them to complete the activity sheet. - Allow students share their responses orally with the class. - Collect the papers and make posters of each of the categories in item three. List as many workers as possible in each category and display on a “Community Workers” bulletin board. This will make students more aware of the dependence we have on each other. 	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	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.5.1 Acquire Knowledge to Achieve Career Goals	
Specific Knowledge: Know people may change careers many times in a lifetime.	
Materials: Copies of “Looking Into Myself” activity sheet for each student	
Activity: <ul style="list-style-type: none"> - Begin the lesson by asking student what they plan to be doing 15 years from now. Encourage them to share their responses orally with the class. - Explain that as they go through school and plan for their future, they need to know how to make choices that will fit their interests and abilities. - Distribute copies of activity sheet “Looking Into Myself” and allow time for students to complete their answers. - Ask students to volunteer to share their responses with the class. - Instruct students to turn their paper over and to write on back what choices they could make at school, based on their interests and abilities. For example: interest in computers – sign up for computer lab time, interests in sports – join teams offered by school, interest vocal music – join chorus, ability in art – join art club. - Allow students to share their ideas with the rest of the class. 	
Source: Old ND lessons	
Suggested Assessment:	
Other Curricular Integration:	

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Grade Level: 5	Estimated Time: ??
Standard Addressed: 1C Students will acquire the skills to investigate the world of work with relation to knowledge of self and to make informed career decisions.	
Benchmark Addressed: 1C.5.1 Develop Career Awareness	
Specific Knowledge: Identify occupations within the career clusters	
Materials: Poster board, career cards	
Activity: Discovering Career Clusters Place 8 large pieces of poster board or bulletin board paper around the room with one of the career clusters on each sheet. <ul style="list-style-type: none"> - take the list of cards – careers – and divide them among the class - students place the career cards on the paper where they fit - Discuss each cluster – which ones they feel are correctly place (would they change any?) Additional resources: 1C.5.2 Develop Employment Readiness Identify personal interests <ol style="list-style-type: none"> 1. contact Job Service NR for ND Career Baseball Cards 2. ND Career Resource – utilize the Career Outlook magazine interest inventory and researching occupations with the Holland Code Career Clusters 3. Career Key website and activity page 4. E-Wow Interest Inventory (explore the world of work) 5. Discovery Career Clusters Activity 	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

Personal/Social Domain Lessons/Activities

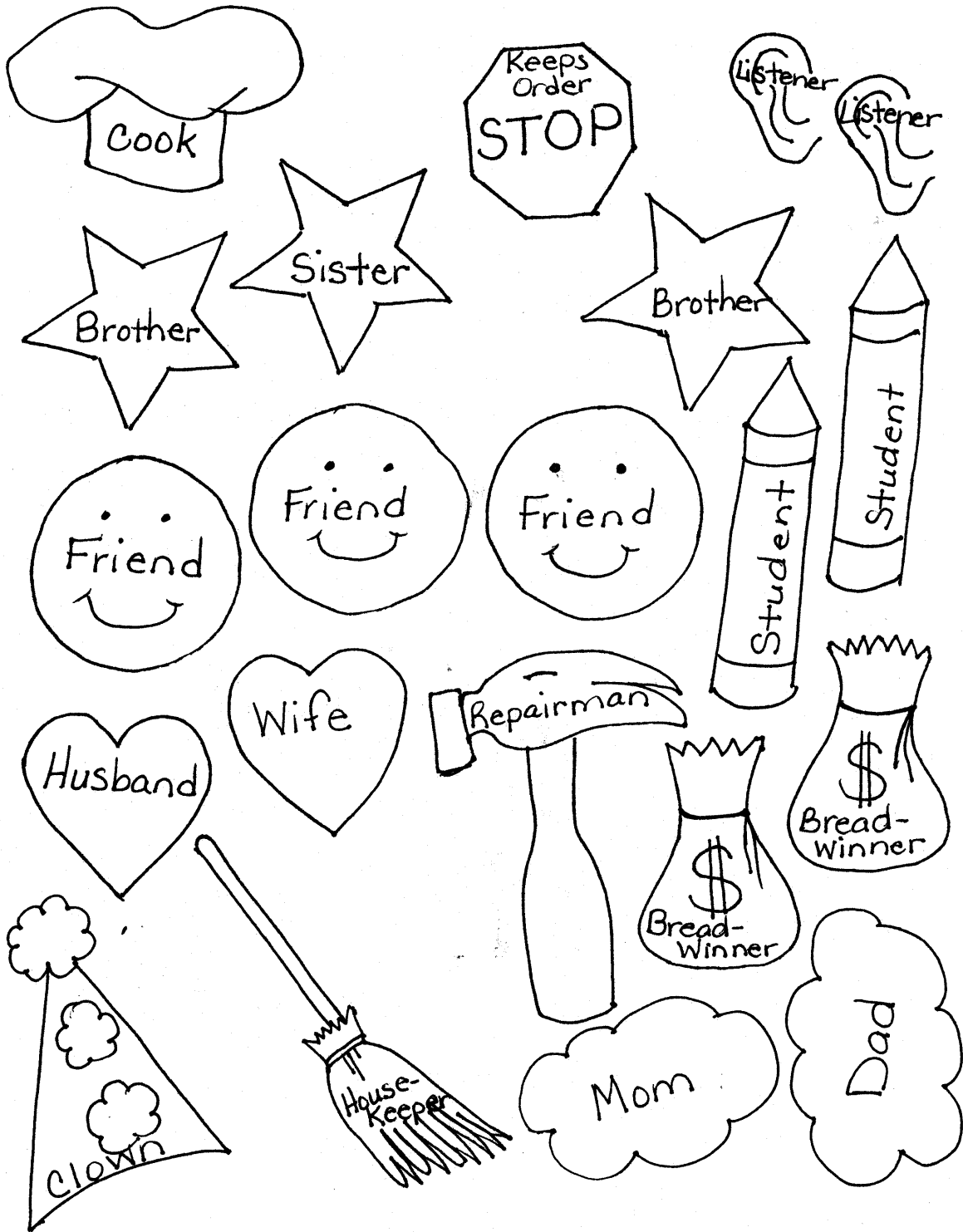
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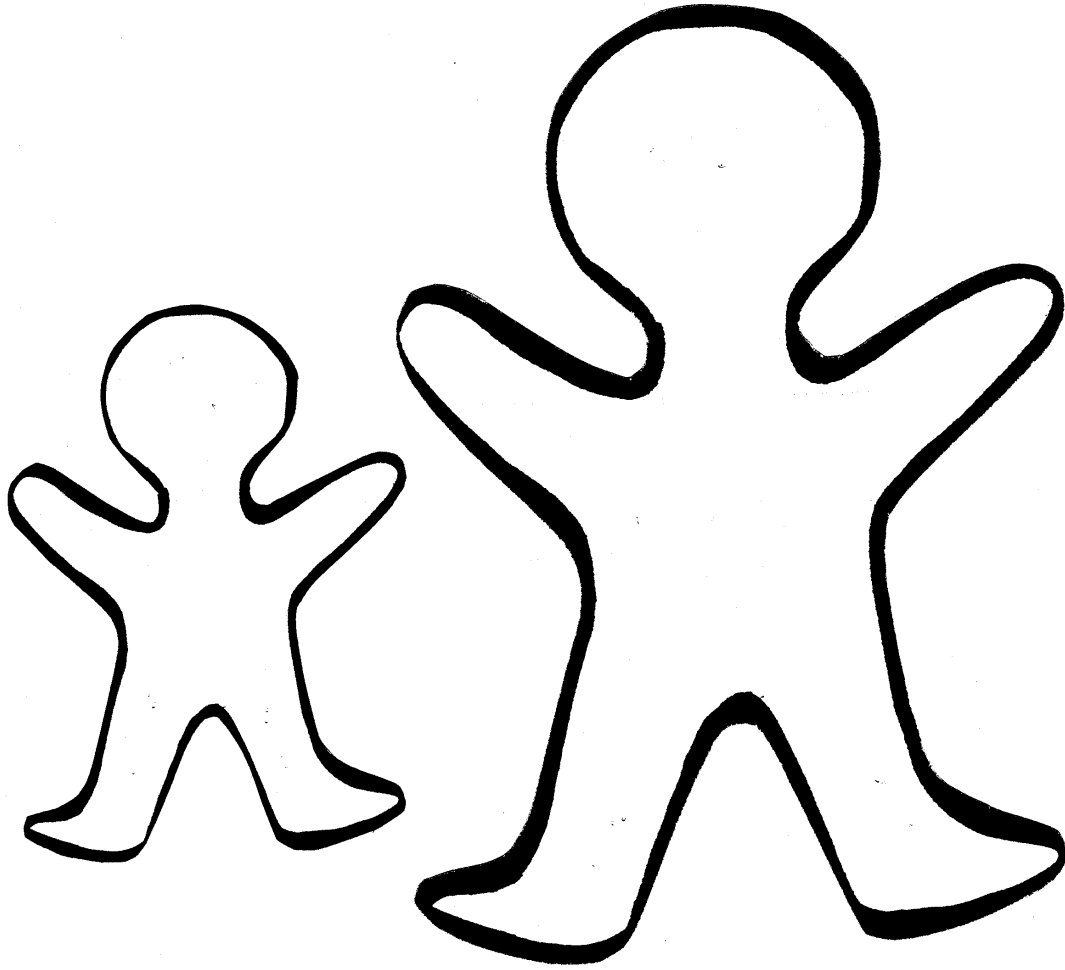
Grade Level: 5	Estimated Time: 2 – 30 minutes
Standard Addressed: 2P/S Students will make decisions, set goals, and take necessary action to achieve goals.	
Benchmark Addressed: 2P.5/S.1 Self-Knowledge Application	
Specific Knowledge: Know and apply a decision-making process to a problem	
Materials: Worksheet – “What is the Right Decision?” and “Randy’s Dilemma”	
<p>Activity:</p> <ul style="list-style-type: none"> ~ Write on the board the four steps of the decision making model <ul style="list-style-type: none"> - state the problem clearly - search for alternatives - list pros and cons of each alternative - choose the best alternative ~ Hand out “What is the Right Decision?” Discuss the following decisions that may have to be made in the course of a day. Require each student to label them on a scale of one to five, one being an easy decision and five being the hardest. ~ Explain that we do not need to use the complete decision making process for easy decisions. However, we will feel much better about hard decisions if we do use the complete process. Allow each student five to ten minutes to complete this task. ~ Read “Randy’s dilemma” aloud to the class. Discuss the following questions: <ul style="list-style-type: none"> - State Randy’s problem clearly. - What alternatives actions could Randy take (ways he could approach his mom, others he could ask for help)? - List the pros and cons of each alternative. - Choose the alternative that seems best. ~ Instruct each student to choose a problem about which they have had to make a decision. Each student will need to write the solution to the problem by using the four steps to decision making. ~ Instruct each student to pass their problems to the person next to them. The student will write their solution to the problem by using the four steps in decision making. ~ repeat above procedure. ~ At the end of this process each student may have three solutions to the same problem. 	
Source: Old ND lessons	
Suggested Assessment:	
Other Curricular Integration:	

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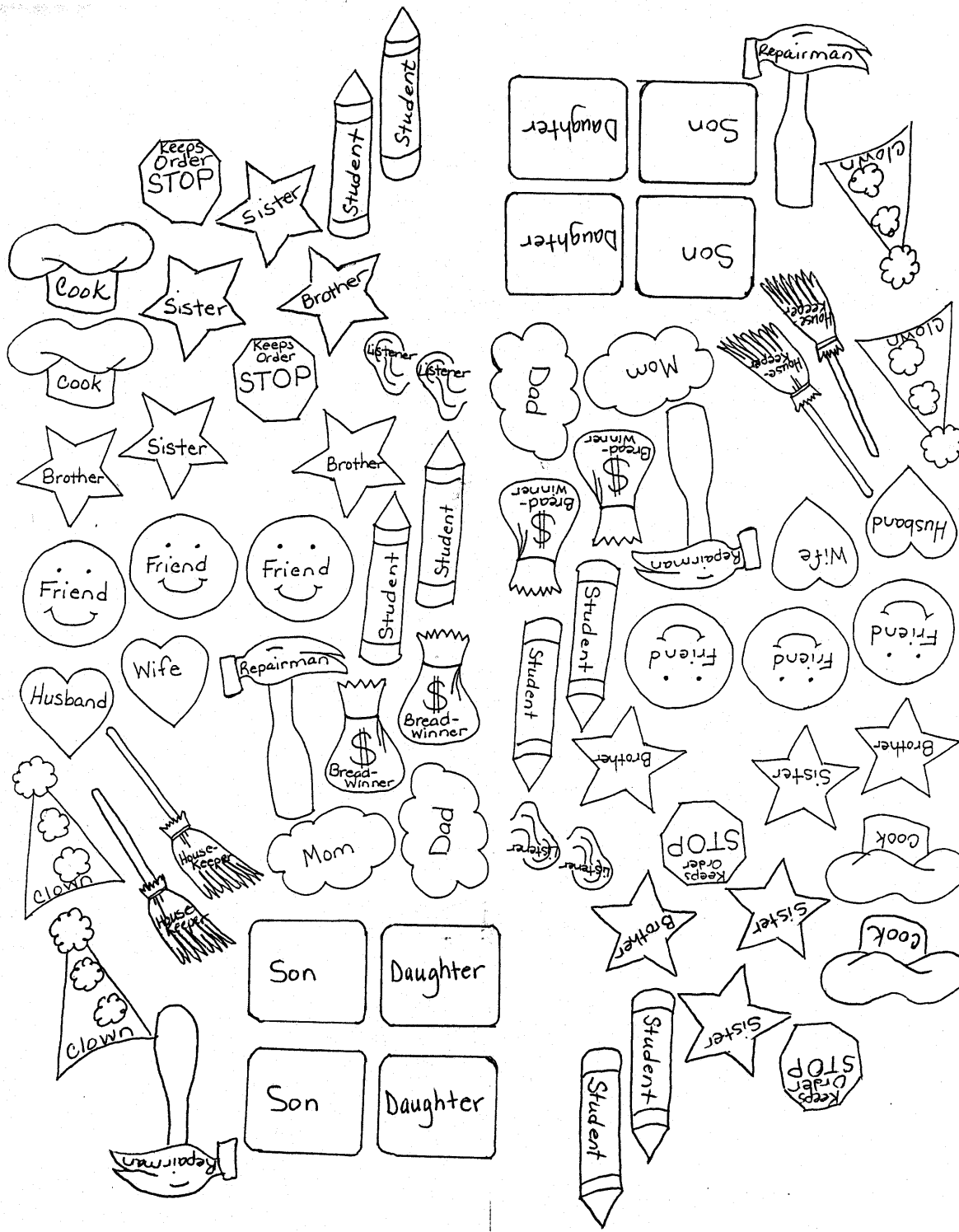
Grade Level: 5	Estimated Time: 30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and personal skills to help them understand and respect self and others.	
Benchmark Addressed: 1P.5/S.1 Acquire Self-Knowledge	
Specific Knowledge: Identify changing family, personal and social roles	
Materials: felt board, felt cutouts, worksheets and construction paper	
<p>Activity: Define “Role”</p> <ul style="list-style-type: none"> - On felt board, use gingerbread figure and illustrate a parent with all their roles by adding hats, etc. to illustrate each person’s multiple roles. - Repeat with a child on the felt board - Hand out one piece of construction paper per student, one sheet of people, 1 sheet of role symbols. - Have students glue their family members on the construction paper and add all the props to illustrate all the people’s various roles. - After art projects are complete, begin class discussion: <ul style="list-style-type: none"> ~ Who has the most roles to fill in your family? ~ Who has the least? ~ Are roles distributed fairly? ~ If not, how could roles be evened out more? ~ Do roles change through the years? 	
Source:	
Suggested Assessment: class discussion and questions at the end	
Other Curricular Integration:	

Felt Board Patterns – Page 1

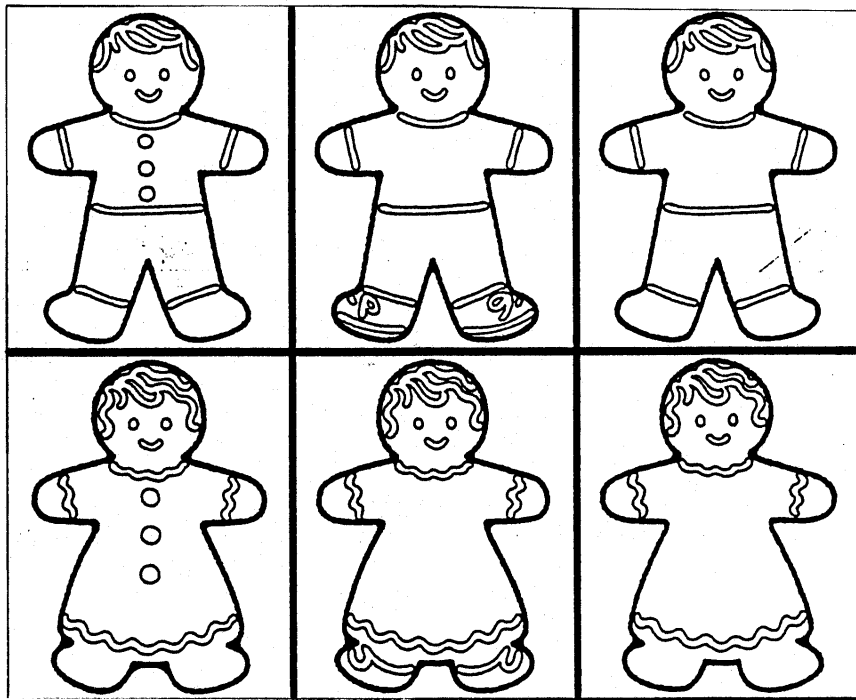
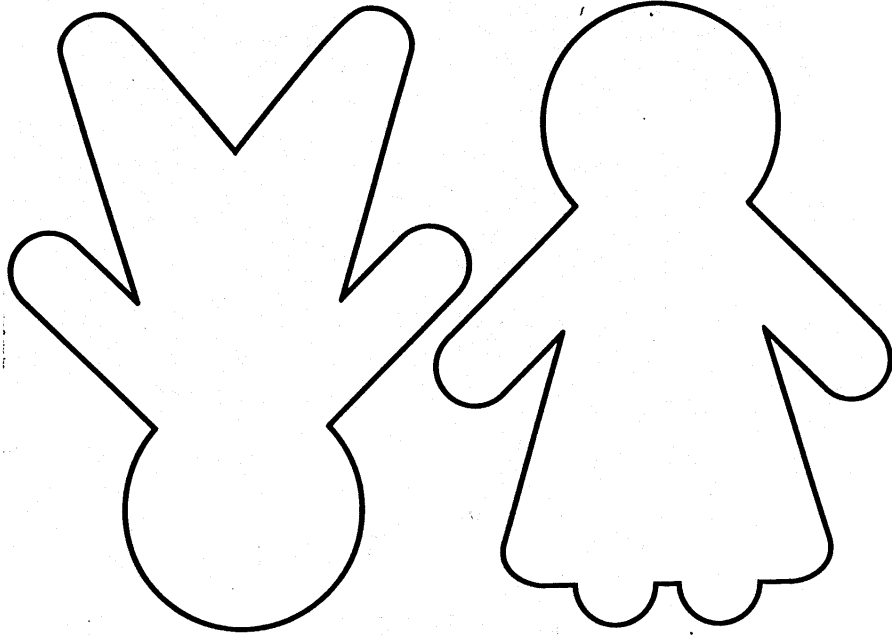




Student Worksheet – Page 1



Student Worksheet – Page 2



North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	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.5/S.1 Acquire Self-Knowledge	
Specific Knowledge: Define how physical characteristics, abilities and responsibilities change	
Materials: Long sheet of paper, sticky notes	
<p>Activity: Have students brainstorm the developmental stages of life people go through. (ex. Newborn, toddler, pre-school, school-aged, pre-adolescence, adolescence, young adult, middle-age adult, elderly)</p> <p>List those going across the top of the long sheet of paper. On the left hand side, write the words: Physical, Abilities, & Responsibilities (talk about what those words mean once you have written them down)</p> <p>Break the students into groups and give them one of the developmental stages to discuss. Have them write the physical changes that are occurring at that time of life on a sticky note, abilities another sticky note, and responsibilities that people have at those ages on a third sticky note. Put the sticky notes on the chart under the appropriate developmental stage and discuss</p>	
Source: N/A	
Suggested Assessment: Completed chart	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 20-40 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.5/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Identify ways of directing emotions into socially acceptable behavior	
Materials: Behavior Characteristics and Task Cards handouts	
<p>Activity: Discuss the meaning of being assertive. Assertive means asking directly for what we want or need in an honest, straightforward way. We speak in a normal tone of voice and look the other person in the eye. We can also stand up for ourselves and let others know how we are feeling.</p> <p>Ask the students for examples of times when they were assertive.</p> <p>Discuss the meaning of being passive (quietly hoping others will guess what we want/need). As passive person has trouble turning other people down, finds it difficult to stand up for themselves, speaks in a soft or whiny voice, and has trouble making eye contact.</p> <p>Ask students for examples of when they were passive</p> <p>Discuss the meaning of being aggressive (bossy, demanding, manipulative). An aggressive person tells or demands instead of asking. Sometimes they are mean and intimidating in order to get their own way.</p> <p>Ask students for examples of times when they were aggressive</p> <p>Ask for volunteers to role-play someone bothering them in line in an assertive, aggressive and passive manner</p>	
Source: Old ND lessons	
Suggested Assessment:	
Other Curricular Integration:	

BEHAVIOR CHARACTERISTICS

Passive:

Often says yes when he or she wants to say no
Whiny
Little or no eye contact
Tries to get needs met through hinting
Hard to stand up for self
Goes along with group
Makes excuses
Often feels picked on

Aggressive:

Bossy
Doesn't listen to others
Loud
Demanding
Reports to physical (pushing) or verbal (name calling) methods to get own way
Manipulative
Blames others

Assertive:

Use "I" statements
Makes eye contact
States needs and wants clearly
Polite but firm
Honest and fair
Stands up for one's self and one's ideas
Respect others

TASKS CARDS

Somebody starts calling you names	Your friends will not play with you at recess.
Your teacher didn't choose you for a game. You really want to play.	You're doing a group project. Not all of the group members are doing their part. What do you do about it? What else could you do?
You're having trouble in math and would like your parents to help. What do you say to them?	A classmate borrowed a pencil and didn't return it. What do you say?
On a day you missed school a homework assignment was due. You want to turn it in now. What can you say to the teacher?	You want stay up past your bedtime.
You get you language paper back and realize a classmate made an error in grading your paper. What can you say?	Your parents have not signed your field trip permission slip. It was due three days ago. What can you say to them?

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 20-40 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.5/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Resolve conflict in situations with minimal supervision	
Materials: My Secret Bully by Trudy Ludwig	
Activity: Read the book and do attached sheet	
Source: Mary Blumhagen	
Suggested Assessment:	
Other Curricular Integration:	

Bullying

We want to create healthy environments for youth.
Bullying is not part of a healthy environment for youth.

What Can a Target Do?

- ~ Know that it is not your fault.
- ~ Know that you don't deserve it.
- ~ Tell the bully to stop.
- ~ Remove yourself from the situation.
- ~ Get help from people you trust.
- ~ Hang out with people who let you be you.
- ~ Use humor to deflect bullying.
- ~ Don't become a bully yourself.

How was Katie being mean to Monice? What did she say? What did she do?

How did Monica stop the bullying?

What else do you think Monica could have done or said?

How does it feel to be bullied?

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 30 minutes
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.5/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Know how to handle pressure from friends to use alcohol, tobacco and other drugs	
Materials: alcohol, tobacco, and other drugs	
<p>Activity:</p> <ul style="list-style-type: none"> - Use booklets to review harmful effects of substances. Each child gets each booklet. (use pamphlets; “Tobacco Stinks,” “Alcohol: Problem Punch,” “Marijuana: Dead End Drug” and “Alcohol & Social Pressure”) <li style="padding-left: 40px;">- Free multiple copies from the North Dakota Prevention Resource Center 1-800-642-6744 - Hand out activity sheet “Six Ways to Say No” and review with class - Role play situations and have class name the refusal skill used. 	
Source: West Fargo	
Suggested Assessment: see #3	
Other Curricular Integration:	

Six Ways To Say No

From the pamphlet: "Turning Down the Drink: Alcohol and Social Pressure"

Be up-front: "Do I have to drink to be your friend?"

Blame a parent: "If my mom found out I'd be grounded for life!"

Make a joke: "No, thanks, I can't afford to lose any more brain cells."

Remember your goals: "No Way! I want to make the team."

Be honest: "I don't drink" or "I hate the taste."

Walk away: You don't have to say anything.

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 2 – 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.5/S.2 Acquire Interpersonal Skills	
Specific Knowledge: 1P.5/S.2 Resolve conflict in situations with minimal supervision.	
Materials: Styrofoam packing peanuts, biodegradable packing peanuts, water, white vinegar, baking soda, red and blue food coloring, spoon, 2 small glass jars, 2 medium glass jars, tin cake pan, worksheet – “Resolution Vocabulary”, copy of poem “Ations” by Shel Silverstein, “I-Statements” sheet, I-statement situations list	
<p>Activity:</p> <p><u>Day One:</u></p> <p><u>Preparation:</u> Before the group assembles, put a few drops of red food coloring into a small glass jar of vinegar and a few drops of blue food coloring into a small glass jar of water. Don’t tell the students the difference until after the demonstration. Make sure you remember which jar contains vinegar and which contains water. In one of the medium glass jars, put a few regular packing peanuts and a teaspoon of baking soda. In the other medium glass jar, put a few biodegradable packing peanuts.</p> <p><u>Activity:</u> Demonstration to show how negative responses to conflict can damage friendships. Show the students the packing peanuts. Tell them the packing peanuts represent conflicts they may be having with others. Explain that using negative actions such as blaming, fighting, and name-calling to resolve conflicts actually make the problem worse. Show the students the small jar containing the red vinegar mixture and tell them it represents negative actions. Pour the vinegar solution into the medium jar with three regular packing peanuts and baking soda. Tell the students to watch what happens. As the solution bubbles over the top of the jar and the packing peanuts spill out, explain that this is like using negative actions in a conflict situation. The situation does not disappear. In fact, like the packing peanuts, it spreads to other areas.</p> <p>Explain that using positive ways to resolve conflicts can cause the problem to disappear and preserve the friendship. Positive actions do not hurt people’s feelings. Show the students the small jar containing the blue water mixture and tell them it represents positive actions. Slowly pour the colored water into the jar of biodegradable packing pieces. Stir gently. The packing pieces will dissolve and disappear, just as conflicts do when positive actions are used.</p> <p>Tell the students that conflicts will occur in all friendships because no two people are alike and will not always agree on everything. Brainstorm with the students about how they can resolve conflicts with their friends in a constructive manner.</p>	

Write the following points on the board or on chart paper and explain how it is related to the students. Tell them that in order to resolve conflicts constructively, they must:

- *Listen to each other
- *Try hard to fix the problem
- *Look at things from their friend's point of view
- *Respect each other's feelings
- *Be honest about their own part in the conflict

One way to facilitate the above items is to use I-statements. "I" statements take the focus off the other person and put the focus on yourself, which makes everyone a little less defensive. It could also have a statement added onto the end "and I want you to..." to also identify a way to fix the problem.

Hand out "I-statements" sheet and identify the 3 parts on the sheet. Give examples to use and then have students practice filling in their worksheet by thinking of a situation and then writing an "I-statement" to use for that situation. Have students share their I-statements with the class. (A list of situations for this activity is also provided.)

In our next session we will look at ways to finish the I-Statement process with ways to fix the conflict after you've identified the problem, how it makes you feel, and how it affects you.

Day Two

There are many ways to resolve conflicts, some of which have names. Read the "Resolution Vocabulary" on the handout, discussing each of the terms. Ask students if they can think of examples of each kind of conflict resolution. Read the situations on "Identify the Resolution" and identify what type of conflict resolution is being used.

Have you used one of these conflict resolution approaches? If so, describe the situation. What are some other ways of resolving conflicts that are not on this handout? (compromise, problem solving, competing, using chance)

Role Plays: Using scenarios on handout, have pairs of students act out the scenarios using 3 different types of resolutions for each one. You can choose to assign which three types you want them to role play or let them choose the three they would like to illustrate.

End the session with the poem "Ations" by Shel Silverstein

Source:

Suggested Assessment:

Other Curricular Integration:

Role Play Scenarios

Situation 1 (Side One)

You and your brother/sister have been given permission to repaint the study room you both share. You want to paint it blue.

Situation 1 (Side Two)

You and your brother/sister have been given permission to repaint the study room you both share. You want to paint it yellow.

Situation 2 (Side One)

You and your friend are going fishing. You want to go to Bass Lake.

Situation 2 (Side Two)

You and your friend are going fishing. You want to go to Meyers Lake.

Situation 3 (Side One)

You are going out to eat at a “fancy” restaurant with your mom/dad. You want to wear blue jeans.

Situation 3 (Side Two)

You are going out to eat at a “fancy” restaurant with your son/daughter. You think dresses and suits should be worn.

Situation 4 (Side One)

You want to go out on a date, but your mom/dad thinks you are too young to date.

Situation 4 (Side Two)

Your son/daughter wants to go out on a date, but you want him/her to wait a few more years.

Situation 5 (Side One)

John accused you of stealing a set of “collector cards” that were left in the lost and found for several weeks.

Situation 5 (Side Two)

You are accusing Jeff of stealing a set of “collector cards” that you lost in school a few weeks ago.

Situation 6 (Side One)

Carol tells you she won’t be your friend anymore if you continue to play with Jessica.

Situation 6 (Side Two)

You tell Sallie you won’t be her friend anymore if she continues to play with Jessica.

Situation 7 (Side One)

You are really upset because Andrea told you that Jill is talking about your hair behind your back.

Situation 7 (Side Two)

You are being accused of talking about Linda’s hair behind her back.

Resolution Vocabulary

COMMUNICATE - Some conflicts start because people misunderstand each other. Talking things out and explaining might take care of it.

NEGOTIATE - When two or more people decide to work out a conflict themselves, they might follow a set of steps. The steps help them work out the conflict or *negotiate*.

MEDIATE - Sometimes people want to work out a problem but have trouble negotiating. They might ask someone to help them. That person is called a *mediator*. He or she *mediates* the conflict by helping the people work it out. The mediator does not tell the people what to do; he or she helps them decide for themselves.

ARBITRATE - Sometimes a mediator does solve people's problems. Then he or she isn't called a mediator. He or she is called an *arbitrator*. When people ask an arbitrator to help them, they must agree to do whatever the arbitrator suggests.

LITIGATE - When people can't work out their conflict themselves, they may go to a court and have a trial. They hire lawyers and go before a judge. A judge is like an arbitrator. The lawyers try to convince the judge that their client is right. The judge decides who is right according to the law and decides what solution there should be.

LEGISLATE - To legislate is to make something the law or a rule. Some kinds of conflicts cause people to try to change laws or rules so the problem won't happen again.

Identify the Resolution

Directions: Read the situations and identify what type of conflict resolution is being used:

A. Type: _____

Roger and Kindra were arguing over who would get to use the box of markers. They realized that arguing was getting them nowhere, so they figured out several ways they could both use the markers. Then they chose the way they liked best.

B. Type: _____

Jerome, Ted, and Alfredo are supposed to put up a bulletin board display together, but they can't agree on what the theme should be. They finally went to their teacher Mr. Nunez and asked him to choose the bulletin board theme.

C. Type: _____

Juanita was upset because her best friend Sara walked by her this morning without saying a word. She didn't speak to Sara all day. Finally Sara got Luanita to say what was wrong. "I didn't even see you," Sara cried. "I would never walk by without saying something to you." It was all a misunderstanding.

D. Type: _____

Ricardo and Diana were playing on the same softball team, but they both wanted to pitch. They were shouting at each other. Finally Monty came up and helped them work out a solution to the problem.

E. Type: _____

Marla was being teased and called names by some kids in the class. She hated being called names. Every morning the class had a class meeting to discuss things. Marla suggested that there be a class rule against name-calling and teasing.

F. Type: _____

Carmen has accused Reba of stealing things out of her locker. They have taken their problem to the student court. The court is made up of a high school girl, who is the judge, and a jury of eighth- and ninth-graders. They will present evidence to the court. The jury will decide if Reba is guilty. If she is, the judge will decide her punishment.

Ations

If we meet and I say, “Hi,”
That’s a salutation.
If you ask me how I feel,
That’s consideration.
If we stop and talk awhile,
That’s a conversation.
If we understand each other,
That’s communication.
If we argue, scream and fight,
That’s an altercation.
If later we apologize,
That’s reconciliation.
If we help each other home,
That’s cooperation.
And all these ations added up
Make civilization.

(And if I say this is a wonderful poem,
Is that exaggeration?)

I-Statements

_____, **I feel**
Name

Feeling word

When you _____
Other person's actions

because _____
Effect(s) on you

Examples:

+ “Samantha. I feel **happy** when you **listen to me** because **you are important to me.**”

- “Thomas, I feel **hurt** and **frustrated** when you **hit me** because **I'm not allowed to hit you back.**”

List of feelings words: sad, mad, scared, angry, frustrated, happy, stressed, glad, frightened, etc.

I-Statements Situation List

Jackie said that you started a rumor about several classmates.

You are pushed in line and the person in front of you is very angry, because you pushed them.

Someone stepped on your new shoes.

Your brother accidentally threw away your math sheet that's due today.

Your friends are always first to take a turn at recess.

Your dad called you lazy when you didn't do your chores on time.

Your best friend didn't call you to go to the movie when he/she organized a group to go to the movie last weekend.

A classmate called you "fat".

Your mom forgot to wash your basketball clothes for the game tonight.

Your cousin said he/she would rather play Xbox with his/her friends than with you.

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	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/S.2 Acquire Interpersonal Skills	
Specific Knowledge: 1P.5/S.2 Identify ways of directing emotions into socially acceptable behavior.	
Materials: Worksheet “Why Am I Angry?”, student worksheet, “Beliefs and Consequences”, Rational and Irrational Statements sheets cut into slips (enough for each group of 4 to have a set)	
Activity: Today we are going to talk about anger and one way to reduce its strength. Intro to have students realize that everyone experiences anger: Read the following list and have students respond. <ol style="list-style-type: none">1. If you have been angry within the last two weeks, raise your right hand.2. If you have ever hit someone when you were angry, stomp your feet.3. If you have been angry because someone lied to you, point at the ceiling.4. If you have yelled at someone when you were angry, clap your hands.5. If you have been angry because someone was talking about you, touch your ears.6. If you have been so angry you have cried, blink your eyes.7. If you have been angry because you were late, touch your nose.8. If you have slammed a door because you were angry, raise both feet.9. If you have been angry because something of yours was stolen, nod your head.10. If you have been angry because you lost or misplaced something, cross your legs.11. If you have punched a wall because you were angry, make a fist.12. If you have ever been angry at an inanimate object such as your computer or TV, pull your right ear.13. If you have ever kept your anger inside, cover your eyes.14. If you have been angry because a friend disappointed you, stick out your tongue.15. If you have been angry in the past 24 hours, stand up. Followup questions: What have you learned about everyone in this room? Do we all respond to anger in the same way? Will you ever be able to totally eliminate anger from your life? What are some reasonable goals for your anger? Go through handout “Why Am I Angry?” ABCs of Anger: Activating Event leads to a Belief which leads to a consequence (feeling of anger). This is like a domino effect, so if you can change one of the first two factors, the third	

one would also change. Which would be easier to change – the activating event or the belief? The belief would be easier, because many of the activating events would be out of our control. They may be someone else’s behavior (which we can’t control) or a life event that happens (which we also can’t control). Our beliefs are something we can control. If we think positive or rational thoughts, the anger will be more likely to subside; if we think negative or irrational thoughts, the anger will be more likely to increase.

Complete “Beliefs and Consequences” worksheet with the class.

Another way to look at beliefs is to look at rational and irrational thinking. Rational thinking is . Irrational thinking is . Irrational thinking leads to more anger than rational thinking, so one strategy to deal with anger is to replace an irrational thought with a rational thought. It’s like replacing a Mud Mind thought (from Pumsy) with a Clear Mind thought. Why do you think that irrational beliefs so often lead to anger? What kinds of feelings do rational feelings produce? Do rational beliefs help you overcome problems in your life? Why or why not?

Divide the class into groups of about 4 students. Give each group a set of rational and irrational belief statements. The statements are to be placed face down. Have group members take turns turning over a card and stating whether the statement irrational. If the statement is irrational, they are to make a rational statement that could replace the irrational statement.

Source: YouthLight, Inc. 2000

Suggested Assessment:

Other Curricular Integration:

Why Am I Angry?

ANGRY PEOPLE MAY COME FROM ANGRY FAMILIES.

The single most common cause of anger is an angry home. Angry families have destructive habits:

- *They think anger is normal and expected.
- *No one listens until they get angry.
- *They try to solve their problems with anger.

ANGRY PEOPLE MAY BE THE VICTIMS OF ABUSE OR BULLYING.

There is always damage from physical, sexual, or emotional abuse. Abuse can result in anger when people:

- *Don't know what to do with their rage toward their abuser.
- *Direct their rage toward their abuser(s) onto others.
- *Become angry every time they think about their abuser.
- *Try to make themselves feel better by abusing others.

ANGRY PEOPLE MAY FEEL UNHAPPY ABOUT THEMSELVES.

People with low self-esteem often feel:

- *I'm no good.
- *I'm not loved.
- *I don't belong.
- *I don't even want to live.

PEOPLE MAY BE ANGRY WHEN THEY SUFFER FROM GRIEF/LOSS.

One of the stages in the grieving process is anger. Grief can cause people to be angry at:

- *The person who died or left.
- *Doctors and nurses who didn't save someone.
- *Anyone who has not had a loss or is not grieving like they are.
- *An authority figure such as a parent, teacher, or God.

ANGRY PEOPLE MAY HAVE A PROBLEM WITH ALCOHOL AND DRUGS.

There is a connection between anger and alcoholism. People who use alcohol and drugs often:

- *use their anger as an excuse to drink.
- *try to avoid responsibility for their anger.
- *get more angry when they drink.

Beliefs and Consequences

Name _____

Read each activating event (A). Identify the belief (B) that would most likely result in anger (C). Put an "X" in the box.

1. You want to buy something and you don't have enough money.
 - I will save more money and buy this later.
 - I should get more allowance from my parents; they never give me enough.
 - If I would spend less money on junk food, I could have enough money.

2. You didn't do your math assignment and now you are getting a zero.
 - I just forgot. I am going to write my assignments down from now on.
 - Math is a hard subject for me; I should do better at getting my work done.
 - I hate math. It's not right to have homework every night.

3. You didn't get the part you wanted in the play.
 - The director hates me. She shouldn't be in charge.
 - I really wanted that part but maybe I will get a good part in the next play.
 - I am disappointed but I can help with the play in another way.

4. Your mother needs help cleaning the garage.
 - Why should I have to clean the garage? I didn't make all this mess!
 - I don't like cleaning the garage, but I guess someone has to do it.
 - I will try to do this quickly and be done with it.

5. A teacher blames you for something you didn't do.
 - I hate that teacher. She is going to be sorry for always picking on me.
 - I hate being blamed for something I didn't do, but I can handle it.
 - I will try to talk to her after class and explain what happened.

IRRATIONAL Statements

I must have science first period.

I absolutely must make an "A" on my test.

It is terrible when things don't go my way.

How terrible it is that you treat me like this.

I can't stand your irresponsible behavior.

He should not call me names.

Losing my jacket is the worst thing that could happen.

It will be terrible if I don't get on the team.

I can't stand it if I don't get to go to the dance.

Rational Statements

I don't like having gym first period, but I will manage.

I wanted to make an "A" on the test. Even though I didn't, I am not stupid.

I prefer having things go my way, but I can handle it if they don't.

I don't like it when I am left out, but I don't have to fall apart.

I don't like it when other people don't follow through with their responsibilities, but I cannot control their behavior.

I wanted to win the election, but that doesn't mean I am not a good person.

I am upset because I have to wait on my sister, but I won't fall apart.

I want Jo to go with me to the dance, but I can go with my friends and still have fun.

I want to go to the movie, but I don't have to go in order to be happy.

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	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.3.1 Develop Career Awareness	
Specific Knowledge: 1C.5.1 Identify occupations within career clusters.	
Materials: Job List and Work Interest Inventory from Minot, ND website: http://pages.minot.k12.nd.us/votech/File/resources/5proj.htm , One large sheet of paper for each of the six career clusters (listed on back sheet of Work Interest Inventory) labeled with the name of the career cluster, post-its cut in 4ths (enough for 6 per student)	
<p>Activity:</p> <p>Review the idea of career clusters from grade 4. What are career clusters? Why is grouping careers in clusters helpful? (helps students to see careers that have many things in common, provides a large group of careers that match your interests, one way to narrow your career choices) How can clusters help a person find the right job for him/her? (match interests and abilities with a cluster, rather than a job and you will have many more to choose from, with a variety of educational level requirements).</p> <p>Take Work Interest Inventory. Circle the career cluster on page 4 that you scored highest in. Star the one that you scored second highest in. Look at the jobs on page 5 that you could have done in 1886 and write one from your highest cluster on the blank on page 5. Now, we're going to look at jobs today that would fit in each of those six clusters. Each of you will get 6 post-its – one for each career cluster. Write the name of a job that we have today on the post-it and attach to the appropriate career cluster. If the job has already been put on that career cluster, you would need to think of another job. Repeat with each of the career clusters. Allow 5-10 minutes for students to complete this activity. If students need help, have a Job List available at the front of the room.</p> <p>Read the list of jobs students have put in each job cluster. Are any in the wrong cluster? Can jobs ever be in more than one cluster?</p>	
Source:	
Suggested Assessment: Career Cluster Collages	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 5	Estimated Time: 3- 30 min.
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.5.2 Develop Employment Readiness	
Specific Knowledge: 1C.5.2 Identify personal interests.	
Materials: “Getting to Know Me” sheet, Inventories – Attitude, Work Conditions, Interest, and Values, Lifestyle Worksheet and Key and 3 Wish list sheets from Minot, ND website: http://pages.minot.k12.nd.us/votech/File/resources/5proj.htm , 9” Construction paper – 1 per student, 1 lg. construction sheet – 1 per student	
Activity: <u>Class 1</u> We are going to begin a unit on careers by getting to know yourself better. If you aren’t clear on yourself, matching yourself to a career will be very difficult. As an elementary student, the best career exploration you can do is to just get to know yourself better. Let’s start with a little dreaming about what you’d like your future to look like. Hand out the 3 wish lists and have students select one home, one form of transportation, and as many leisure items as they’d like, ideally, when they are on their own. Color, cut and mount the items on a regular sheet of construction paper. Share the collages with the class when complete. Have students share why they chose what they did. Assignment for next class: Hand out Lifestyle Worksheet and have students estimate the costs of the expenses listed. Do not fill in the bottom calculations. We will do that together in class when we have the actual figures to use. <u>Class 2</u> Ask students to take out Lifestyle Worksheet and compare their estimates with the actual listed on the Teacher Key. Where were you most off on your estimates? Which costs surprised you most? Have students fill in bottom to figure out what kind of salary would be necessary to pay these bills. One consideration for a job you’d choose: Could it support the lifestyle you’d want? During the next 2 lessons, we will be doing several inventories to help you get to know your more about yourself in relation to jobs. Give each student one large piece of construction paper and have them fold in half and put his/her name on the outside of this folder. Place in the folder the following inventories: Attitude, Work Conditions, Interest, and Values, plus the “Getting To Know Me” sheet. Complete the attitude inventory and fill in the information requested on the “Getting to Know	

Me” sheet. Do the same for the work conditions inventory. Have students share with the class the 3 items from the work conditions inventory that they listed on the “Getting to Know Me” sheet.

Class 3

Complete the Interest Inventory sheet. Using the information on the teacher information sheet that goes along with the sheet, give that to the students and have them use it to fill in the “Getting to Know Me” sheet. Take a hand count for each category to find out how many students fit best into each category.

Complete the values inventory and fill information on “Getting to Know Me” sheet. Have students share one important and one unimportant value with the class.

Source:

Suggested Assessment:

Other Curricular Integration:

Getting to Know Me

Name _____

Attitude Inventory

My work attitude score was _____, which means I have a _____ attitude toward work.

Work Conditions Inventory

The work conditions that I preferred were:

Interest Inventory

I scored highest in the _____ section, which means I might like a job like _____.

My second highest score was in the _____ section, which means I might like a job like _____.

Values Inventory

The two values that were most important to me were _____ and _____.

The two values that were least important to me were _____ and _____.

One job that would fulfill my top values would be _____.