

Academic Domain Lessons/Activities

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 20-30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.K.1 Improve Academic Self-concept	
Specific Knowledge: List personal strengths	
Materials: <u>ABC I Like Me!</u> by Nancy Carlson Alternative materials: <u>Something Special</u> by David McPhail <u>All By Myself</u> by Mercer Meyer	
Activity: Sing the Alphabet Song Read <u>ABC I Like Me!</u> Worksheet Game: "I can do that" Sit in circle and draw a card with examples of ideas they can do at their level (in Kindergarten curriculum) ex: "I can count from 1-10 (counselor read card and quietly check with student that they can do it, if not draw another card) They say "I can do that!!" We all say "Go Ahead and Do It!" The student does it.	
Source:	
Suggested Assessment: Game	
Other Curricular Integration:	

I am good at:

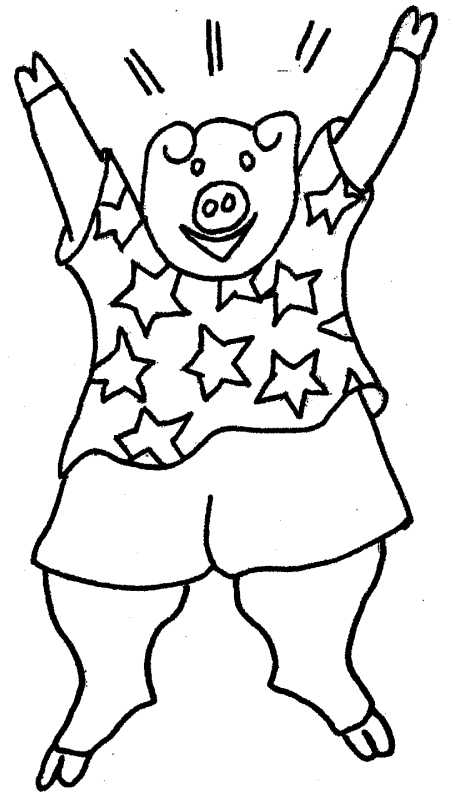
I love to:

I like to make:

I am:



ABC
I like Me!



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Grade Level: Kindergarten	Estimated Time: 20-30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.K.3 Achieve School Success	
Specific Knowledge: Demonstrate how to share knowledge	
Materials: Worksheet	
Activity: Teacher demonstrates shaking hands in a funny way. Discuss something you know how to do that you can teach to a partner. Do the worksheet. Student stands up and shares the answer to a topic chosen by the counselor, such as “What is your favorite summer activity?” Student replies, “My name is _____ and my favorite summer activity is _____.” The next student must repeat what the previous student said then do their own Ex. “Joe’s favorite summer activity is _____. My favorite summer activity is _____.”	
Source:	
Suggested Assessment: Worksheet	
Other Curricular Integration:	

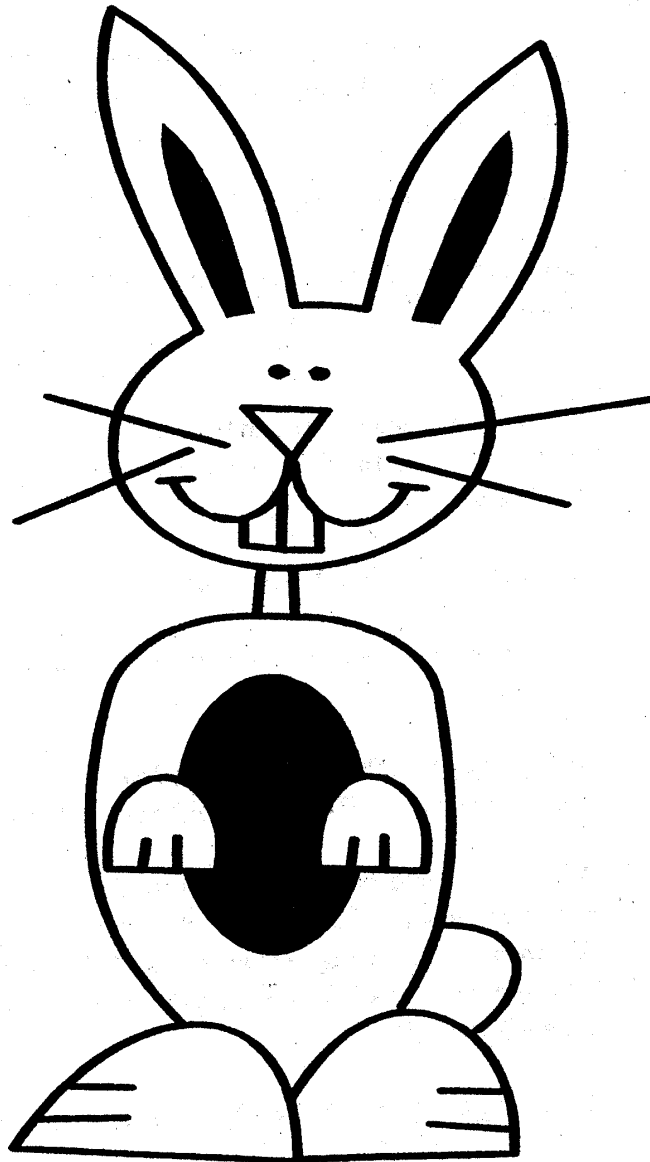
North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 20-30 minutes								
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.									
Benchmark Addressed: 1A.K.2 Acquire Skills for Improving Learning									
Specific Knowledge: Demonstrate effective listening skills									
Materials: <u>Listen Buddy</u> by Helen Lester, worksheet Alternative materials: <u>Oh Bother, No One's Listening</u> by Betty Birey & Darrell Baker									
<p>Activity: Counselor ask: Why do we have ears on our heads? How do people who can't hear understand what we are telling them? When people can't hear, have a difficult time hearing, use hearing aides, or has a person sign for them, they are referred to as hearing impaired. Why do you think it is important to learn to be a good listener?</p> <p>We are going to read a book today and I want you to listen and see if you can remember at least 5 things that happened because Buddy did not listen. Read <u>Listen Buddy</u>.</p> <p>What are some of the things that happened when Buddy did not listen?</p> <ul style="list-style-type: none"> - he bought a basket of wash instead of squash - he bought potatoes instead of tomatoes - he bought his dad a hen instead of a pen - he bought his mom a bed instead of a slice of bread <p>Hand out the Listening Activity paper to all students. Ask students to take out a pencil, a yellow, red, and green crayon. Ask students to write their name using their pencil on the line provided. Ask students to color</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">the rabbit's left ear yellow</td> <td style="width: 50%;">the rabbit's right ear red</td> </tr> <tr> <td>the rabbit's nose green</td> <td>the rabbit's teeth yellow</td> </tr> <tr> <td>the rabbit's front paws red</td> <td>the rabbit's feet green</td> </tr> <tr> <td>the rabbit's tail yellow</td> <td></td> </tr> </table> <p><i>Resources: Follow Directions Carefully. Frank Schaffer Publications pgs. 15&16</i></p>		the rabbit's left ear yellow	the rabbit's right ear red	the rabbit's nose green	the rabbit's teeth yellow	the rabbit's front paws red	the rabbit's feet green	the rabbit's tail yellow	
the rabbit's left ear yellow	the rabbit's right ear red								
the rabbit's nose green	the rabbit's teeth yellow								
the rabbit's front paws red	the rabbit's feet green								
the rabbit's tail yellow									
Source:									
Suggested Assessment: listening activity									
Other Curricular Integration:									

Listening Activity
Listen Buddy, by Helen Lester
ISBN # 0-395-85402-4

Name _____

Left Side



Right Side

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Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.K.2 Acquire Skills for Improving Learning	
Specific Knowledge: Describe tools needed to do work at school	
Materials: <u>Please and Thank You</u> by Richard Scarry	
Activity: Read <u>Please and Thank You</u> to the class. Discuss the character's excitement about going to school. Ask the students to share what they look forward to when coming to school. List the students' feelings about coming to school on the chalkboard. Talk with the students about what is needed when coming to school. Demonstrate to the students how an unprepared student looks. (Pretend to be tired and hungry, coming to class without a folder and without a note that was to be returned) Discuss the skit with the students, asking them their impressions. Discuss what things are important for success in school. Invited two students to act out the skit again, this time demonstrating the correct way. If time permits, direct discussion to going to special classes such as art, music, speech, and gym. Have them act out all the ways of being unprepared, such as not watching the time, not having a pencil, or not bringing homework. Allow students to discuss mistakes, listing the correct techniques on the board. If time permits allow two students to act out the right way to be ready for special classes.	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 15 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.K.1 Improve Academic Self-concept	
Specific Knowledge: Describe why school is important	
Materials: None	
Activity: Sit in a circle and discuss why school is important. Children can identify what they do in school that is new for them. As a follow up, you may want to discuss what kind of behavior is needed in order to learn new information.	
Source:	
Suggested Assessment: Class discussion	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 20 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.K.1 Improve Academic Self-concept	
Specific Knowledge: List personal strengths	
Materials: “I” worksheet (a piece of paper cut into a large “I”)	
Activity: Give each student an “I” worksheet. Have students divide “I” in six parts with a crayon. Have student draw pictures of all the things they have learned to do alone in each part of the “I” worksheet. The students will identify feelings associated with their “I” abilities (ex. “I feel pretty when I comb my hair,” I feel smart when I count numbers, I feel happy when I smile).	
Source: Attitudes and Values Spirit Masters. <u>All About Me</u> . (Activity Book) & Fargo Public Schools	
Suggested Assessment: Students will have identified some of their abilities and feelings associated with themselves.	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	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.K.2 Acquire Skills for Improving Learning	
Specific Knowledge: Demonstrate effective listening skills	
Materials: worksheet crayons, <u>Bread and Honey</u> by Frank Asch	
Activity: The students should have worksheets and crayons in front of them as the teacher reads <u>Bread and Honey</u> to them. The students will add details to the face on the attached worksheet, at the same time bear does in the story. The teacher should <u>NOT</u> show illustrations in the book until the project is complete. Discussion should follow on uniqueness of individuals and the pictures students have drawn.	
Source: Fargo Public Schools	
Suggested Assessment: The students will have his/her own unique picture to share with class and family	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	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.K.3 Achieve School Success	
Specific Knowledge: Demonstrate how to share knowledge	
Materials: Pictures of people in recognizable occupations (one per child), [many school libraries have picture hats]	
Activity: The students will be seated in a circle, each one holding a picture of a person in an occupation. Each student will tell about his picture and how society needs that particular occupation. The teacher and class will help if necessary. <i>Possible resources</i> An excellent source is the people cards for the Peabody Language Development Kit, Level No. 1, copyright 1965 American Guidance Service, Inc. published by American Guidance Service, Inc. Circle Pines, Minnesota	
Source: Fargo Public Schools	
Suggested Assessment:	
Other Curricular Integration:	

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Grade Level: Kindergarten	Estimated Time: 20 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.K.2 Plan to Achieve Goals	
Specific Knowledge: Describe the difference between work and play	
Materials: Pictures of people working and playing, Work or play assessment page, 2 pieces of poster board – 1 with work and 1 with play	
Activity: Describe the difference between work and play. Counselor Ask: When you hear the word work, what do you think of? When you hear the word play, what do you think of? Counselor Ask: What might be some work activities that kindergartens do? What might be some work activities that parents do? Name some play activities of students and/or parents? Hand out assortment of play and work pictures. (These may come from magazines, coloring books, or where ever you find them, specifically pictures of students working or school-related activities are needed). Have the students decide which poster board they would attach their picture to, the work poster board or play poster board. Then take turns to share what is on their picture and attach it to the poster	
Source:	
Suggested Assessment: Work or play assessment page <i>Directions for assessment page: As the activities are read off have ask students to stand up if the activity is work and sit down if it is play</i>	
Other Curricular Integration:	

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Grade Level: Kindergarten	Estimated Time: 20-30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.K.3 Achieve School Success	
Specific Knowledge: Demonstrate readiness for school and starting and finishing tasks	
Materials: <u>Tops and Bottoms</u> by Janet Stevens <u>Little Red Hen</u> by Paul Galdrone <u>Ant and the Grasshopper</u> fable by Aesop	
Activity: Discuss the importance of completing a task. (stress finishing what you start and work comes before play) Discuss problems arising from not finishing a task. Read a story of choice and discuss why finishing a task is important. Group students into 2-3s and give them an envelope with a picture cut into pieces (take out one piece from each envelope, so picture is unfinished). Come together as a class and discuss problems/feelings when things are not finished. Stress importance of seeking help when having difficulty completing a task.	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 20-30 minutes
Standard Addressed: 1A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Benchmark Addressed: 1A.K.1 Improve Academic Self-concept	
Specific Knowledge: Describe why school is important	
Materials: Let's Learn All We Can by P.K. Hallinan	
Activity: Note: What goes here?	
Source:	
Suggested Assessment:	
Other Curricular Integration:	

Career Domain Lessons/Activities

North Dakota Curricular Standards for School Counseling Curriculum Guide

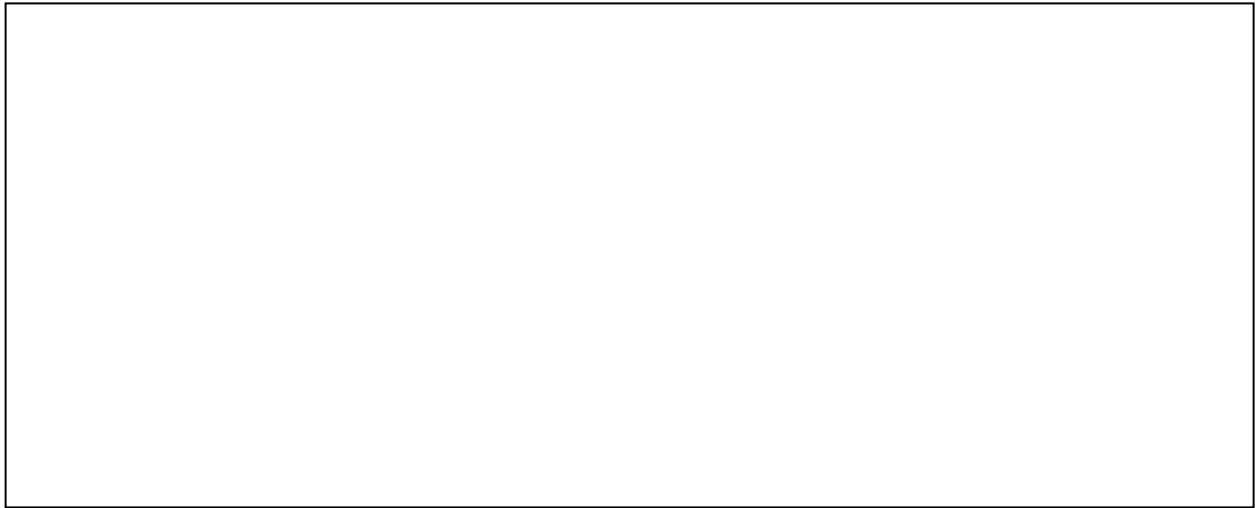
Grade Level: Kindergarten	Estimated Time: Free periods and sharing time for one week
Standard Addressed: 1C Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
Benchmark Addressed: 1C.K.1 Develop Career Awareness	
Specific Knowledge: 1C.K.1 Identify the work of family members	
Materials: various hats	
Activity: Choose one week to have students bring hats to school. Encourage students to bring in all kinds of hats, especially those that parents wear to work. - example: fast food, butcher, nurse, etc. Have students describe the hat and a career that goes with it during sharing time. Also, have students try on hats during their free period and role play the activity or profession each hat represents	
Source: Fargo Public Schools	
Suggested Assessment: the students bring in hats, wear them, and identify the profession that it goes with.	
Other Curricular Integration:	

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Grade Level: Kindergarten	Estimated Time: 20-30 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: Develop Career Awareness	
Specific Knowledge: Identify the work of family members	
Materials: attached worksheet	
Activity: Draw a picture of your family members. My parent does _____ for work. Draw a picture	
Source: Mary Blumhagen	
Suggested Assessment:	
Other Curricular Integration:	

Name _____

1. These are the members of my family:



2. My parent does _____ for work.



North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	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.K.1 Acquire Knowledge to Achieve Career Goals	
Specific Knowledge: Describe personal qualities	
Materials: It's Okay to Be Different by Todd Parr Mr. Potato Head parts and clay or playdough or a Cootie game	
Activity: Read <u>It's Okay to Be Different</u> . Try some of the following activities <ol style="list-style-type: none">1. Using yarn balls, clay or playdough and "Mr. Potato Head" parts, children can work together in teams of two or three to create creatures that are different. During the activity, observations, questions and comparisons can be made to help the children laugh, share and describe personal qualities that make people the same or different.2. Use a "Cootie Game" to make creatively different creatures. Describe how the <i>cooties</i> are alike and different. Describe how the <i>creators</i> are different. Describe things about yourself that make you, you.3. Blank paper booklets are created and filled with children's drawings of ways that it is okay to be different. Brainstorming may be done before the drawing session to create a group of ideas to get the children started. Brainstorming is a way to gather ideas without judging them. It is an unedited collection of ways that it is okay to be different.	
Source: Mary Blumhagen	
Suggested Assessment: class discussion or make booklets	
Other Curricular Integration: Social Studies	

Personal/Social Domain Lessons/Activities

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 25-30 minutes
Standard Addressed: Students will understand safety and survival skills.	
Benchmark Addressed: 3P.K/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Demonstrate knowledge of personal information	
Materials: board and markers, <u>Berenstain Bears Learn About Strangers</u> book (copy at 1930 Como), Proud Face sheet (you draw the face and make copies), Stoplight Sheet (you draw the stoplight and make copies)	
Activity: <ul style="list-style-type: none">- Tell the class that you are going to start a unit that will help keep you safe. Children can protect themselves by following some safety tips you will learn in this unit.- Define Safe. Safe – to stay away from danger and not get hurt- Tell the class that children who are proud usually do a good job of protecting themselves. Some things that children could be proud of are: fast runner, ride a two-wheeler, tie their shoe, draw well, can add, make good choices, follow directions, have nice hair, can read words, etc.- Ask the students: What is something you are proud of?- Show the children the picture of the proud face you drew. Ask the children to go back to their table or desk and color the picture of the proud face. When they are done, ask the children to say something the girl or boy could be proud of.- Show the stoplight sheet you drew. Ask the students what green, yellow, and red lights mean. Ask the children to color in the green, yellow, and red lights. Have the students tell you a time when you can go, you should be careful, and when you need to stop.- Explain that Sister Bear knows things she should be proud of. Tell the class you are going to read a story and have them watch for how Sister keeps herself and Brother Bear safe. Read the <u>Berenstain Bears Learn about Strangers</u> book. (You can skip pages for time’s sake). Ask how Sister kept her Brother Bear safe.- Ask the class: How did you Sister Bear was proud? What things did Brother Bear do that weren’t safe? What things did Sister Bear do that were safe?- Explain to the student that proud children usually do a good job of protecting themselves.- Review how proud children do a good job protecting themselves-Tell the students that next week we will talk about ways they can protect themselves.	
Source: http://mis.spps.org/counselors/k_safety_les1.html	
Suggested Assessment:	
Other Curricular Integration:	

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Grade Level: Kindergarten	Estimated Time: 20-30 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.K/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Identify basic feelings	
Materials: <u>The Way I Feel</u> by Janan Cain, <u>How are You Feeling?</u> by Saxton Freymann & Joast Elffers, 6” paper plates, craft sticks, glue, crayons or markers	
Activity: Read the book. Discuss feeling words. Make paper plate puppets with a happy face on one side and a sad face on the other. (tell the student that you are going to ask some questions and using their paper plate puppets they can show you how they would feel) Ask: How do feel when someone says, “I love you.” How do you feel when someone says, “I don’t like you anymore”? How do you feel when it is your birthday? How do you feel when someone smiles at you? How do you feel when someone scolds you?	
Source: Mary Blumhagen	
Suggested Assessment: Class discussion with puppets Count responses and chart them	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand respect self and others.	
Benchmark Addressed: 1P.K/S.1 Acquire Self Knowledge	
Specific Knowledge: Describe uniqueness	
Materials:	
Activity: Introduce the lesson by discussing how everyone has similarities and differences from others. This “unique” lesson is to help define ways in which we are all unique. Have students share ways in which they feel they are unique. (Eliminate repeated sentence.) Play a “unique” version of London Bridge. Two people can be the bridge. Everyone else lines up and goes under the bridge. All are singing the following words: “You are special and unique, and unique, and unique. You are special and unique, and unique, and unique. You are special” to the tune of London Bridge. At the last special, the bridge brings their arms down and catches a person. Someone in the group needs to share one positive way in which the person who was caught is unique. Optional books to read: <u>The Royal Raven</u> by Hans Wilhelm <u>Sassafras</u> by Audrey Penn <u>Stella Luna</u> by Janell Cannon	
Source:	
Suggested Assessment: classroom discussion	
Other Curricular Integration:	

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Grade Level: Kindergarten	Estimated Time: 20 minutes
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.K/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Knows school's safety procedures	
Materials:	
Activity: Review school's safety procedures with students. Ex: tornado drills, fire drills, lockdown procedures or in-place drill	
Source:	
Suggested Assessment: demonstration of procedures	
Other Curricular Integration:	

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Grade Level: Kindergarten	Estimated Time: 20-30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand respect self and others.	
Benchmark Addressed: 1P.K/S.1 Acquire Self Knowledge	
Specific Knowledge: Know personal boundaries, rights and privacy needs	
Materials: “My Family’s Safety Plans” sheet	
Activity: Show students a box of items that relate to safety. (eg. Keys, seatbelt, helmet, etc.) Discuss people who we may seek for help if we feel unsafe. Discuss how we feel safe around people who protect us. Distribute copies of personal information sheets and ask students to copy information onto the sheet. While students are writing, connect with each student and ask him/her to tell you this information orally.	
Source:	
Suggested Assessment: check with each student to tell you their specific information	
Other Curricular Integration:	

My Family's Safety Plans

Mom's name _____

Dad's name _____

Address - - - - -

Town/State - - - - -

My phone number

_____ - _____

EMERGENCY
911

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 20 minutes
Standard Addressed: 3P/S Students will understand safety and survival skills.	
Benchmark Addressed: 3P.K/S.1 Acquire Personal Safety Skills	
Specific Knowledge: Demonstrate knowledge of personal information.	
Materials:	
Activity: Work with Kindergarten teachers to ensure that all students know their first and last names, phone numbers, addresses, and the names of primary and secondary caretakers.	
Source: general knowledge	
Suggested Assessment: ask students to repeat this information to primary caretaker, primary caretaker send a note to the teacher stating that their child has this information memorized	
Other Curricular Integration:	

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Grade Level: Kindergarten	Estimated Time: 20-30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand respect self and others.	
Benchmark Addressed: 1P.K/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Demonstrate sharing skills	
Materials: Oh, Brother! Someone Won't Share by Betty Birney Pooh Puppets	
Activity: Use Pooh and Piglet puppets. Pooh won't share. Ask students what is happening. Read – <u>Oh, Brother! Someone Won't Share</u> Role play sharing situations with the students. Have two students demonstrate asking someone to share and then reply with "Thank-you" or "No, thank-you". Also role play things we should – shouldn't share.	
Source:	
Suggested Assessment: Demonstrate sharing to the class through role play	
Other Curricular Integration:	

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: Kindergarten	Estimated Time: 30 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and interpersonal skills to help them understand respect self and others.	
Benchmark Addressed: 1P.K/S.1 Acquire Self Knowledge	
Specific Knowledge: Describe personal appearance	
Materials: one piece of construction paper for each student.	
Activity: <ul style="list-style-type: none">- Lead a brief discussion on how everyone is different and special because of his or her appearance.- Tell the students they will be drawing portraits of themselves.- Demonstrate by taping a 12X18 sheet of manila paper on the chalkboard and drawing a self-portrait.- Draw a large oval for the face and select an appropriate color for the hair and eyes.- Draw the body and clothes similar to that worn by the student.- Distribute paper to each student and allow time for drawing of portraits.- Allow the students to show their pictures and point out any distinguishing features.- Post the portraits in the room or send them home to be shared with the family. <p>Observation notes: It is beneficial to each student for the counselor to identify other items about the student's picture. This gives the counselor an opportunity to make positive comments about each student.</p>	
Source:	
Suggested Assessment:	
Other Curricular Integration:	