

CLASSROOM GUIDANCE

FROM



26 Ready-To-Use Lessons For Grades 5-9

By
Becky Kirby

ABOUT THE AUTHOR

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CLASSROOM GUIDANCE FROM A TO Z

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TABLE OF CONTENTS

INTRODUCTION	7
A ANGER MANAGEMENT.....	9
ANGER MYTH CARDS.....	14
B BULLYING	17
C COOPERATION.....	21
SONG STRIPS.....	26
D DECISION-MAKING	27
ANIMAL STRIPS.....	32
DECISION-MAKING SITUATION CARDS.....	33
E EFFECTIVE COMMUNICATION THROUGH LISTENING.....	35
GOOD COMMUNICATION CARDS	40
F FEELINGS.....	43
FEELING WORD GRID	47
G GOOD GRADES	49
HOW TO EARN GOOD GRADES	53
H HOMEWORK.....	55
DESKTOP.....	59
HOMEWORK BINGO—FOUR IN A ROW.....	60
HOMEWORK BINGO NUMBERS.....	61
I INTERNET SAFETY.....	63
INTERNET SAFETY POSTER.....	67
INTERNET SAFETY BOOKMARKS.....	68
J JOBS AND CAREERS.....	69
IMPORTANT TO ME IN MY JOB	73
K KEYS TO SUCCESS.....	75
KEYS TO SUCCESS.....	78
L LOSS AND GRIEF.....	81
FEELINGS OF MY HEART	85
M MEDIATION	87
MEDIATION CONTRACT	93
N NUTRITION.....	95
AMERICAN HEART ASSOCIATION GUIDELINES	100

	FOOD LABEL.....	102
	PACKAGE LABEL.....	103
	SEVEN-DAY FOOD DIARY.....	104
O	ODOR AND PROPER HYGIENE.....	105
	HAIR.....	110
	FACE.....	111
	MOUTH.....	112
	BODY.....	113
	HANDS & FEET.....	114
P	POSITIVE THINKING AND RELATIONSHIPS.....	115
Q	QUESTIONNAIRE.....	119
	PEOPLE SEARCH QUESTIONNAIRE.....	122
R	RELATIONAL AGGRESSION.....	123
S	STRESS.....	127
T	TEST-TAKING STRATEGIES.....	131
	TIMED TEST.....	135
U	UNDERSTANDING AND ACCEPTING DIFFERENCES.....	137
	WORD CARDS.....	140
	DEFINITION CARDS.....	144
	WORD AND DEFINITION CARDS ANSWER KEY.....	148
	ACCEPTANCE BOOKMARKS.....	149
V	VISUALIZATIONS AND AFFIRMATIONS.....	151
	I CAN VISUALIZE.....	155
W	WORRIES.....	157
X	EXPLORING CHARACTER TRAITS.....	161
	CHARACTER BOOKMARKS.....	164
	TRAIT BINGO.....	165
	TRAIT BINGO NUMBERS.....	166
Y	YOU.....	167
Z	ZOOM IN ON THE FUTURE.....	171
	LOOKING INTO THE FUTURE.....	175
	ZOOM IN ON THE FUTURE.....	176

INTRODUCTION

Classroom Guidance From A To Z was developed because of the need to address specific subject areas in middle school. Teachers often ask me, as the counselor, to present a lesson on a specific problem they are dealing with in their classroom. Because I have no lesson plans to follow, I often have to make up lessons. So you won't have to reinvent the wheel, this book contains specific, easy-to-follow directions on how to teach lessons on a variety of topics.

The lessons are varied and versatile, fun and effective. Easy to present, they require few materials and, for the most part, rely on student participation. Each lesson teaches a life skill and follows one of the three domains of student development in the American School Counselors Association (ASCA) National Model: *academic development*, *career development*, and *personal/social development*. The ASCA Standards for each lesson are found at the beginning of the lesson.

Each lesson should take approximately 45 minutes to present. The facilitator can alter activities to shorten or lengthen some lessons. Since I think it is important to have a surplus, rather than a deficit, of information or activities, the lessons are designed to easily take up an entire 45-minute period.

School counselors will find these activities helpful, and classroom teachers will also find them beneficial. This book can be used to teach lessons during advisor/advisee sessions in school that offer such programs. Mental health is an important component of health education, and health teachers may find worthwhile lessons in this book. Club advisors, camp counselors, and group facilitators may also find ways to incorporate these lessons when working with youth.

I hope that you find these lessons easy to use, motivational, and beneficial for your students. Enjoy!

Becky Kirby

A

ASCA Standards:

PS: A1.5

Identify and express feelings

PS: A1.6

Distinguish between appropriate
and inappropriate behavior

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ANGER MANAGEMENT

Objective:

To dispel myths about anger and help students recognize anger cues and anger triggers and learn healthy ways to express anger

Materials Needed:

For each student:

- 10 sticky notes
- Pencil

For the leader:

- Anger Myth Cards* (pages 14-15)
- Cardstock or heavyweight paper
- Chalkboard and chalk or whiteboard and marker

Lesson Preparation:

Reproduce the *Anger Myth Cards* on cardstock or heavyweight paper. Gather the necessary materials.

Lesson:

- ▶ Introduce the lesson by telling the students that they are going to talk about the feeling of anger and learn to identify anger triggers and healthy ways to handle anger.
- ▶ Write the word *ANGER* on the board.
- ▶ Tell the students that *anger* is a normal, healthy feeling.
- ▶ Show the students that *ANGER* is one letter away from *DANGER* by adding a *D* to the word written on the board. The close relationship between *ANGER* and *DANGER* makes it necessary to discuss healthy ways to handle anger.
- ▶ Divide the students into two groups. Distribute sticky notes. Tell each student to take 10 sticky notes.

COOPERATION

C

ASCA Standards:

C: C2.3

Learn to work cooperatively with
others as a team member

PS: A1.9

Demonstrate cooperative
behavior in groups

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COOPERATION

Objective:

To help students understand the meaning of cooperation and the value of participating in a cooperative effort

Materials Needed:

For each student group:

- 1 fresh egg

For the leader:

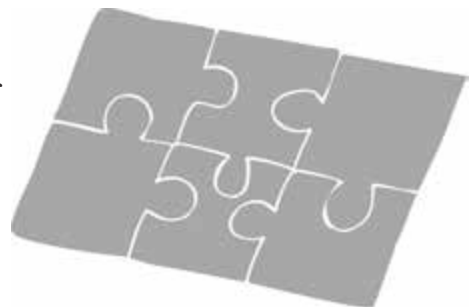
- 1 *Song Strip* for each student in the class (page 26)
- Scissors
- Container
- 1 piece of 11" x 16" tagboard for each group in the class
- 1 envelope for each piece of tagboard
- Chalkboard and chalk or whiteboard and marker
- Dictionary (optional)
- Stack of 8½" x 11" white copy paper
- Rolls of masking tape
- Table or desk

Lesson Preparation:

Optional: Hard boil the eggs. (*Note: Do not let the students know the eggs have been hard-boiled.*)

Reproduce the appropriate number of *Song Strips* (one for each student in the class). Cut the strips apart, then divide them into equal or nearly equal sets. (*For example: If you have 28 students, Reproduce six copies of page 26. This will give you six of each of the five song strips [30 strips]. Remove one Mary Had A Little Lamb strip and one Jingle Bell strip, so the total number of strips equals 28. When the students complete the Song Strip activity, they will have formed three groups of six and two groups of five. Depending on the class size, you may decrease the number of sets you distribute. Assign five or six students to each group.*) Fold the slips of paper in half and place them in the container.

Cut the 11" x 16" pieces of tagboard into five or six puzzle pieces. The number of puzzle pieces should match the number of students you plan to have in each group. Place the puzzle pieces into an envelope.



F

ASCA Standard:

PS: A1.5

Identify and express feelings

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f

FEELINGS

f

FEELINGS

Objective:

To help students learn to recognize personal feelings and to expand students' feeling-word vocabularies

Materials Needed:

For each student:

- Feeling Word Grid* (page 47)
- 2-3 sticky notes
- Pencil

For the leader:

- Index cards
- Marker
- Table
- Chalkboard and chalk or whiteboard and marker

Lesson Preparation:

Write a different feeling word on each index card. Suggested words are: *happy, sad, angry, mad, exhausted, calm, miserable, joyful, excited, bored, confident, proud, confused, annoyed, frustrated, frightened, disappointed, hurt, relaxed, interested, puzzled, discouraged, motivated, ecstatic, ordinary, down, and hopeful*. Make duplicate cards for any feeling words you choose. Place the cards face-up on a table.

If you are using the *Feeling Word Grid*, make a copy of it for each student.

Lesson:

- ▶ As the students come into the room, ask them to pick a card that describes how they are feeling.
- ▶ Introduce the lesson by telling the students they are going to talk about feelings or emotions. Invite the students to explain why they chose the feeling card they did, reminding the other students that feelings are neither good nor bad.



FEELING



WORD GRID



G

ASCA Standards:

A: A2.1

Apply time-management and task-management skills

A: A2.2

Demonstrate how effort and persistence positively influence learning

A: A2.3

Use communication skills to know when and how to ask for help when needed

PS: B1.2

Understand consequences of decisions and choices

GOOD GRADES

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GOOD GRADES

Objective:

To help students learn techniques that will help them earn better grades

Materials Needed:

For each student:

- How To Earn Good Grades* (page 53)
- Piece of paper
- Pencil

For the leader:

- Chalkboard and chalk or whiteboard and marker
- Die

Lesson Preparation:

Reproduce *How To Earn Good Grades* for each student. Gather the necessary materials.

Lesson:

- ▶ Introduce the lesson by asking the students to brainstorm things they can do in order to earn good grades. Write their answers on the board. (*They will probably say they can do things like: do the work, study hard, ask questions, attend school every day, etc.*)
- ▶ Give each student a copy of *How To Earn Good Grades*. Tell the students that you are going to give them some tips for getting good grades. Write the letters GRADES on the board like this:

G
R
A
D
E
S

Explain that for each letter, you will give them a tip that will, if followed, help them get good grades.

HOW TO EARN GOOD GRADES

G

Good Attendance



R

Ready And Prepared For Class

A

Assignments Completed
And Turned In

D

Develop A Plan

Envision Being
Successful

E

Study Smart



QUESTIONNAIRE

Q

ASCA Standards:

PS: A1:1

Develop positive attitudes toward self
as a unique and worthy person

PS: A2.3

Recognize, accept, respect, and
appreciate individual differences

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QUESTIONNAIRE

Objective:

To help students become more aware of others

Materials Needed:

For each student:

- People Search Questionnaire* (page 122)
- Slip of paper
- Pencil

For the leader:

- Container

Lesson Preparation:

Reproduce the *People Search Questionnaire* for each student. Gather the other necessary materials.

Lesson:

- ▶ Introduce the lesson by telling the students that they will spend the entire class period getting to know each other.
- ▶ Tell the students that it is important to get to know others, and that when they do, they may be surprised at what they learn.
- ▶ Give each student a copy of the *People Search Questionnaire* and a slip of paper. Explain that the students are to walk around the room and find students who can answer the questions in the boxes on their papers. Each student who answers a question initials the box. Tell the students they may initial only one box on each paper.
- ▶ Introduce the next activity, *Everyone Has A Story*. Ask each student to write, on his/her slip of paper, a question that could be asked of anyone in the class. (*Where were you born? Do you have brothers and sisters? What do you like to do in your free time? If you could be principal of this school, what would you do? What is your dream? etc.*) Collect the slips of paper and put them into the container.

PEOPLE SEARCH QUESTIONNAIRE

Directions: Have one person initial a box that pertains to him/her. Each box must be initialed by a different person. Go back to your seat when every box on your paper has been initialed.

Who wears contact lenses? 	Who has a sister or brother in our school? 	Who has been to Disney World? 	Who gets all A's and B's? 
Who plays a musical instrument? 	Who likes to draw? 	Who likes to sing? 	Who plays basketball? 
Who plays soccer? 	Who has an unusual pet? 	Who likes to run? 	Who has met someone famous? 
Who likes to play videogames? 	Who collects sports cards? 	Who has won a trophy or medal? 	Who has visited another country? 
Who has won a contest? 	Who plays the piano? 	Who is left-handed? 	Who writes in a journal every day? 