

Getting to Know Someone New

Objectives

The students will:

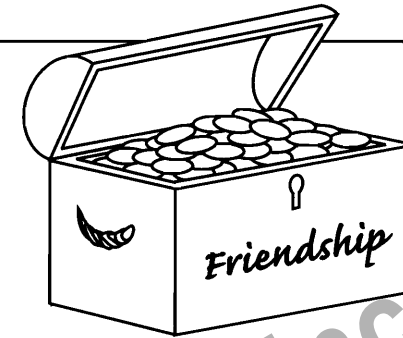
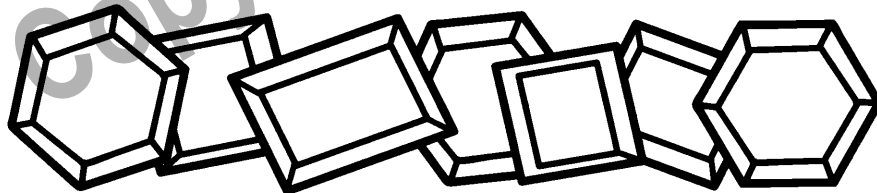
- Practice communication skills by listening attentively and speaking in front of the group.
- Become aware of similarities and differences between themselves and others.
- Practice using questions to become acquainted with another person.

ASCA Standards

PS:A2.8 Learn how to make and keep friends
PS:A2.3 Recognize, accept, respect, and appreciate individual differences

Materials

One copy of the experience sheet, *Getting to Know You*, for each student



Procedure

Introduce the activity by saying, “Just about everyone thinks that having friends is important. We go places and do things with our friends. We talk to them about our experiences and problems. We grow up with our friends and sometimes remain friends forever. If you’ve ever felt left out of a group, or wished you had more friends, today’s activity may help. Each of us is going to become acquainted with someone new, which is the first step to becoming friends.”

Have each student choose a partner—someone they don’t know very well. Tell them to decide which person is “A” and which is “B.”

Give each person an experience sheet. Explain that person A is to interview person B, asking the questions on the sheet and writing their responses in the spaces provided. They will have 10 minutes to complete the interview. Then person B will interview person A using the same questions and recording the answers in the same manner.

Following the interviews, reconvene the group. Instruct the students to take a couple of minutes to review their notes and think about the most interesting things they learned about their partner.

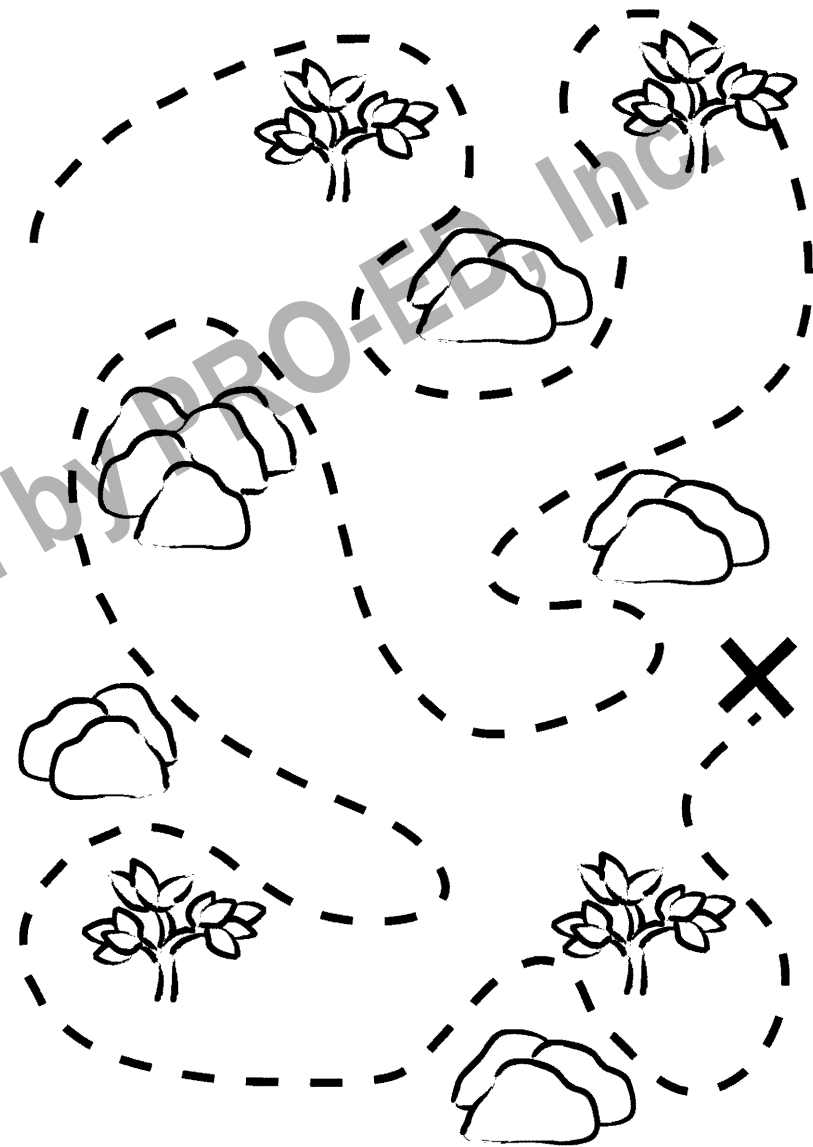
Go around the group and ask each student to introduce his/her partner, sharing interesting facts from the interview. Encourage the students to do their introductions from memory, not by reading their notes.

Discussion Questions

1. How was the person you interviewed different from you?
2. In what ways are you and your partner the same?
3. How do you benefit by having friends who are different from you?
4. How do you benefit when you and a friend are alike?
5. If you wanted to get to know someone, what kinds of questions would you ask?

Assessment

- Were students able to elicit appropriate responses from their partners?
- Were the students able to verbalize specific differences and similarities between themselves and their partners?
- Were students able to formulate questions they would ask someone they wanted to get to know?

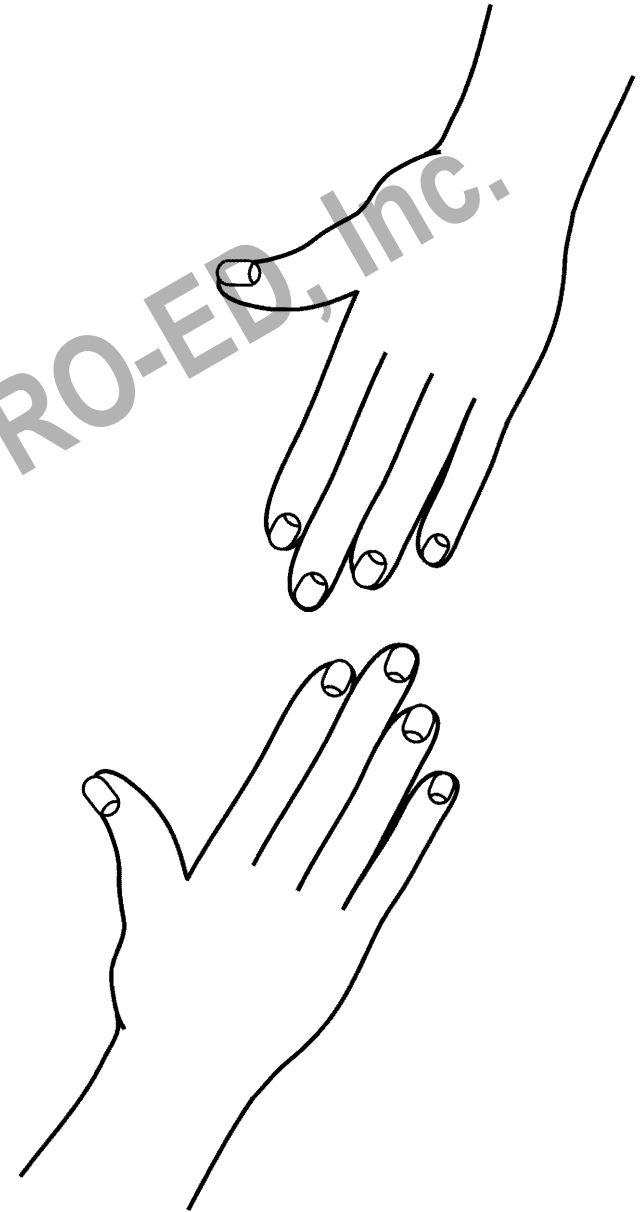


Getting to Know You

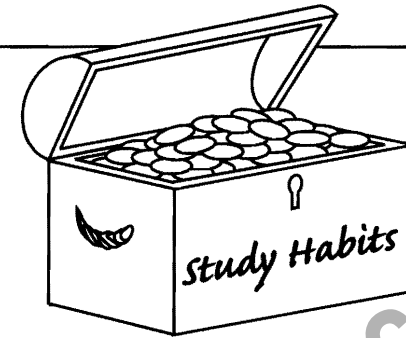
1. Partner's full name: _____
2. Birthdate: _____
3. Where were you born? _____
4. How many brothers and sisters do you have? _____

5. Have you ever lived somewhere else? _____
Where? _____
6. What do you like to do outside of school? _____

7. What is your favorite musical group? _____
8. Do you have a pet? _____
What is it? _____
What is its name? _____



Tips for Improving Study Habits



Objectives

The students will:

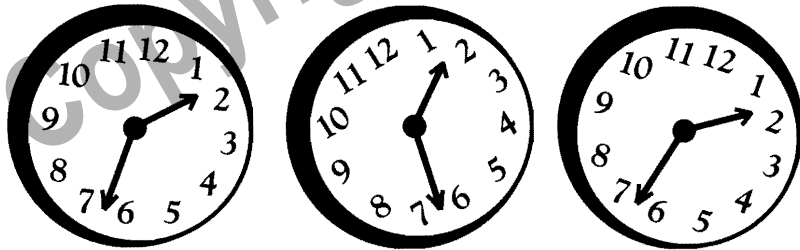
- Learn and practice effective study habits.
- Develop and implement plans for self-improvement.

ASCA Standards

- A:A1.2 Display a positive interest in learning
A:B1.3 Apply the study skills necessary for academic success at each level
A:A1.5 Identify attitudes and behaviors leading to successful learning

Materials

One copy of the experience sheet, *Identifying Time-Wasters*, for each student



Procedure

Begin by asking the students where and how they study. Call on volunteers to share their study strategies. List particularly helpful or innovative ideas on the board. Tell the students that you are going to describe additional study tips. Explain that if they are willing to incorporate these suggestions, they will soon be more successful students.

Have the students take notes as you present the following ideas. Write key words on the board to make it easier for the students to understand each point.

1. **Plan a specific time to study for each class.** Most students making the transition from elementary to middle school and from middle to high school fail to recognize that more is expected of them. Most teachers at these levels assign homework on a daily basis.
2. **Study the difficult subjects first.** The difficult classes demand more energy than the easier ones so save the "light" subjects for last.

3. **Schedule short, frequent breaks during study or homework sessions.** Whenever possible, study for approximately 20 minutes and take a 5-minute break. Then study again for 20 minutes and take another 5-minute break. We tend to remember better what we learn at the beginning and end of each study period, so create more beginnings and endings. Give your brain a break.
4. **Study at your best time of the day.** Some of us are morning people and function most effectively during the early morning hours. Others of us are most productive in the afternoon or evening. Study your most difficult subjects during your optimum time period.
5. **Establish a special study area.** Select a place that you can use only for study. This should not be on your bed or near a television. Your body and mind are trained to respond to their environment. Your body has learned that a bed is a place for sleep; your mind knows that the TV is a tool for relaxation and entertainment. Study at a desk or table. Give your body the signal that it is time to study.
6. **Study in a quiet place.** Don't study in front of a television or near a loud stereo. The majority of research clearly shows that the optimum way to study is in silence or with soft music, not to the accompaniment of TV, loud music, or other distractions.
7. **Avoid using the phone during scheduled study time.**
If someone else can answer the phone, have that person take messages. Then return your calls later. If you have a cell phone, turn it off. If you are the only one at home, let an answering machine take messages.
8. **Make good use of the scheduled study time.** If you haven't accomplished what you planned, review your actions and notice the ways in which you wasted time. Since we are creatures of habit, we tend to waste time the same ways again and again.
9. **Pretend you are a "paid" student.** If you were employed as a student, would you be earning your wages? If your breaks were longer than your study sessions, you would probably have your pay docked or lose your job.
10. **Push yourself to finish assignments.** Sometimes we let ourselves get close, but decide that we are too tired or busy to finish an assignment. If you can press yourself to finish, you will establish a habit of accomplishing what you set out to do.

Distribute the experience sheets and go over the directions. Give the students a few minutes to complete them. Then have the students form dyads or triads and share their findings and conclusions.

Finally, bring the group back together for a summary discussion.

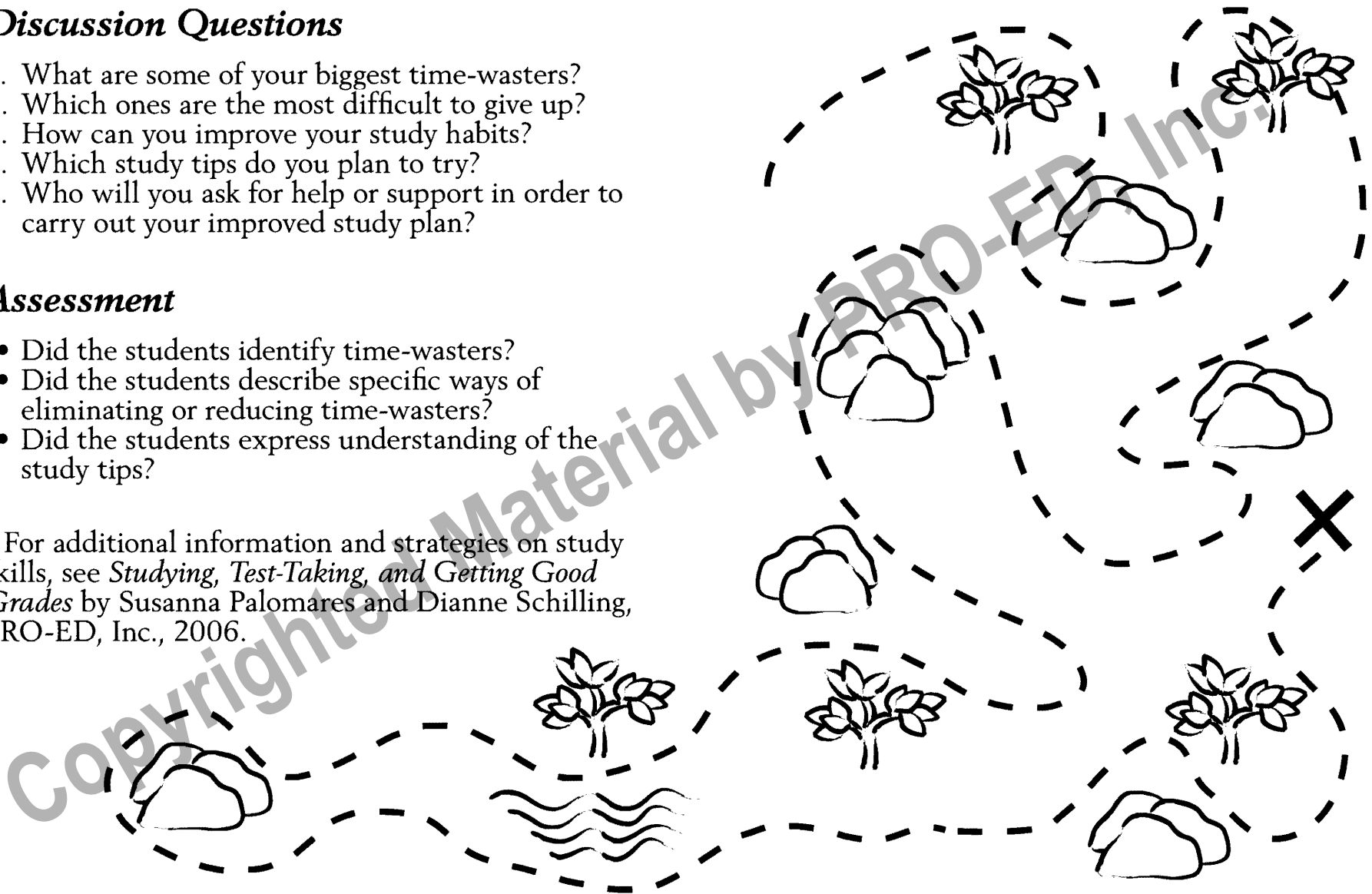
Discussion Questions

1. What are some of your biggest time-wasters?
2. Which ones are the most difficult to give up?
3. How can you improve your study habits?
4. Which study tips do you plan to try?
5. Who will you ask for help or support in order to carry out your improved study plan?

Assessment

- Did the students identify time-wasters?
- Did the students describe specific ways of eliminating or reducing time-wasters?
- Did the students express understanding of the study tips?

* For additional information and strategies on study skills, see *Studying, Test-Taking, and Getting Good Grades* by Susanna Palomares and Dianne Schilling, PRO-ED, Inc., 2006.



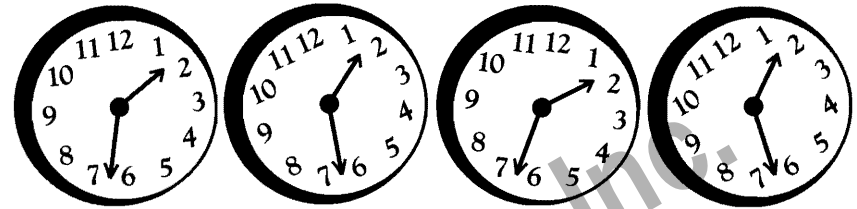
Identifying Time-Wasters

Some of the biggest roadblocks to effective study are time-wasters like phone calls, e-mail, and video games. What are your biggest time-wasters?

List all the ways you waste time when you should be studying. _____

Now go back and put checkmarks next to your two biggest time-wasters.

Why are these time-wasters so attractive to you? What are you getting out of them? _____



What are these time-wasters costing you? What price are you paying? _____

Now pick three time-wasters from your list that you are willing to reduce or eliminate. Write them below and describe how you plan to control them.

Time-Waster	How I Plan to Reduce or Eliminate
1. _____	_____

2. _____	_____

3. _____	_____

Identifying Stress

Objectives

The students will:

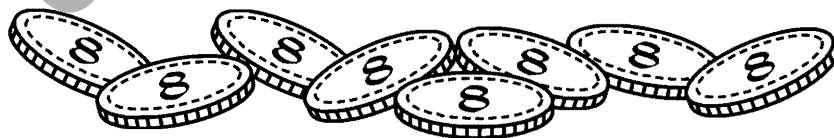
- Define stress.
- Identify and describe stressful events in their own lives.
- Demonstrate appropriate ways of dealing with stress.

ASCA Standards

- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

Materials

Large sheets of newsprint or poster paper and colored markers; one copy of the experience sheet, *Visualize a Relaxing Place*, for each student



Procedure

Divide the students into groups of four or five. Give each group a large sheet of newsprint and one or more markers. Suggest that the groups each choose a recorder.

Write "Stress is..." on the chalkboard. Ask the groups to brainstorm specific examples of stressful events or conditions. Suggest that they try to recall times when they were anxious or upset about something.

Examples might be:

- Forgetting your permission slip on the day of a field trip
- Striking out in the seventh inning
- Failing a math test
- Being pressured by a friend who wants to copy your homework

Have the groups take turns reading their lists to the rest of the class. Pick two or three good (possibly less obvious) examples and ask the students why these events are stressful. Have them describe how they feel, physically and emotionally, when such events occur.

With the entire class, brainstorm a list of activities that can be used to relieve stress. Some possibilities are:

- Take some slow, deep breaths.
- Run around the block or track.
- Play with a pet.
- Talk to a friend.
- Take a bike ride.
- Read a favorite book.
- Play a computer game
- Do some slow stretches.
- Apologize (if you did something hurtful or wrong).
- Ask for a hug.
- Discuss the situation.
- Solve the problem.

Have each group choose one stressful situation from their list and develop a role play showing how the event can be handled. Allow the groups approximately 15 minutes to plan and rehearse their role-plays.

Have the groups perform their role-plays. At the end of each performance, ask the audience to describe the technique(s) used to manage the stressful situation. Ask what other techniques or skills could have been used. Thank and applaud each group.

Distribute the experience sheets and go over the directions, explaining that the technique of visualization can be especially effective at reducing stress. Give the students a few minutes to complete the sheet.

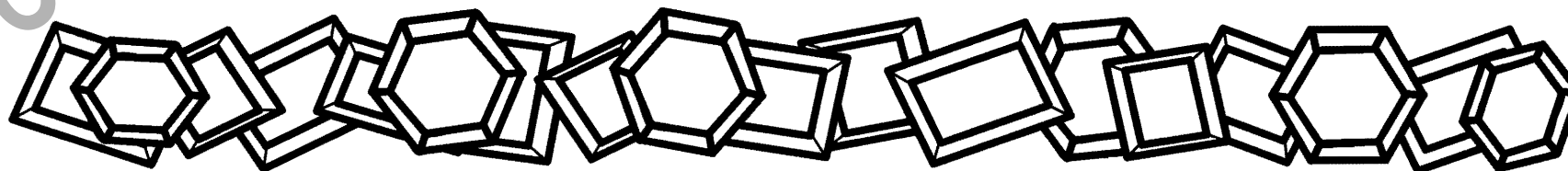
Lead a culminating discussion.

Discussion Questions

1. How does visualizing a favorite place help to reduce stress?
2. What did the other techniques we discussed have in common?
3. Why is it a good idea to relax your mind and body when faced with a problem?

Assessment

- Did the students give appropriate examples of stressful events?
- Did the students describe a variety of stress-relieving techniques?
- Did the students effectively demonstrate stress-relieving techniques in their role plays?



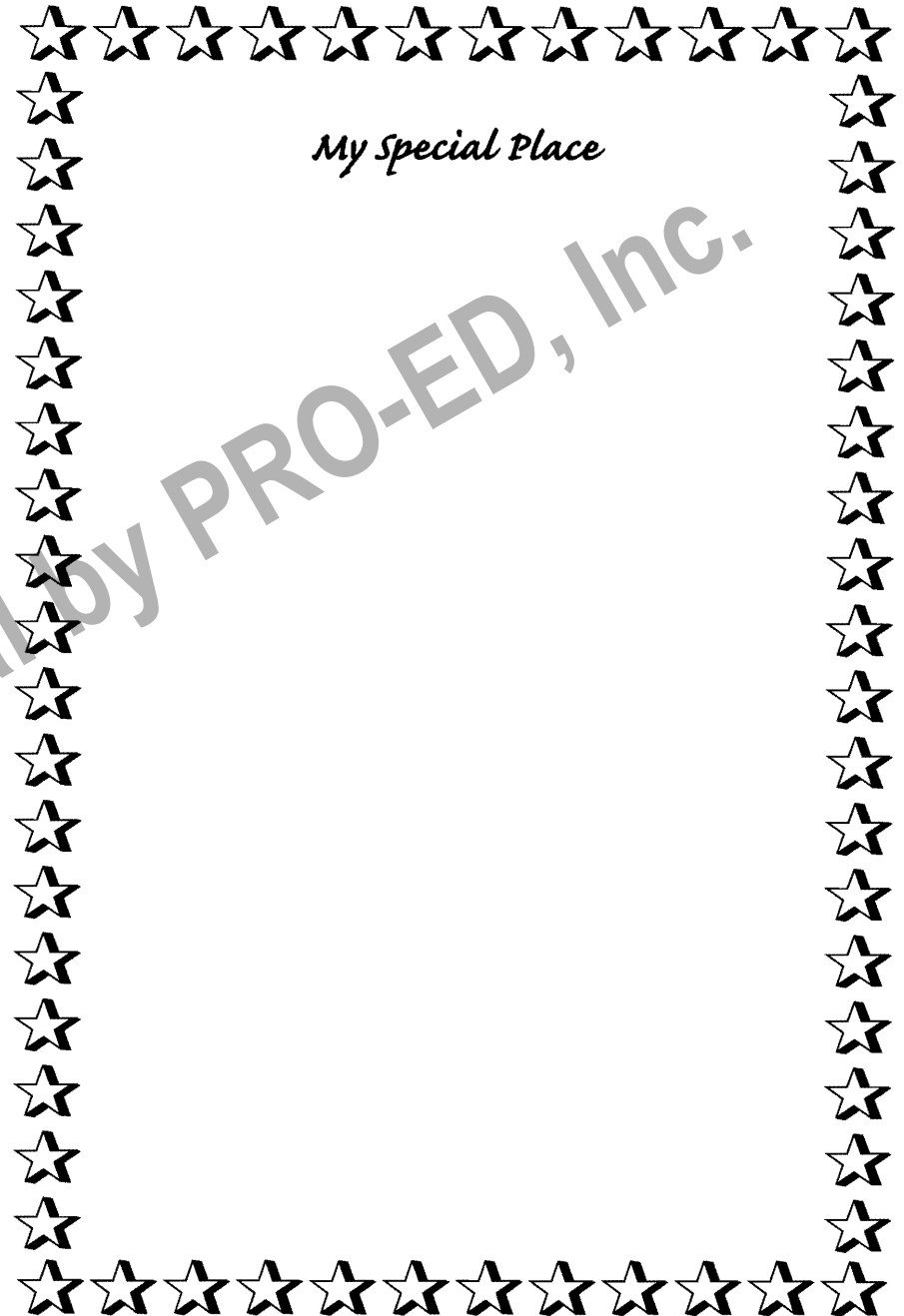
Visualize a Relaxing Place

When you feel upset or stressed out, if you find yourself going over and over the problem in your head without coming to a solution, take a break. Try to relax for a while so that you can think more clearly later on.

If you learn to relax your mind, your body will relax, too. One way to relax is to visualize yourself in a favorite place. Here's how to get started:

In the space to the right and on the back of this sheet, write about a special place where you feel safe, comfortable, and peaceful. It can be a real place or one that you make up in your mind. Include lots of details as you describe how this special place looks, sounds, smells, and feels. Have fun and be sure to relax while you are writing.

Here's the best part: Return to this special place whenever you want to relax. It will help you to cope with problems and stressful events.



Emotion Pantomime

Objectives

The students will:

- Demonstrate nonverbal behaviors.
- Correctly identify feelings based on nonverbal behaviors.

ASCA Standards

PS:A1.5 Identify and express feelings

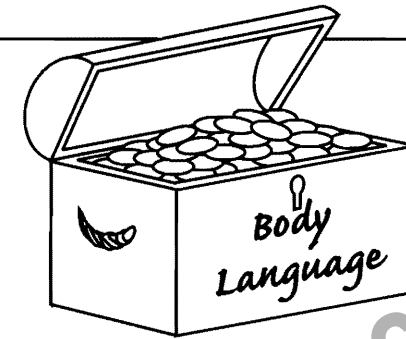
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

Materials

A box or bag containing the 18 emotions listed on the “Emotion List,” cut into separate slips; one copy of the experience sheet, *Take a Close Look*, for each student

Procedure

Ask the students to pair up. Have each pair draw one slip of paper with an emotion written on it. Direct the pairs to go to a private place for five minutes and plan a short pantomime of the emotion.



Explain that the students are to act only with their faces and bodies. They may neither say words, nor make vocal noises. The object is to do such a good job of acting that the class will be able to guess how the actors are feeling in their roles.

When the students have finished planning, have them take turns performing their pantomimes.

After each pantomime, ask the class to tell the actors how they appeared to be feeling. Finally, ask the actors to reveal the emotion they were acting out.

Distribute the experience sheets and go over the directions. Instruct the students to complete the sheet as homework. Assign a due date.

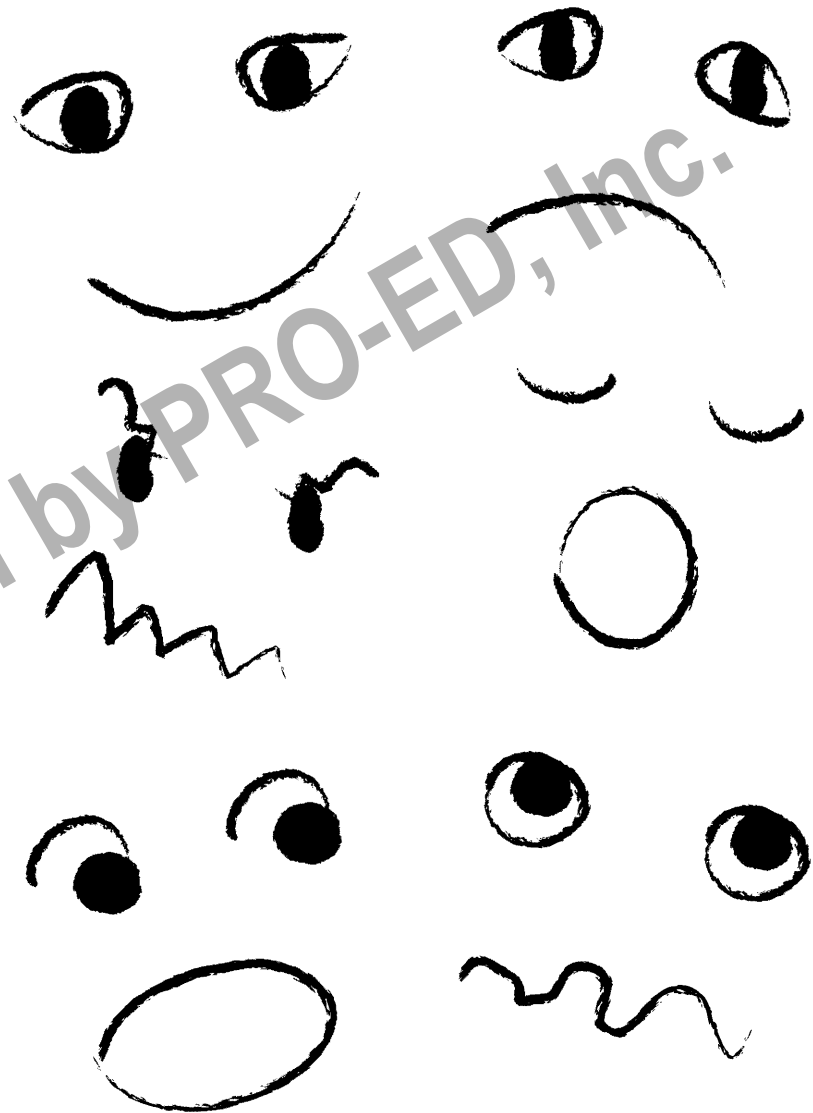
At a follow-up session, have the students share what they observed in small groups. Then invite several volunteers to come to the front of the class and mimic what they observed for each of the three emotions. Facilitate discussion.

Discussion Questions

1. What did you learn about body language through this activity?
2. What role did empathy play in identifying emotions? What enabled you to feel empathy?
3. How do your friends reveal their emotions—mostly through words, or mostly through facial expressions and body language?
4. Which emotions were the toughest to identify?
5. What were some of the main indicators of anger? ...of fear? ...of sadness? ...of happiness? ...of tiredness?
6. Why is it important to understand how someone is feeling?

Assessment

- Did the students act out emotions appropriately?
- Did the students correctly identify emotions from body language cues?



Emotion List

Happy	Curious	Sad
Excited	Angry	Afraid
Confused	Guilty	Playful
Comfortable	Nervous	Confident
Bored	Suspicious	Brave
Jealous	Shy	Uncertain

Take a Close Look

If you look closely you can tell how people feel by the expressions on their faces and the way they move their bodies.

Go to a busy place where you can sit down and watch lots of people go by. Look closely and write down what you see.

1. Describe a happy person.

Head: _____

Eyes: _____

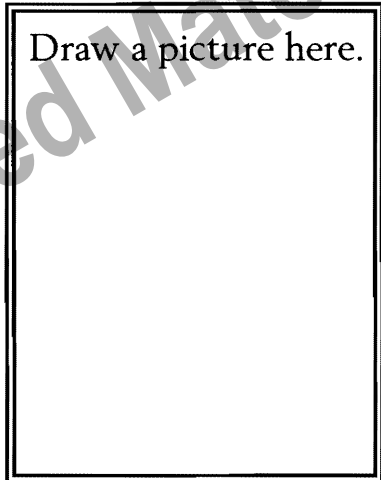
Mouth: _____

Shoulders/arms: _____

Posture: _____

Legs/feet: _____

Draw a picture here.



2. Describe an angry person.

Head: _____

Eyes: _____

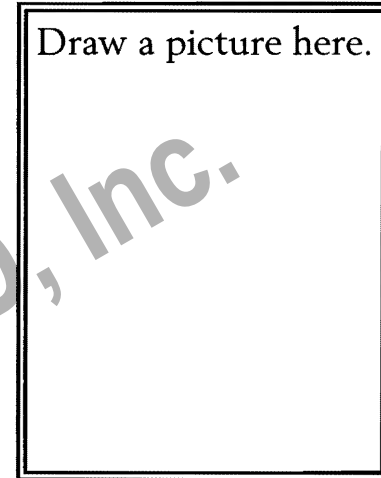
Mouth: _____

Shoulders/arms: _____

Posture: _____

Legs/feet: _____

Draw a picture here.



3. Describe a tired person.

Head: _____

Eyes: _____

Mouth: _____

Shoulders/arms: _____

Posture: _____

Legs/feet: _____

Draw a picture here.



Where We Came From

Objectives

The students will:

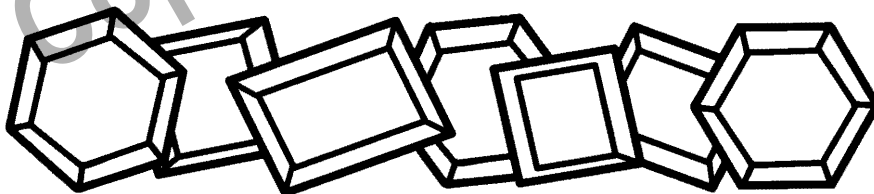
- Identify countries of family origin.
- Research and share cultural information.
- Recognize and appreciate diverse cultural backgrounds.

ASCA Standards

- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

Materials

U.S. and world maps; colored pins, flags, or other map markers; one copy of the experience sheet, *My Family Roots*, for each student



Procedure

Introduce this activity by explaining that the United States is a land of many different peoples, all of whom have the right to share in its benefits and freedoms. Point out that no one ethnic group “owns” the U.S. because all of its citizens (other than Native Americans) or their ancestors came from other lands.

Share with the students a bit about your own ethnic background and the lands from which your ancestors immigrated.

Next, tell the students they are going to do some individual research to find out about the lands from which they, their parents, grandparents, or earlier ancestors came. They will also learn some interesting things about the perceptions and experiences of these family members.

Distribute the experience sheets. Go over the directions and questions to make sure that the students understand them. Illustrate by answering some of the questions relative to your own family history.

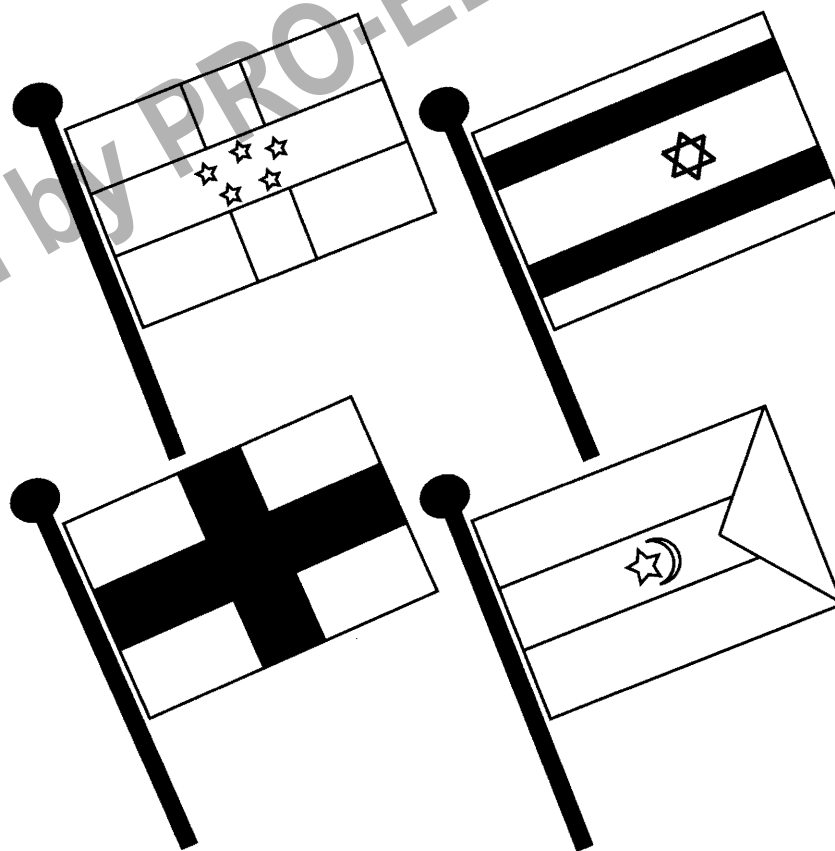
When the students have completed their questionnaires, have them report orally to the class. Allow plenty of time for reactions and discussion. On U.S. and world maps, using colored pins or flags, mark the various places the students and their families have lived. (For example, use one color to show countries of ancestral origin and a different color to mark places where the students have lived.)

Discussion Questions

1. How many different countries are represented in our class?
2. Why is it important to take pride in and share our family and ethnic backgrounds?
3. What would school be like if all of us had exactly the same background and experience?
4. How does knowledge of our different ethnic backgrounds help promote cooperation and understanding?
5. How did you feel when you were interviewing your family member? What new information did you learn?
6. Why is it important to know your cultural roots?
7. How do we all benefit from the cultural diversity in the classroom?
8. What can we do to help others appreciate diversity?

Assessment

- Did the majority of students learn and share information about their family origins?
- Did the students demonstrate acceptance and respect for the diverse backgrounds reported by their classmates?



Rules Help Prevent Conflict

Objectives

The students will:

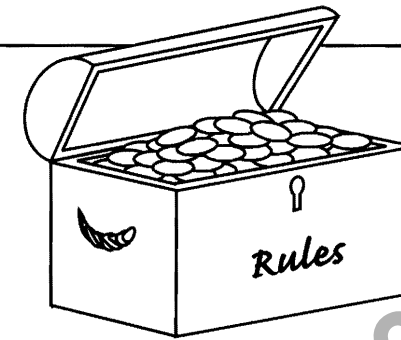
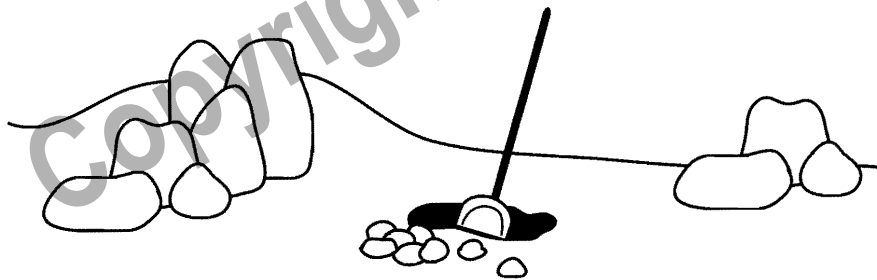
- Observe rules in action and describe how they guide student behavior.
- Describe the importance of rules in preventing and resolving conflict.

ASCA Standards

PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual

Materials

Art paper and colored magic markers



Procedure

Begin with a general discussion of rules. Point out that everyone is expected to follow rules of one sort or another. For example, adults abide by workplace rules on the job and motor vehicle rules when they drive. Children have rules both at home and at school.

Ask the students to describe some of the rules they have in their families. Write the rules on the chalkboard and point out similarities and differences.

Assign the students the task of observing one another throughout the next recess or athletic break. Tell them to watch for situations in which behavior is guided by, and/or conflicts are settled by, specific rules. Give some examples, such as signing up for play equipment, waiting their turn, or tossing a coin to decide who is first.

After recess (or at the next session), generate a discussion concerning situations they observed in which the existence of rules prevented or resolved problems. Let the students tell about real or potential conflicts. If appropriate, use the opportunity to review existing school rules. List the rules on the chalkboard.

Ask volunteers to act out situations that could occur if there were no rules and then reenact them, applying the rules. Discuss how rules are made to prevent problems and conflicts.

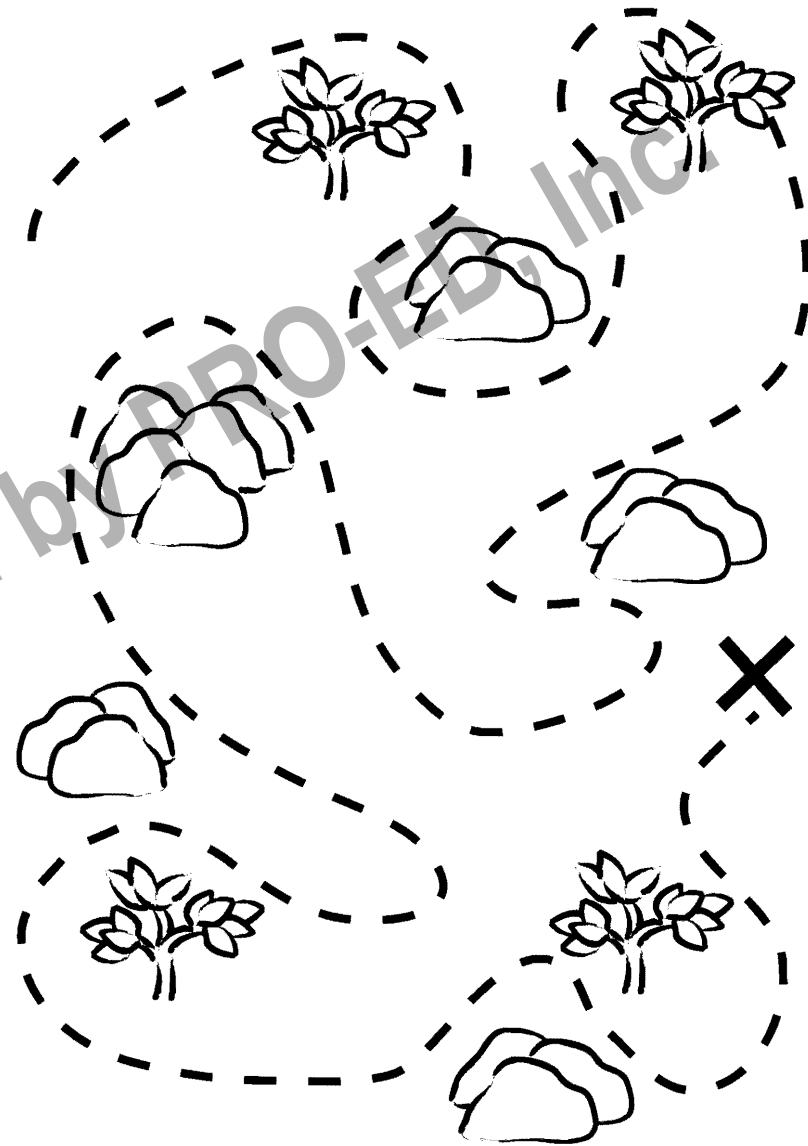
Distribute the art materials. Ask the students to illustrate one of the rules that helps prevent conflict at school and write a short story or anecdote to accompany it. Have the students share their stories and illustrations in small groups. Display them around the room.

Discussion Questions

1. Who develops the rules at school? ...at home?
2. How do rules help prevent conflict?
3. What can you do if a conflict arises on the playing field and there is no rule to follow?
4. What can you do if you think a rule is unfair or impractical?
5. How does cooperation help people avoid conflict?

Assessment

- Did the students identify a majority of existing school or classroom rules?
- Were the students able to associate behaviors they observed on the playing field with the rules that govern those behaviors?



Learning to Care

Objectives

The students will:

- Identify and discuss a variety of caring behaviors.
- Explore the concept of caring.

ASCA Standards

PS:A1.2 Identify values, attitudes, and beliefs

PS:B1.7 Demonstrate respect and appreciation for individual and cultural differences

Materials

Copies of fairy tales and fables

Procedure

Read or tell a fairy tale to the students. A tale such as *Cinderella* has many cultural versions and lends itself well to this activity. Other good ones include *The Ugly Duckling*, *Snow White*, and *The Wild Swans*. You might also select one of the many Aesop's fables, such as *The Lion and the Mouse*.



After telling the story, identify and discuss the caring behaviors of various characters. Talk about those who risked their lives to help others, like the sister in Andersen's *The Wild Swans*. Expand the discussion to include all of the characters, both good and bad, and the motives for their actions.

After the discussion, ask volunteers to dramatize the key events in the story. Review the story sequence and allow the students to improvise the dialogue. After the first dramatization, ask a new group of volunteers to dramatize the same story.

In the upper grades, divide the class into cooperative groups and give each group a fairy tale or fable to read, discuss, sequence, and dramatize. After a rehearsal, have the groups take turns performing in front of the class. Then lead the class in a discussion of the events and character motivations.



After the dramatizations, extend the discussion to actual historical figures and events. Talk about real people who performed caring and courageous deeds. Examples are:

- Harriet Tubman, who risked her life many times to help her people escape slavery.
- Sequoya, the Cherokee Indian who worked for 12 years to create an alphabet of 86 signs to put the Cherokee language into writing.
- Florence Nightingale, who nursed many people back to health.
- John Muir, who helped to preserve the natural beauty of the land by collaborating in the creation of the national parks.
- Dr. Martin Luther King, Jr., who lost his life working for the equal rights of all people.
- Peter Zenger, a colonial newspaperman who dared to print the truth about the wrongdoings of a public figure.

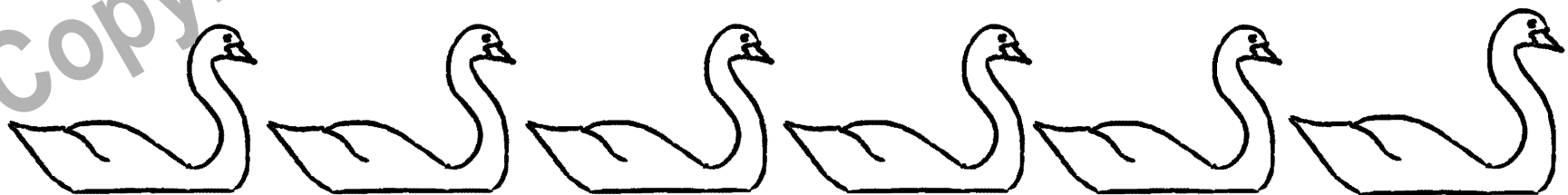
Ask the students to share about people they know who have performed caring deeds. Summarize the activity by asking some thought-provoking questions and facilitating discussion.

Discussion Questions

1. Why do people dedicate or risk their lives for the sake of others?
2. How can you be a more caring person at home? ...at school? ...in the neighborhood?
3. When we care about someone or something, what feelings do we typically experience?
4. How do we learn to be caring?
5. What are some good ways to spread caring and kindness?

Assessment

- Did the students accurately identify the caring behaviors of story characters?
- Was the concept of caring clearly demonstrated in the majority of dramatizations?



Family Tree of Occupations

Objectives

The students will:

- Identify and discuss a variety of occupations.
- Describe changes in occupations over time.
- Trace the occupational histories of their families.

ASCA Standards

- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A2.3 Demonstrate knowledge about the changing workplace

Materials

One copy of the experience sheet, *My Family Occupation Tree*, for each student; a long sheet of butcher paper; magic markers in various colors

Procedure

Ask the students if they know what a family tree is. Listen to their answers and expand upon their ideas. Explain that a family tree is a way of showing a person's "roots." It lists parents, grandparents, great-



grandparents, and so on, as far back as you can go. It can also list sisters, brothers, aunts, uncles, and cousins.

Tell the students that they are going to make a family tree. However, theirs will be different from most family trees in that it will show the name and occupation of each person.

Distribute the experience sheets and go over the directions. Ask the students to take the sheet home and ask their parents to help them complete it. Tell them to list both paid and unpaid occupations. For example, a grandmother who worked at home taking care of family should be listed as a homemaker or housewife. However, if the same grandmother worked as a secretary for most of her adult life and is now retired, she should be listed as a secretary.

When all of the students have returned their completed occupation trees, have each student take a few minutes to show their tree to the class and talk about the occupations of listed family members and ancestors. Facilitate discussion.

Discussion Questions

1. Which occupations are you interested in learning more about?
2. What did you learn about your family's occupations that you didn't know before?
3. What are you learning now that your father had to learn in order to do his job?
4. What did your mother have to study in order to do her job?
5. How many of you have parents who use computers in their jobs?
6. Which occupations we've talked about didn't exist when our grandparents' were working?
7. Which occupations we've talked about no longer exist today?
8. What things cause occupations to change over time?

Extension

Have the students (or a small team of students) transfer the information from the completed experience sheets to a large mural. With colored magic markers, have them draw a large tree for each student and write the various occupations on the branches of the tree. Put the name and a photo of each student on the trunk of his or her tree. Entitle the mural, "The Occupation Forest."

Assessment

- Did the majority of students identify three or more generations of family occupations?
- Were the students able to describe features of the occupations they listed?

