



Counseling Activities for Developing Resiliency and Responsible Behavior in Students

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Curriculum Unit Overview

Summary

Students in our world face many challenges. Their lives are filled with continuous change. Major changes caused by divorce, moving, drug/physical/mental abuse, unsupervised homes as well as many minor changes have increased the number of students who do not come to school ready to learn. Basic resiliency is often missing because parents lack time, commitment, or understanding of the importance of this skill. Many parents are unable to provide for basic needs, so many children lack the knowledge and skills to deal effectively with their own concerns. The following nine lessons include activities to help students deal with the most common problems: Social Skills, Decision Making, and Anger Management.

Big Picture

The strategies and activities in this unit can be used to improve social skills, decision-making, and anger management. These are important life skills that are critical to being a productive adult and are necessary to function as a team member and to succeed in the workplace.

Preparation for the Unit

Teachers need to determine the time line, gather materials, make posters, and prepare themselves. Parental support and permission is important prior to beginning these activities.

Overview

On the following page is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

Counseling Activities for Developing Resiliency and Responsible Behavior in Students

Curriculum Unit Summary

Social Skills	Decision Making	Anger Management
<p>ALT 1 - Cooperation Students will learn techniques to get along with their peers and ways to work together.</p>	<p>ALT 1 – Learning to Stop & Think Students will learn to use Stop and Think technique when making decisions.</p>	<p>ALT 1 – Understanding Anger Students will learn to recognize why they become angry and ways to manage their anger.</p>
<p>ALT 2 – Honesty and Trust Students will learn the positive and negative results of telling the truth.</p>	<p>ALT 2 – Decisions and Consequences Students will learn the steps to use in making decisions and to look at possible consequences of each action.</p>	<p>ALT 2 – Steps to Manage Anger Students will learn four steps for controlling anger.</p>
<p>ALT 3 - Communication Students will learn to communicate assertively.</p>	<p>ALT 3 – Accepting Decisions from Authority Figures Students will learn the importance of accepting decisions made by authority figures.</p>	<p>ALT 3 – Relaxation Techniques Students will learn to recognize stress and practice techniques to reduce stress.</p>

Section One: Social Skills

ALT One: Cooperation

Summary

When students learn to cooperate they get along better, work together, and enjoy each other more. Cooperation is an important social skill that will help them to make and keep more friends.

Competencies

1. Students will demonstrate new ways to get along and work together.
2. Students will practice encouraging each other with their words.

Time

30-60 minutes

Materials

A list of groups to which students in the class might belong, examples could include: family, scouts, sport teams, classroom, a large sheet of paper for each group of students and a box of crayons or markers for each group

Instructions

1. Read from your list of groups. Ask students to stand up if they are currently, or have previously been, a member of the group named, and to sit down when another group is mentioned. If the groups are named quickly, the students will be bouncing up and down and will understand the concept that everyone participates in lots of groups.
2. Explain to the students that since everyone belongs to so many different groups, it is important that everyone work well together. Point out that some people have trouble working with others and that arguments and fights begin and the group isn't fun.
3. Ask the students to name the word that describes when people work peacefully together as a group. (cooperation) If they have trouble naming the word, draw blanks on the board and play Wheel of Fortune. Explain the importance of cooperation on sport teams. Share examples of famous sports teams and how they use cooperation to win the game.

4. Ask students to tell why some groups lack cooperation. (Everyone wants his/her own way and do not accept anyone else's suggestions.) Ask what would happen if professional sports players lacked cooperation and wanted to do things their own way?
5. Play Wheel of Fortune again to name a word which means that people decide to agree and to give in a little in order have cooperation within the group. (compromise)
6. Explain that they may compromise by voting, settling on something different, or meeting in the middle. Groups may have leaders, but the leader is not the boss. Everyone should have a say, even though that doesn't mean everyone can always have his or her way. When people enjoy the work and work together they get more done and have more fun.
7. Divide the class into groups of four or five students. Give each group a large piece of paper and a box of crayons or markers. Assign each group a place, such as zoo, grocery store, toy store, park, or kitchen. Tell each group to draw pictures of things that can be found in the place assigned to that group. The number of things drawn by each group MUST equal one less than the number of members in the group. For example: if the group has four members, they can draw only three things. When the drawings are complete, have each group show its drawings to the class and share how group members agreed on what to draw.
8. Process the activity by discussing the following:
 - a. How did group members agree on what to draw?
 - b. How did group members agree on who would draw?
 - c. Did group members encourage each other with their words or use put-downs?
 - d. Was there a leader in the group? How was the leader selected?
 - e. How were disagreements resolved?

Evaluation/Assessment of Student's Competency

Challenge the students to find new ways to get along, work together, and enjoy each other. Tell them you will be watching their progress and helping them to practice cooperation.

Closure

Remind the students that when they learn to cooperate they will get along and enjoy each other more. They may have to compromise or vote, but everyone will be happier when they cooperate and they will have more friends. Explain that cooperation is just one social skill and that you will be discussing another important social skill, honesty, in the next session.

Section One: Social Skills

ALT Two: Honesty and Trust

Summary

The students will develop an understanding of what lying is and of why people lie. They will increase their awareness of positive events that result from telling the truth, negative events that result from lying.

Competencies

1. Students will be able to name at least two reasons people lie.
2. The students will be able to list at least three positive events that result from telling the truth and three negative events that result from lying.

Time

30 – 60 minutes

Materials

Chalk board and chalk or chart paper and marker, Truth or Consequences handout

Instructions

2. Ask the students to give the definition of lying. After several students have answered, summarize the critical attributes of lying --- someone knowingly telling another person something that he/she knows is untrue.
3. Ask the students why people lie. After several students have answered, summarize their answers. Be sure to include the two main reasons for lying: to gain something unfairly and to avoid the consequences of one's actions.
4. Distribute handout "Truth or Consequences". Divide the class into groups of two students. Read the introduction and directions to the students. Ask each pair of students to choose one of the five situations to role-play. The first role-play should portray someone lying about the situation, and the second should involve role-playing someone telling the truth in the same situation. After each role-play, ask the students:
 - How would you feel if someone lied to you?
 - How would you feel if you told the truth?
 - Write the words "Negatives" and "Positives" on the chalkboard or chart paper. Ask:

What feelings might you have when you tell the truth?
What feeling might you have when you do *not* tell the truth?

2. Using the chalkboard or chart paper to list, ask students to brainstorm positive events that result from telling the truth and negative events that result from lying.

Evaluation/Assessment of Student's Competency

Students will utilize the skills they have learned in their daily lives. The teacher will monitor progress and reinforce using the rewards and consequences that the students listed during the lesson.

Closure

Review the list of positive and negative things that occur and feelings from telling the truth and not telling the truth. Ask the students what choice they are going to make. Explain that honesty leads to trust and that this is an important social skill. By being honest, they will have more friends and feel better about themselves. Explain that you will be helping them to learn better communication skills in the next lesson.

Section One: Social Skills

ALT Two: Honesty/Trust
Handout One

Truth or Consequences

Telling the truth is sometimes difficult. We may be afraid of what others might think. Sometimes we are afraid of what others might do. Other times, our goal is to gain something unfairly. It is important to remember that telling the truth shows that we are honest. When we tell the truth, others will trust us. They will believe us.

DIRECTIONS: Select one of the four role-plays. In the first role-play, one player should be lying. In the second, he/she should be telling the truth. Present the role-play in front of the class.

A

Players: Teacher and student

Situation: You have a book report due today. You really need a good grade in order to pass this class. You left your report at home. Your teacher asks for the book report.

Role-Play 1: The student lies by pretending there was a family emergency last night in the hope that the teacher will give him/her another day to hand in the work.

Role-Play 2: The student tells the truth, accepting whatever consequences the teacher gives.

B

Players: Two classmates

Situation: You told someone that a classmate was stupid. That person repeated what you said, and now the classmate is asking, "Did you say I was stupid?"

Role-Play 1: The classmate answers by pretending that someone else said it.

Role-Play 2: The classmate answers by telling the truth and asking the person for forgiveness.

C

Players: Principal and student

Situation: A student trips another student on the playground and is sent to the school office. The principal asks, "Why did you trip another student?"

Role-Play 1: The student lies by pretending he/she didn't trip anyone.

Role-Play 2: The student tells the truth, even though it may mean missing recess the rest of the week.

D

Players: Father and child

Situation: The child promised to clean his/her room before going to a friend's house. As the child opens the front door to leave, Dad asks, "Did you clean your room?"

Role-Play 1: The child lies hoping that Dad won't know the room is still a mess.

Role-Play 2: The child tells the truth, knowing he/she won't be able to go to their friends house.

Section One: Social Skills

ALT Three: Communication

Summary

The students will learn how to politely and assertively tell someone to stop doing something that is bothering them instead of using inappropriate responses.

Competencies

1. Students will be able to describe the difference between Passive, Aggressive, and Assertive responses.
2. Students will practice assertive responses and use them regularly in daily situations. The teacher will monitor their progress.

Time

30 – 60 minutes

Materials

Chart paper and marker or chalkboard and chalk, puppet of a person/child or a doll if puppet is not available, Role-play Situation cards.

Instructions

3. Explain that this lesson will be about learning ways to politely ask someone to stop doing something that they do not like. Model the three types of responses using the puppet or doll for one example and yourself for another example.
 - **Passive** – Look down at the floor. Lower your voice. Let your shoulders slump. Act as if you're scared and feel as if you can't do anything to improve the situation.
 - **Aggressive** – Raise your voice. Act angry and scared. Move toward someone in a threatening manner. Pretend to grab and hit someone.
 - **Assertive** – Stand up straight. Make eye contact but don't smile. Don't raise or lower your voice. Use the other person's name. Calmly and confidently ask for what you want and say what you need to say to stand up for yourself.

3. Model the three types of responses using the puppet or doll as the aggressor.

SITUATION: A child (the puppet) takes a pencil from someone's desk without asking.

Passive Response: Say and do nothing. Look away.

Aggressive Response: Jump out of your seat and yell, “Give that back or I’ll tell!”

Assertive Response: Sit up straight. Look the person in the eye and say: “Students name, please give me back my pencil.”

4. Repeat using numerous situations pertinent to your group. Have the puppet be the aggressor and the students the responders. Examples of situations:
 - Someone calls you a name you don’t like.
 - Someone grabs your hat.
 - Someone interrupts you when you talk.
 - Someone makes fun of something you wear.

5. Divide the class or group into pairs. Ask each pair to draw a role-play card. Have the students role-play the situation described on the card. Have the designated speaker give an assertive response. Repeat until each student has had an opportunity to be both the aggressor and the speaker.

Evaluation/Assessment of Student’s Competency

Ask the students the following questions:

- How did it feel to give an assertive response or ask politely for what you wanted?
- Was it easy or hard to do?
- Which response do you think your friends would like better?

Closure

Tell the students that it is important to be able to politely tell someone how to stop doing something that is bothering them, and that today they have learned how to accomplish that. Explain that in the following lessons they will learn more skills to help them make friends and keep them.

Section One: Social Skills

ALT Three: Communication
Handout One

ROLE-PLAY SITUATION CARDS

Someone calls you a name that you don't like.	Someone is spreading a mean rumor about you.	Someone cuts in front of you in the lunch line.
Someone is teasing you about your new jacket.	Someone keeps taking your pencil from your desk.	Someone always insists on going first in every game.
Someone takes your hat at recess.	Someone keeps talking to you during study time.	Someone is making fun of your best friend.
Someone makes fun of you when you speak in class.	Someone calls you a baby because you cry when you are hurt.	Someone laughs at you when you get a bad grade on a test.

Section Two: Decision Making

ALT One: Learning to Stop and Think

Summary

The students will learn techniques that assist them in smart decision-making.

Competencies

1. Students will be able to state the reasons to stop and think before making a decision
2. Students will use the Stop and Think techniques when making decisions. The teacher will monitor their progress.

Time

30 – 60 minutes

Materials

STOP and THINK Sign to use as a reminder, chart paper and marker or chalkboard and chalk, a turtle puppet can be used to demonstrate going inside to a quiet place to think, construction paper and markers or crayons for each student

Instructions

1. Tell the students that a very important step in deciding how to solve a problem or in making a smart decision is to STOP and THINK. Show the students the completed “STOP and THINK” Sign. Quick action or not stopping to consider the consequences of an action can result in hurt feelings, hurting yourself or someone else, being punished, or just feeling badly about what you did.
2. Talk about taking a few extra minutes to think carefully about all the possible actions that can be taken and ask yourself or someone else what the consequences might be.
3. Ask the students to brainstorm actions they could take for each of the following situations. Write each action on the paper or board.
 - a. Someone calls you a name you don't like
 - b. Someone says that you cheat while playing a game
 - c. Someone makes fun of something you are wearing
 - d. Someone takes your hat at recess

- e. Mom or Dad grounded you for your behavior
4. Discuss the consequences of each course of action. Write them on the chart paper drawing an arrow between the suggested action and it's possible consequence.
 5. Display the "STOP and THINK" sign in the classroom and use it whenever students ask for help in making decisions or have made quick decisions without thinking.
 6. Have the students make "STOP and THINK" to display in the classroom.

Evaluation/Assessment of Student's Competency

Students will use the STOP and THINK procedure as a tool in helping them with smart decision-making. The teacher will encourage and monitor their progress.

Closure

Explain that you will continue to use the "STOP and THINK" sign in the classroom whenever students ask for help in making decision or have made decisions without thinking. Tell the students that the next lesson will help them to learn more decision-making skills.

Section Two: Decision Making

ALT One: Learning to Stop and Think
Handout One

STOP AND THINK SIGN

Directions: Copy on red construction paper and cut out in the shape of a stop sign.

STOP

And

THINK

Section Two: Decision Making

ALT Two: Decisions and Consequences

Summary

Students will identify a problem, look at various courses of action and the consequences, decide which action to take, and make a plan to follow.

Competencies

1. Students will be able to explain the steps to use in making decisions.
2. Students will be able to look at possible actions and follow-through by listing the probable consequences of each action.

Time

30 – 60 minutes

Materials

Story from Handout, Role Play Situation Cards from Section One, ALT 3: Communication, Poster made by the teacher of the 5 STEPS TO MAKING A DECISION, pencils and papers for each group.

Instructions

1. Explain to the students that when they are faced with any hard decision there are five steps they should follow. Teach using the 5 STEPS TO MAKING A DECISION poster.
 - a. Name the problem to be solved.
 - b. State the courses of action you can take.
 - c. Give the consequences of each action. Ask: What will happen if I behave in a certain way or decide to do a certain thing? Don't forget to STOP and THINK.
 - d. Choose the most appropriate action and make a plan to carry out that action.
 - e. Evaluate the decision. Ask: Did I make a good decision? Could I have solved my problem in a better way? Did I learn anything new from my decision?
2. Read the story from the Handout or any other appropriate story.
3. Process the story using the 5 STEPS.
 - a. What was the problem in the story?

- b. What courses of action could the student have taken?
 - c. Name the possible consequences of each action.
 - d. Have the group come to a group decision about the most appropriate action.
 - e. Evaluate the decision.
3. Divide the group into small groups. Give each group a role-play situation card. Give each group paper and pencil and ask them to present the following “Possible Actions” and “Probable Consequences” for each situation. Have one student in each group hold up the “STOP and THINK” sign at the appropriate time during each groups short dramatization.

Evaluation/Assessment of Student’s Competency

Students will be about to identify decision-making steps to use in a situation and tell how to look at consequences before choosing a decision.

Closure

Summarize the session by reviewing the activity and asking the students to continue thinking before making a decision, and to consider all the consequences before making their choice.

Section Two: Decision Making

ALT Two: Decisions and Consequences Handout One

STUDENT DESTROYS SCHOOL BOOKS ON WAY HOME FROM SCHOOL

Samantha, a student at Smith elementary school tossed all of his books into a pond on the way home from school yesterday. Another student observed the incident and reported it to the principal. The student who threw her books into the lake was called into the office and questioned by the principal. When asked why she had done such an outrageous deed, the student hung her head and said she was angry. When asked about the reason for her anger, the student started to cry and said that all the other students made fun of her when she gave wrong answers. They called her stupid. The principal said he would discuss the situation with the teachers and the student's parents. He said that books are very expensive and wondered how she would be able to pay for them. The principal explained to the student that he would have liked her to consider another course of action rather than destroying school property. He explained that by taking the wrong course of action she hurt the school, others, and herself.

Section Two: Decision Making

ALT Three: Accepting Decisions from Authority Figures

Summary

Many decisions could be made in the same situation and many of these can be good, while other could result in negative events. Decisions made by other people in their lives may not always be easy to accept, but they must be followed.

Competencies

1. Students will learn to evaluate alternatives and decide if their choice was the most appropriate.
2. Students will learn the importance of accepting decisions made by authority figures.

Time

30 – 60 minutes

Materials

Possible Decision Cards (Handout), chalkboard and chalk or chart paper and marker

Instructions

1. Divide students into groups and give each group one Possible Decision Card. Have the students work together to evaluate the decision on their card and present to the class answering the following questions:
 - a. Do you think this was the right decision? Why? or Why not?
 - b. Would you have made the same decision? Why? Or Why not?
 - c. What are the probable consequences of this decision?
 - d. Name at least one way you might have solved the problem in a better way.
2. Explain that there is usually not just one right decision. There may be more than one decision that could be made in the same situation and many of these can be good.

3. Decisions made by other people in their lives may not always be easy to accept, but they must be followed. Give some examples such as a parent's decision to "ground" someone for a weekend, or a teacher's decision to give a test the day after returning from vacation.
4. Brainstorm the names of people in the students' lives who might be in a position to make decisions that must be followed. Talk about the meaning of the phrase "authority figures" and what roles they play at home, in school, and in the community.
5. Brainstorm the kinds of decisions that authority figures make which affect students. For example, "No hats in school", "No video games at school". Ask the students to name actions they could choose to take other than follow the authority figures decision and the probable consequence. Students will recognize the negative consequences of refusing to follow the directions.
6. Teach the students the phrase, "I do not like this decision, but I must accept it." Say it in unison and then ask each individual to repeat it. Write it on the chalkboard or chart paper. Practice this response.

Evaluation/Assessment of Student's Competency

Students will practice evaluating alternatives and will repeat the "self-talk" phrase they learned each time the leader requires them to carry out authoritative decisions.

Closure

Review that decisions made by other people may not always be easy to accept but they must be followed. Encourage them to evaluate the probable consequences of each decision they make.

Decision Making

ALT Three: Accepting Decisions from Authority Figures
Handout One

POSSIBLE DECISION CARDS (From Student Destroys School Books...Alt Two)

Directions: Cut the Possible Decision Cards apart before distributing to groups.

Get mad at the students that called her stupid and yell at them.	Ask the teacher to help the students solve their problem getting along.	Talk to her mother and ask her for help.
Admit to her mother that she had thrown her books in the pond and offer to work to pay for them.	Talk to the student that called her stupid and tell him/her that she didn't like it and to please stop it.	Find another way to get rid of her anger such as go for a long bike ride or play a video game.
Lie when the principal asks why she threw the books in the pond and say she accidentally dropped them.	Lie and tell the principal that someone pushed books into the pond.	Get back at the student that told the principal that she threw her books into the lake.

Section Three: Anger Management

ALT One: Understanding Anger

Summary

Anger is a normal human emotion and different people become angry about different things. Difficulties result when anger is not managed.

Competencies

1. Students will learn to recognize why they become angry and ways to let anger out without hurting themselves or others.

Time

30 – 60 minutes

Materials

Chalkboard and chalk or chart paper and marker, drawing paper, crayons or markers, Behavior handout copy for each student, Anger Control handout.

Instructions

1. Have students brainstorm what makes them angry. List on chalkboard or chart paper as students name.
2. Distribute drawing paper and crayons or markers and ask students to draw a picture of their body when they are angry. Color in red the parts of the body where they feel angry.
3. Ask students to complete the handout “Behavior.”
4. Brainstorm ideas for preventing or handling anger in positive and negative ways. Make two columns on chalkboard “Helpful Ideas” “Not Helpful Ideas”. List all ideas in the appropriate column with the students help. See Anger Control Activities handout.

Evaluation/Assessment of Student's Competency

Students will make a poster of at least three pictures of things they will do next time they get angry.

Closure

Explain that everyone gets angry. Anger is OK as long as they manage it. But, when they act inappropriately they get in trouble and lose privileges. Tell them that the next lesson will also help them to manage their anger.

Anger Management

ALT One: Understanding Anger Handout One

BEHAVIOR

DIRECTIONS: Mark all behaviors that you usually do when you get angry.

- Pretend that I'm not angry
- Use the silent treatment
- Call names
- Tease
- Insult and make smart remarks
- Talk behind someone's back
- Yell
- Push, shove, or kick
- Bite
- Curse
- Threaten others or to harm yourself
- Hit
- Slam doors
- Throw things
- Run away or hide

Anger Management

ALT One: Understanding Anger

Handout Two

ANGER CONTROL

The following lists provide some ideas for preventing or handling anger in positive and negative ways.

Helpful Ideas

Talk it out with someone

Count to “10”

Take a deep breath

Find a place to be alone

Listen to music

Punch a pillow

Clean or organize your room

Scream

Walk, jog, or run

Write it out

Talk to yourself

Play with clay or PlayDoh

Draw your feelings

Play a sport

Not Helpful Ideas

Eat a lot more (or less)

Fight

Threaten to hurt someone

Hurt yourself

Withdraw from everyone

Blame it on someone else

Take it out on an animal

Destroy property

Start a rumor

Run away from home

Laugh at the person

Yell at the person

Curse

Throw things

Section Three

ALT Two: Steps to Manage Anger

Summary

Anger is a normal human emotion and we should not try to eliminate it from our lives, but we do need to understand how to manage it.

Competencies

1. Students will learn four steps for controlling anger.

Time

30 – 60 minutes

Materials

Poster or transparency with “Four Steps for Controlling Anger”, handout for each student of Four Steps for Controlling Anger

Instructions

1. Teach and demonstrate each of the Four Steps for Controlling Anger using the handout.
 - Step 1: **Stop and Calm Down** – demonstrate deep breathing and self talk
 - Step 2: **Think** – ask what the best decision is to make and the probable consequences
 - Step 3: **Talk** – talk to the person you are mad at
 - Step 4: **Feel Good Again** – do something you enjoy and try to forgive and forget

Evaluation/Assessment of Student’s Competency

Students will each make a poster of the four steps to display in the classroom to reinforce the skill.

Closure

Explain that there is still more to learn about managing anger and they will learn more in the next session.

Anger Management

ALT Two: Steps to Manage Anger
Handout One

Four Steps for Controlling Anger

Step 1: Stop and Calm Down

Calm down your body by taking some deep breaths.

Calm down your mind by saying to yourself:

- “I won’t blow up.”
- “ I won’t get myself in trouble.”
- “I can control my temper.”

Step 2: Think

Think about:

- What will happen if you lose your temper?
- Whether you should stay...or walk away...

Step 3: Talk

Talk to the person you’re mad at:

- Say what you’re mad about.
- Say what you want.
- Talk to someone you trust about the problem.

Step 4: FEEL GOOD AGAIN

Get rid of any anger that’s left by:

- Doing something active
- Doing things you enjoy
- Doing a relaxation exercise
- Trying to forgive and forget

Section Three: Anger Management

ALT Three: Relaxation Techniques (Chill Out)

Summary

Stress results from worry, frustration, feelings of hurt and fear. Although anger may be used to discharge tension, it is generally ineffective for more than a few minutes and leads to additional stress. Relaxation techniques are often effective in reducing stress and are socially much more acceptable.

Competencies

1. Students will learn to recognize stress and practice techniques to reduce stress.

Time

30 – 60 minutes

Materials

Chalkboard and chalk or chart paper and marker, construction paper, pencil, and crayons or markers for each student, Relaxation Techniques handout

Instructions

1. Explain that many problems can develop if we don't learn to relax and handle the stress that we must all face each day. Give examples of physical discomforts such as headaches and stomachaches. Give other examples of social problems that arise when anger is used to discharge tension.
2. Ask the students to describe how they "chill." Write their ideas on the chalkboard.
3. When the list is complete, review the seven ideas on the Relation Techniques handout. Point out how the students' ideas fit into one of the categories.
4. Have the students make their own booklets. Distribute a piece of construction paper, a pencil, and crayons or markers to each student. Have the students fold the paper in half and then in half again to form a booklet. On the front of the booklet, have the students design a cover. For example, a student might draw a picture of him/herself and call the

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book “How to Chill.” On each page of the booklet, have students write a word or two about ways to relax and illustrate the words they choose.

Evaluation/Assessment of Student’s Competency

Students will be able to describe at least two stress-reducing techniques that they will use. The teacher will encourage the use of appropriate techniques and monitor progress.

Closure

Encourage the students to take the booklets home and share them with their families. Tell the students that these same ideas work for everyone including grown-ups. Remind them that stress is part of everyday activities and anger is a normal human emotion. If they use stress-reducing activities and learn to manage their anger, they will have more friends and be better able to get along with their families, peers and adults.

Anger Management

ALT Three: Relaxation Techniques
Handout One

RELAXATION TECHNIQUES

1. Relaxation

Relaxing ideas include:

- Breathing deeply from the diaphragm
- Saying a calming word over and over
- Tensing muscles throughout your body, then loosening them.
- Sitting back and looking at a peaceful scene or imagining one

2. Positive thinking and visualization

Think thoughts such as: “I can do this” and picture yourself succeeding.

3. Staying healthy

Eat healthy foods and get enough rest.

4. Exercising

Note that exercise is very important, not just for general health, but because when we exercise, our body releases endorphins that are calming hormones.

a. Recreation

Having fun is important. Develop hobbies that you can pursue now and can continue to enjoy when you are older. Look beyond TV and video games!

b. Changing what you can!

Reduce stress by setting goals, using time wisely, and problem-solving. Make changes to reduce the stress within you. For example, if you are always nervous because you lose things, set a goal to become organized.

c. Expressing your feelings

Talk and us “I Messages.” Express yourself through writing in journals, art, and music. A pet can be a great listener, too!

From: Lively Lessons for Classroom Session, by Rosanne Sheritz Sartori

Transfer Activity

The lessons presented provide students with opportunities to practice resilient actions. Possessing resiliency helps students adjust and grow with change. With these skills the students have a greater opportunity to emerge successfully from the changes and problems that confront them. The goal of this program is to help the students to develop positive choices and to realize the self-affirming effect of making such choices. It is hoped that this will motivate the students to adjust to the difficulties in their lives.

Developing resiliency and effective decision-making skills helps students to be more effective in school and leads to greater effectiveness in other areas of their lives. These skills prepare them to be successful in the world of work. They will learn to be productive, are able to adjust to new demands, and to use their skills to reach goals they set for themselves.

Before new skills can be internalized they must be practiced on a consistent basis. The challenge for the students is to utilize these new learned skills as they face the many changes in their lives. Supportive adults, including their teachers and families, will be important to their success.