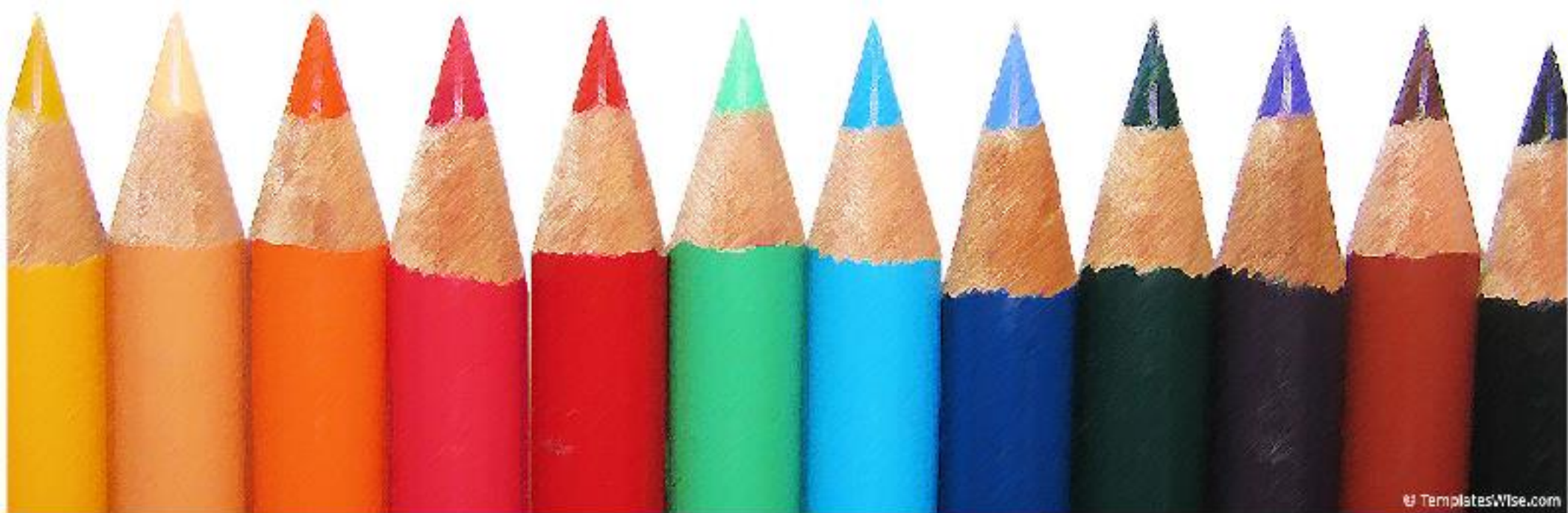


Expressing Ourselves Classroom Guidance Unit



Goal/Purpose

- To help students learn how to communicate effectively with others.
- To improve the way students respond to and handle their emotions when faced with harsh speech from others, especially their peers.
- To learn how to control, reframe and express their emotions, especially negative ones.

Georgia Performance Standards

- **Subject: Guidance**
- **Strand: Self Knowledge**
- **Topic:** *Skills to interact positively with others.*
- **Standard (2):** Demonstrate effective interpersonal skills. - Demonstrate interpersonal skills required for working with others. - Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Georgia Performance Standards

- **Subject: Character Education**
- **Strand: Respect for Self****Topic: *Respect for Self***
- **Standard (13): *Accountability***: responsibility for one's actions and their consequences.
- **Standard (14): *Self-Esteem***: pride and belief in oneself and in achievement of one's potential. **14.1 *Knowledge***: learning, understanding, awareness. **14.2 *Moderation***: avoidance of unreasonably extreme views or measures. **14.3 *Respect for physical, mental and fiscal health***: awareness of the importance of conscious activity toward maintaining fitness in these areas.
- **Standard (15): *Punctuality***: being on time for attendance and tasks. **15.2 *Accomplishment***: appreciation for completing a task. **15.3 *Cooperation***: working with others for mutual benefit. **15.4 *Dependability***: reliability; trustworthiness. **15.5 *Diligence***: attentiveness; persistence; perseverance. **15.6 *Pride***: dignity; self-respect; doing one's best.



Georgia Performance Standards

- **Subject: Character Education**
- **Strand: Respect for Others** **Topic: *Respect for Others***
- **Standard (11): *Altruism*: concern for and motivation to act for the welfare of others. **11.1 *Civility and cheerfulness***: courtesy and politeness in action of speech. **11.2 *Compassion, kindness and generosity***: concern for suffering or distress of others and response to their feelings and needs. **11.3 *Courtesy and cooperation***: recognition of mutual interdependence with others resulting in polite treatment and respect for them.**

Georgia Performance Standards

- **Subject: Guidance**
- **Strand: Self Knowledge**
- **Topic:** *Understanding the influence of a positive self-concept.*
- **Standard (1):** Identify and appreciate personal interests, abilities and skills. -Demonstrate the ability to use peer feedback. - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals. - Demonstrate an understanding of environmental influences on one's behavior. - Demonstrate an understanding of the relationship between behavior and self-concept.



Lesson #1: Managing and Expressing Anger

Materials: “Self-assessment: My Group Skills/Performance” handout, “Signs of Hidden Anger” handout, “Healthy Expressions of Anger” handout

General Procedures:

1. Introductions/Icebreaker- Human Knot-- Due to time constraints, give the groups 8-10 minutes to try to untangle themselves. At the end of that time, see what group has gotten the closest to being untangled. Ask the students what it felt like completing that activity.
2. Have students complete the “Self-assessment: My Group Skills/Performance” worksheet.
3. Discuss expectations for participation in classroom guidance lessons.
4. Ask students to identify physiological and emotional signs of when they are angry, pointing out that anger may be understood differently in different cultures and backgrounds.
5. Complete worksheet on checklist of signs of hidden anger, allow students to add their own.
6. Break up into their small groups again and discuss the repercussions of unresolved anger.
7. Provide handout about the repercussions of unresolved anger.
8. Have students identify healthy forms of expression and then provide them with a handout.

Lesson #2: Learning How to Respond to Criticism

Objectives:

- Understand what criticism is and looks like
- Recognize that criticism can be positive and negative
- Learn how to handle criticism when faced with it

Materials: Whiteboard, markers “How To Criticize” & “Ten Steps To Handling Criticism” handouts

General Procedures:

1. This can be a difficult subject for some students to discuss. So make sure to remind students of the expectations for participation that were established during the first guidance lesson.
2. Ask students why people criticize other people. List ideas on the whiteboard. Discuss whether criticism is positive, negative, neither or both and how it differs for people with different backgrounds. Relate to students that the word “criticism” does not always imply something negative but can also be positive or neutral.
3. Ask students to recall an instance when they were criticized (students can do this privately or share with other students). Have students explain how they felt and reacted when they were criticized.
4. Distribute “Ten Steps To Handling Criticism.” Discuss steps with students and ask for examples.
5. Distribute “How To Criticize” to students and discuss each step with students. Ask for examples.
6. Discuss with students why it is important to learn how to accept criticism.



Lesson #3: Learning How to Express Yourself

Objectives:

- Describe challenges that are typical for young adults and successful methods for addressing them.
- Understand how to effectively and appropriately express ones feelings and opinions in various situations
- Reflect on the unit and voice what they have learned about communicating effectively

Materials: “Getting Started” handout, “Work Situations” handout, “Self-assessment: My Group Skills/Performance” handout

General Procedures:

1. Read to the class the first story in the “Getting Started” sheet. Have the entire class discuss the questions. Read and follow the same procedure for the second story.
2. Ask students to relate similar situations that have occurred to them at school, home or on the job. Ask students to first explain what they were feeling, then have them relate how they responded.
3. Ask students if there is ever an appropriate time not to respond to someone who has offended them.
4. Divide students into four groups and give each group a work situation from the “Work Situations.” Including situations representing different backgrounds.
5. Have groups read the work situations and responses. Allow other students to debate whether the group’s responses were appropriate. Incorporating the implications of the different backgrounds of each situation. (Ethnic, racial, sexual orientation, ability/disability)
6. Have students complete the “Self-assessment: My Group Skills/ Performance” handout as a post-test to measure the effectiveness of the classroom guidance unit.

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