

Ideas for Integrating GUIDANCE into the CURRICULUM

from Helena MSSA Conference 8/16/2010

GRADES 1-3, 4-6 and 7&8

READING:

- *"The Delight Song of Tsao-Talee" Native American; 'I am' imagery
- *Bullying: "All Summer in a Day" – science fiction – Ray Bradbury; "Don't take the Bait"
- *Reader's Theater – adapt story to fit particular lesson in guidance
- *Springboard discussions of stories
- *Poems on valuing anything to do with character, etc.
- *"Touching Spirit Bear" anger management (4th-8th); "Rescue of Josh McGuire" – high adventure deals with alcohol abuse; grief; learning to go on (3rd-6th)
- *Read Help Wanted Ads; Read about different careers (MCIS and OOH (Occupational Outlook Handbook)) and compare and contrast those careers. Use a Venn diagram.
- *Careers that involve emphasis on reading and /or highest levels of reading ability
- *Read about a real person and discuss the emotions he/she might have felt about his/her job; family; events; etc.
- *Explore losses and failures of characters and how they dealt with them.
- *Read about different feelings – what makes you feel this way?
- *The Flower Story = Chrys
- *Chester's Way; Sarah, Plain & Tall; Little House on the Prairie series; Box Car Children; Bridge to Terabithia; survival stories; picture books (feelings); ABC career book
- *Analyze characters' emotions in different stories. Are they productive or not?
- * Explore problem solving in literature
- *Put-yourself-in-their-shoes reflections activities
- *Focus on the social aspects of characters in the stories

MATH:

- *Cost of smoking / chewing tobacco per year and alternative ways to use that money
- *Statistics of America's health problems; problem solving for those issues
- *Relate careers & real life situations to daily math activities as an anticipatory set
- *Graph interests
- *Cooking: Plan cooperatively and prepare a Thanksgiving or other feast for community elders
- *Value of and uses for money; Economy
- *Salaries: Weekly, Monthly and Yearly; Monthly budgets; saving vs spending
- *Set up a business (bank, store, etc)
- *Careers in Math and other careers that use math
- *"The Door Bell Rang"; counting cooking; sharing
- *M&M math; Pizza (fractions) math; Grapes of Math; How much is a million?
- *Survey and graph feelings students feel in specific situations; ways they would respond to specific problems; things that they feel happy (etc) about

LANGUAGE:

- *Students make power points or short videos of anti-bullying; anti-smoking, etc. messages
- *Write autobiographies; Compose and write a good thought for each day – as a class
- *Write and act-out skits addressing peer pressure and "How to Say, NO" etc.
- *Role play and write out solutions to daily work problems; Career Charades
- *List daily feelings with students working to make the list as long as possible
- *Visit local newspaper and editor
- *Write about careers and processes needed to reach them
- *Write a practice resume; a poster to get local summer / babysitting jobs
- *Write stories about making / losing friends and the emotions and coping mechanisms

*Speak and write with correct grammar, to make a good impression; Discuss impact on jobs and careers; Grammar Jingles; Proof Reading

*Learning to write application letters

*Careers requiring skill in speaking, language usage and / writing

*Discuss bullying, healthy choices, etc. as a group. Write synopsis.

*Interview community / family members about careers; design a survey tool for the interview process; write a report or give a talk

*Feeling vocabulary

*Practice Feel / Think statements; Interpret faces/ expressions

*Write scenarios of characters displaying different positive attributes; Feelings Poetry; Journals

*Create a fractured fairy tale – incorporate problem solving skills

*Write persuasive passages to convince others to do or think your way, using positive attributes

SCIENCE / HEALTH / PE:

*Careers in Science, Health Industry and Athletics; Jane Goodall (website)

*Hygiene, mental health, fitness

*Taking care of yourself, friends & family

*Healthy play; Healthy Living

*Personal Boundaries

*Changes in emotions through the aging process, birth through old age; especially puberty

*Feelings & reactions – healthy vs unhealthy; Family relations

*"Bill Nye, the Science Guy" (4-8)

*Tobacco, drugs and alcohol

*Good sportsmanship

*Effects of stress on the body

*Emotions and physiological responses; measure heart rates, etc.

*How sleep, nutrition and exercise impact our emotional responses and thinking

*Body language – show anger, excitement, etc. through dance

SOCIAL STUDIES:

*“Parallel Journeys”; “Playing for the World”

*Documentaries; Biographies; Buffalo Bill; analyze characters with regard to emotions; traits; skills; stages of life; and coping skills

*Changes in attitude through different time periods

*Discuss needs vs wants

*Compare/contrast needs/wants/values of peoples of different continents / cultures / economic levels (Masai / Aboriginies; English / Japanese); foods; housing; family structure; jobs-income; traditions & ceremonies

*Careers in the social sciences; Role play job interviews, focusing on skills needed

*Economic issues; awareness of issues; coping with issues / events now and through history

*“How did Columbus feel when...?”

*Service Learning

*Court house visits; Citizenship

*Famous inventors; great leaders (Abe Lincoln, Martin Luther King, etc.); etc. – What skills and attributes were needed?; Biographies and connecting to students;

*Ask, “Why did they do it?”, “How might they have felt?” of people in history

MUSIC:

*Write songs about self and other topics

*“Peter and the Wolf” DVD/story about symphony; emotions elicited by instrument sounds

*Emotions in the words and music of songs; Classify by feelings evoked – happy, determined, etc. ;“Sound of Music”

* Music Careers; Guest speakers that perform and/or compose, etc.; *Cultural music inferences

*Composer's lives: How they and their families dealt with failure, challenges, fame, etc.; Mozart, three B's, etc.

*Music appreciation: assess the lyrics in music; study changes through different time periods

ART:

*Careers in Art; Emotions in art

*Friendship Quilt – illustration of attributes

*Make posters, bulletin boards

*Illustrate feelings

*Illustrate 'Helping Hands' – how I help others; Community Service: ornaments, etc. for elderly/homebound throughout the year

*Life timeline: pictorially illustrate their life timeline

*Illustrate the 'I-am' poem: "Delight Song on Tsao-Talee"

*Art appreciation / criticism; Impressionists

*Match colors to emotions; Research use of color to evoke certain feelings

*Floor plans of dream houses and their themes, i.e. penthouse; rural cabin; functionality; simplicity; green technology; etc.

*Illustrate a favorite animal – What do you admire about its character?

*Feelings painting (therapeutic effects)

*Follow an artist's life and connect art style to lifestyle; Van Gogh, Monet, Picasso, etc.

*Value of constructive criticism; no right or wrong products;

*Emotions put into work / created by work