



Pulling It Together

**Sample K-12 School Counseling Lesson
Plans used in New Jersey Schools
that support Standards-based Guidance
and Counseling Systems**

School Counseling Lesson Plan

Elementary Level

Areas Addressed: Educational/Academic and Personal/Social Development

Title: Responsibility

Grade Level: K-1

Goal: To teach the children the meaning of the word responsibility and how it relates to them in the home and school. To be introduced in September as part of the lesson on "Transition."

Objective: To be able to set long and short-term goals, and to understand the importance of responsibility in the school

Materials:

Picture of "Responsibility Flower"

Crayons

Speaker Power

Procedures:

Children will sit in a sharing circle format. Introduce lesson by asking the children if they know what the word responsibility means. Allow children to take turns defining the word. Ask the children to share a responsibility that they have at home (brushing their teeth, putting away toys, etc.). Talk about what they think their responsibility at school will be. Allow children to share their ideas and feelings about being responsible.

Closure/Evaluation:

Distribute picture of Responsibility Flower (attached) and instruct children to color the flower and to draw a picture of something they are responsible for in school.

Teaching Tips:

This lesson may be adapted for Grades 2-3 by following the same procedure. However, the discussion will be more in depth on the topic of responsibility in home, school, and to the self. Distribute Responsibility Flower and instruct students to write something that they are responsible for in each of the petals. Hang in classroom on responsibility board.

Submitted by: Irene Guarino, Elementary Counselor, Piscataway Schools

School Counseling Lesson Plan
Elementary Level
Areas Addressed: Career Development

Title: Career ABC's

Grade Level: 3

Goal/Objective: Students will begin to develop career vocabularies by listing 52 different career names

Materials:

Large piece of craft paper

Markers

Speaker Power

Procedure:

Put all students into groups of four or five

One student acts as a recorder. Groups brainstorm one career for every letter of the alphabet.

Place a large piece of craft paper on the blackboard. This paper should have each letter of the alphabet written on it with room under each for at least two careers.

Getting input from each group, list at least two careers for each letter of the alphabet. This chart will be used for all lessons.

Closure/Evaluation:

Display the completed chart in the classroom for student reference during future lessons.

Teaching Tips:

Clues may be provided on the board for the different letters. Examples of clues would be:

Jumbled Words, such as J-nairot for Janitor

Picture Clues along the lines of Pictionary (sale on a boat + man = salesman)

Verbal Clues: This job takes place at Cape Canaveral. . . Astronaut

Lesson Submitted by: Kathleen Taylor, Elementary Counselor, Vernon Schools

Teaching Tips Submitted by: ASCA Elementary Listserve Member

School Counseling Lesson Plan
Elementary Level
Areas Addressed: Career Development

Title: Career ABC's Continued

Grade Level: 3

Objective: Students will learn the key to success in a career and will explore their areas of interest.

Materials:

Career ABC's Chart from previous lesson

Procedure:

Define "interest" and "aptitude" (or ability). Explain that both are necessary in order to find success in a career Use examples (ie. Desire to be a vet because of love of animals but cannot stand the sight of blood)

By a show of hands, help students see their interests by giving them the following choices. Each choice will show them what they individually like. Relate each choice to various career paths, explaining them by "interest" and "aptitude"

"I feel best when I. . ."

1. do art work or paint a chair
2. see a plant grow or feed my pet
3. draw a picture or hit a ball
4. play cards or play ball
5. make a puzzle or take care of small children

Closure/Evaluation:

Relate their choices to the choices on the Career ABC's Chart.

Submitted by: Kathleen Taylor, Elementary Counselor, Vernon Schools

School Counseling Lesson Plan
Elementary Level
Areas Addressed: Career Development

Title: Career Goals

Grade Level: 1-3

Goal/Objective: Children will identify various careers

Materials:

Career Bingo Cards (25 squares with "free" center and names of careers in each square; set up like a bingo card)

Bingo Markers

Procedure:

1. Ask children if they know what they would like to be when they grow up
2. Allow children to share ideas and choices.
3. Inform children they are going to play a special game of Bingo—Career Bingo.
4. Distribute the playing cards and markers.
5. Review the rules of the game using the same rules as the regular bingo game.
6. Read the single sentence descriptions of the careers listed on the cards.
7. Students will try to guess the occupation.
8. If it matches what they have on the card, they may place a marker on the card.
9. 5 in a row, vertical, horizontal, or diagonal wins.
10. The winner gets to tell what he/she will be when they grow up.
11. Play 2-3 games, depending on time.
12. When finished, collect.

Closure/Evaluation:

Ask students if they learned about any new occupations and which ones interested them.

Teaching Tips:

Grade 1 Alternate Plan: Pair up students with a partner to play Bingo. Instead of reading cards, show a picture of occupation on an overhead. Children will match picture with bingo card and at the same time read the title of the occupation aloud.

Submitted by: Irene Guarino, Elementary Counselor, Piscataway Schools

School Counseling Lesson Plan
Elementary Level
Area Addressed: Personal/Social Development

Title: Cooking Up a Great Conversation

Grade Level: K-3

Goal/Objective: To teach the skills for having a conversation; starting with a greeting, asking a question, answering a question, good body language and eye contact, and using a closing

Materials:

Large white chef hat, mixing bowl, recipe box, & bakery box labeled "oven"

Two poster board spice cabinets: Put two pieces of poster board together, one on top of the other. The top one needs to look like a door and should be labeled "Greetings" (Spice Cabinet). Slit it in the middle so that you can fold the two "doors" open. Inside (on the bottom poster board) tape or draw "spice bottles" with labels of greetings - "Hi" "Hello" "How are you?", etc. A second, similar cabinet should be created for a Closings Spice Cabinet—"bye" "so long," "have a good day," etc.

Procedures:

Tell the children that you are going to "mix or cook up a conversation" and take the recipe out of the box. "We needed to start with a name, select a greeting, ask a question or two, select a closing, and stir together."

Children are given the opportunity to role play by starting with the name, adding one of the greeting spices, asking a question, selecting a closing bottle, and practicing conversing with each other. Attention should be paid to body language and eye contact as key ingredients in the success of the end product.

Closure:

At the end of the time, have a timer go off, open the "oven" with great fanfare, and show the finished product—muffins! Before the class starts, slit the muffin papers on the bottom and slip a message (fortune cookie style) into each one. Children break open the muffin and read what the paper says. They should read "Start with a name," "Add a greeting," "ask some questions," "Use eye contact," "Good body language," and "End with a closing." The drama adds to the retention of the material.

Evaluation:

Give each child a sheet that has drawings of a bowl and a number of different spice bottles with various greetings, closings, and some blank for their own ideas. Ask them to cut and paste the ingredients of a good conversation into the bowl and then try it out with a partner. Use the activity sheet and/or partnered role plays to see if the children have been able to incorporate the skills into practice.

Submitted by: Barbara Muller Ackerman, Elementary Counselor, Springfield, New Jersey; ASCA Elementary Vice President

School Counseling Lesson Plan
Middle School Level
Area Addressed: Personal/Social Development

Title: Self-Awareness

Grade: 6

Goal/Objective: Students will recognize that they are important to themselves and others. Students will compare their characteristics and abilities with those of others and identify personal strengths.

Materials:

White drawing paper

Crayons

Procedure:

Tell students that there are positive qualities others see in them that they might not be aware of.

Have students arrange themselves into groups of six (6) in a circle.

Each student draws an outline of his/her hand on the drawing paper.

They put their names to the bottom right corner and pass their papers to their right.

Each member of the group writes a positive comment about the individual (caring, strong, etc.)

Eventually each student will get his/her paper back and share comments written about them.

Closure/Evaluation:

Students can see themselves in a positive light with admirable qualities noted by classmates. "Everyone is a valued member of our class."

Teaching Tips:

Additional materials available via the NJ Office of Equal Opportunity can be integrated into the lesson: "Self-Concept" and "How You Can Recognize High and Low Self-Esteem." A video from the Power of Choice series #2452 on Self Esteem may also be used.

Be sure to circulate within the classroom to make sure the students are listing positive and not negative traits.

Submitted by: Mary Ann Lombardi, Middle School Counselor, Piscataway Schools

School Counseling Lesson Plan
Middle School Level
Area Addressed: Career Development

Title: You Can Bank On It!

Grade Level: 6-8

Goal/Objective: Students will be able to acquire knowledge of how to handle a bank account with reality based problem solving, as well as gaining information about banking in general through playing the role of a bank customer. This lesson takes place over several class periods.

Materials:

Literature from a local bank (community partner) that identifies bank services and fees that are offered, such as MAC, checkcard, traveler's checks, certified checks, etc.

Applications forms to open a bank account, loan, etc.

Guest speaker from local bank

Procedures:

Review each position in a bank as to training, skills, etc.

Review basic knowledge that can be applied in maintaining a bank account, filing applications for services, etc.

Create goals for account holder by establishing a budget format. This may be completed through cooperative groups/teams. Each member will have a specific role to follow.

Class keeps track of mock accounts to monitor growth, interest accrued, etc.

Invite a guest speaker from local bank to explain available services, account information, job training, and fraud

Closure/Evaluations: Group presentations may be made on how they problem solved their account using visual aids. Students wear business attire and are critiqued by their classmates.

Teaching Tips:

This lesson may be taught cooperatively with a math teacher.

The following adaptations may be made to the lessons:

Students may role play proper phone etiquette as necessary life skill.

Students may practice body language, negative v. positive.

Create a bank storefront atmosphere to implement the lessons.

Provide an incentive program for each group to reinforce skills and teamwork; explain bank incentives for employees and bank customers.

Lesson Plan by: Jennifer S. Grimaldi, School Counselor, Gloucester Township Public Schools (full lesson plan aligned with Cross Content Workplace Readiness Standards is available at <http://www.wnjpin.net/OneStopCareerCenter/STW/Jsg2.htm>)

School Counseling Lesson Plan
Middle School Level
Area Addressed: Academic/Educational Development

Title: Time Management Strategies

Grade Level: 7-8

Goal/Objective: To assist students in managing time effectively in order to balance activities and studying as well as reduce stress

Materials:

Handouts on time management (attached)

Procedure:

Through class discussion, students will explore the amount of time needed each day to complete the following: sleep, meals, school time, transportation to and from school. This will be then subtracted from 24 hours. The balance then needs to be divided by students individually according to the appropriate topics: study time/homework; sports practice; music/dance lessons; chores; etc. Discuss the following with students: the need to prioritize each activity and that each day's schedule may be different according to lessons, practices, etc. Explore solutions for "too much to do/too little time" and the related stress. Invite student input.

Distribute the attached worksheet on time management so that students may draft schedules for each school day, Monday through Friday.

Closure/Evaluation: Have students volunteer to share some of the decisions they made in order to adapt their schedules. What priorities did they set? Did they have to give anything up or move it to the weekends? Do they think these schedules can work as a guide for managing their time?

Teaching Tips:

As time allows, explore some of the feelings of stress and anxiety produced by their schedules. Brainstorm some ideas with the class on how to reduce these feelings (take a walk, get enough sleep, eat breakfast, take a five-minute vacation, etc.) Duplicate their ideas and a few of your own onto coverstock paper (size the text as a bookmark), and distribute the bookmarks to the students during a brief homeroom visit. Add your name and contact information to the bookmarks. This topic can be covered in greater depth in a separate lesson entitled "The Five Minute Vacation. . .Stress Busters for Everyone!"

Submitted by: Janet Carlson Giardina, Director of Guidance Grades 7-8, Willingboro Schools

School Counseling Lesson Plan
All Levels
Area Addressed: Career Development

Title: Introductory Lesson for Careers

Grade Levels: K-12

Objective: The students will gain basic information about their career interests.

Materials:

Manila drawing paper

Crayons and/or Markers

Procedure:

Each student will receive a piece of manila drawing paper. Students fold the paper into four sections.

Students are instructed to draw a picture in one space of something that they do well. Share with others.

In the next box, draw a picture of what makes you feel proud. Share.

In the next box, draw a picture of your favorite place. Share.

In the last box, draw a picture of something that you enjoy doing. Share.

Closure/Evaluation:

Discuss each box and how they relate to choosing a career. Give students the opportunity to explore what careers fit with their box choices.

Teaching Tips:

This activity can also be done with brown lunch bags in which the students are instructed to create a "Me Bag." This can be done at home, encouraging creativity and thought. The students are also asked to place a favorite thing of theirs inside the bag. When they share the bags with the class, they have the choice of showing and discussing the item in the bag or not.

Submitted by: Kathleen Taylor, Elementary Counselor, Vernon Schools

Teaching Tips: Janet Carlson Giardina, Director of Guidance 7-8, Willingboro Schools

School Counseling Lesson Plan
Secondary Level
Area Addressed: Career Development

Title: Exploring Careers

Grade Level: 9

Goal/Objective: To describe how personality, skills, interests, and values relate to career areas

Materials/Activities:

White paper or handout with outline of a Family Tree
Team building Activities

Procedure:

Classroom discussion through large and small groups will include the following:

- a) self-knowledge
- b) personal data
- c) goal setting
- d) career exploration

Students are then encouraged to complete a Family Tree of Occupations with parents and relatives, interviewing them with regard to their career choices and their reasons for choosing this career.

Closure/Evaluation:

The Family Tree of Occupations will be included in a career portfolio that is maintained by the student.

Teaching Tips:

This school district uses the "Get a Life" career portfolio, but many types are available through purchase, on-line, or self-development.

Submitted by: Jim Lukach, school counselor, Matawan-Aberdeen Regional School Districts

School Counseling Lesson Plan
Secondary Level
Area Addressed: Personal/Social Development

Title: School Crisis Survival/Managing Sudden Violent Loss

Grade: 9-12

Goal/Objective: To assist students with personal problems and situations that they feel unable to cope with in an appropriate manner; to help students identify the particular crisis situation and problem-solve appropriate action; to identify students who have expressed suicide ideation

Materials/Activities:

School Crisis Manual "Managing Sudden Violent Loss" (or similar district document)
Yellow Pages

Procedure:

Individual counseling; parent conference; referral to outside agency

Assistance provided by SAC or CST member

Counselor intervention will include:

- stress management
- problem solving
- coping skills

Closure/Evaluation:

Follow-up with parents and outside agency (if referred) for student progress and improvement through parent conference and therapist consultation

Teaching Tips:

This intervention aligns with Core Curriculum Standards 3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, and 3.15. *This lesson plan provides an example to follow to demonstrate alignment of all counseling activities (individual, small group, and large group) with curriculum guidelines.

Submitted by: Jim Lukach, School Counselor, Matawan-Aberdeen Regional School District

School Counseling Lesson Plan
Secondary Level
Area Addressed: Educational/Academic Development

Title: Marking Period Conferences

Grade Level: 6 - 12

Objective: Through the use of small groups, to assist students who are identified through report card results as needing help in improving study and basic learning skills; To help students identify use of time management, organizational and test-taking skills in study habits

Materials:

Report Cards

Study Skills Checklists

Videos on "How to Manage Time Effectively," "How to Take Essay Tests," and "How to Listen Effectively"

Procedure:

Meet with students and facilitate discussion on time management and basic learning skills. Show related videos and have a follow-up sharing of basic knowledge and strategies. Encourage consultation with teachers and review of study skills handout reviewed during session.

Closure/Evaluation:

Counselor will monitor student progress through interim reports, teacher/counselor conference, and parent conference.

Teaching Tips:

This activity meets the following Core Curriculum Standards: 4.1-4.4, 4.9-4.11, 3.1, 3.2, 3.4, 3.8, 3.10-3.14, and 1.7. *This lesson plan provides an example to follow to demonstrate alignment of all counseling activities (individual, small group, and large group) with curriculum guidelines.

Submitted by: Jim Lukach, School Counselor, Matawan-Aberdeen Regional School District

