

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 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

Elementary Counselors Collaborate with Teachers

- The school counselor consults with teachers to evaluate behaviors and individual needs of students.
- The counselor may observe a student in the classroom setting as a means of evaluating the child's learning.
- The teacher and counselor may discuss whether a parent-teacher meeting to create an FBA (Functional Behavioral Analysis) might be beneficial.



"In general, do the right thing."