

New York State School Counselor Association High School Activity Manual.

**New York State School Counselor Association
Comprehensive School Counseling**

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Lesson 1: Making Effective Decisions

Name: Barbara Werner

Grades: 9 – 12



National Standards:

Academic Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across a life span.

Academic Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Personal/Social Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Personal/Social Standard C: Students will understand safety and survival skills.

NYS Standards:

Career Development and Occupational Studies: Standard 1: Career Development

English Language Arts Standard 1: Language for Information and Understanding

Resources: Attached material

Lesson plan/procedure:

1. Provide students with the Decision Making Technique handout.
2. Briefly run through a simple decision utilizing the format presented on the handout.
Example: “Challenge” – What to wear that day “Options” – Other clothing consideration
“Considerations” – One outfit was not clean, one was nice, etc.
“Option Selection” – The outfit they are wearing
“Evaluation” – Did they make a wise choice?
3. Have students evaluate a decision they made in the past by filling out the handout. Direct them to write the problem or decision in the “Challenge” section. In the “Options” sections, they are to put alternatives they considered. They are to weigh the pros and cons for each option under

“Considerations.” They should then note the decision they made and evaluate whether they made a good one.

4. Discuss the following: How did it feel to write the steps out? Did it help them to break down the procedure and clarify the pieces to consider? How do they usually make decisions?

Are they impulsive or do they carefully weigh their alternatives? Do they consider consequences? Looking back, did they make a wise decision with the situation they previously dealt with? What could they have done differently?

5. Give each student another copy of the handout. Have them complete the handout to work through a decision or challenge they are currently dealing with.

Evaluation: Students will demonstrate their learning based on group discussion.

Decision Making Technique

Challenge:

Option #1:

Considerations

Option #2:

Considerations:

Option #3:

Considerations:

Option Selection: Option #:

Lesson 2: Gaining Self-Awareness

Name: Paula Curci



Grades: 9 – 10

National Standards:

Academic Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across a life span.

Career Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Career Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Career Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Personal/Social Standard A: Students will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

NYS Standards:

Career Development and Occupational Studies: Standard 1: Career Development

The Arts Standard 1: Creating, Performing, and Participating in the Arts

English Language Arts Standard 4: Language for Social Interaction

Resources: Students' "Demonstration Pieces"

Lesson plan/procedure:

1. Request that students in your group bring in a special something that they would like to show off. The item they bring in must represent something they have made (e.g. artwork) or done that they are proud of, a talent they possess, or an activity in which they participate.
2. Give each student a few minutes to talk about his or her special talent or moment.
3. Students who wish to can demonstrate their talent (e.g. dance) or share a piece of artwork or photograph of a special moment with the group.

4. Discuss with students:
 - A. How did they feel while participating in their activity or hobby?
 - B. What other talents do they have?
 - C. How does having this talent make them feel?
 - D. Are there any other hobbies or things they would like to accomplish? What is stopping them?
 - E. What is self – concept? What part does being unique and your accomplishments play in the development of a positive self – concept? What else has impact on self – esteem?

Evaluation: Counselor will assess students' level of understanding based on group discussion.

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