

A resource manual offering school counselors practical forms and resources.

**School Counseling Resource Manual: Practical Tools of the Trade**

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## CLASSROOM MANAGEMENT

School counselors must be organized and engaging in their delivery of material to classes. It is important that they talk with, not at, the students involved, and avoid patronizing tones. School counselors need to develop trusting relationships, set clear expectations of and consequences for students, encouraging shared ownership of rules, and responsibility for, the learning process. A counselor demeanor which suggests caring, knowledge, and the ability to create a safe environment, whereby all participants will be respected and heard, is important. Faye and Cline (1986) address the concept of 'teaching with love and logic'. Counselor skills include astute listening and overall communication skills, problem-solving skills, adaptability and flexibility. Further skills involve the ability to use enforceable limits, provide choices within limits, and apply consequences with empathy (Fay Funk, 1995). Knowledge of the material, the target audience, and one's self is essential. Management of classrooms should ultimately be done with appropriate skill, positive reinforcement, and attention to student achievement (Schmidt, 2003). Conducting developmentally appropriate classrooms are perhaps best summarized by Cuthbert (2000): cohesion enhancement, cooperation explanations and role modeling, coaching involving direct instruction and practice, communication stimulation, contribution focus allowing all to participate on some level, control without domination, configuration of classrooms which best facilitates lesson deliveries, closure which emphasizes key points, and confidentiality preservation. One additional related issue is that of school counselors' consultation role with teachers in terms of classroom management. In this regard, school counselor assessment, observation, evaluation and communication skills are still essential. In addition, it is important for school counselors to be trained in the area of behavior modification strategies, in an effort to change targeted problem behaviors (Baker, 2003). The most

important element, however, is feeling comfortable in the classroom, which takes practice and involvement (Dollarhide & Saginak, 2003).

Cuthbert, M.I. (2000). Large group developmental guidance. In J. Wittmer (Ed.), *Managing your school counseling program: K-12 developmental strategies* (2nd ed; pp. 123-124). Minneapolis, MN: Educational Media Corporation.

Dollarhide, C. & Saginak, K. (2003). *School counseling in the secondary school: A comprehensive process and program*. New York, NY: Allyn & Bacon.

Fay, J. & Cline, F. (1986). *The science of control*. Golden, CO: Cline/Fay Institute.

Fay, J. & Funk, D. (1995). *Teaching with love and logic*. Golden, CO: Love and Logic Press.

Schmidt, J.J. (2003). *Counseling in schools: Essential services and comprehensive programs* (4th Ed.). Boston, MA: Allyn and Bacon.

### **Classroom Management & Instruction**

Teachers who teach to all types of learners are the most effective. Teachers that vary the activities, and accommodate for students with poor attention, are the most successful. Their ability to manage the classroom is based on respect for the student and a positive approach. Praise and acknowledgement for "good behavior" set the example of what is expected and deviations are dealt with fairly and in a calm manner. Consequences should be known up front and consistency is shown to everyone.

- Are there set rules and consequences?
- Are they printed?
- Are they distributed to students?
- How often are the rules and consequences reviewed?
- Are punishments the same for everyone or is there some type of graduated system?

Classroom management is a very important aspect of instruction. The implementation of a plan or lack of classroom management skills will have a direct effect on how well the students learn the material that was presented. The instructor's ability to manage the classroom will play a major role in determining how effective the instructor is.

One effective method is to post and review "Classroom Expectations" in a positive manner. Deviations would be dealt with fairly and consistently for all students. If expectations change the students would be informed ahead of time. Praise and positive reinforcement would be done on a continuous basis. A way to reinforce the classroom rules is to set up a chart system with tokens given for good behavior at intervals appropriate for the age level. The tokens would then be accumulated to purchase or obtain something. For example, they may be able to use three tokens for a pen or sticker.

## **Classroom Management and Instruction**

Effective teachers develop relationships with their students. They show that they care for their student's well-being through their actions and words. They are trusting and non-judgmental. They gain the respect of their students by treating them as worthy individuals. They instill pride in their students and allow them to make mistakes. Their classrooms run like a democracy, however, the students know who is ultimately in charge. They allow their students to make choices about their learning and empower them to take risks. Finally, they are a life long learner, constantly evolving to improve their teaching.

Planning for instruction involves complete consideration of the various needs of the students. What are their learning styles? What will they enjoy? Do they have enough background information to successfully be able to understand the content presented? What are the desired learning outcomes?

Effective teachers almost intuitively know what mode of instruction will best present the information. They need to think about how to introduce the material in order to captivate the attention of the learners. The process should be visualized so to recognize any possible barriers. Lastly, they think about how the lesson should be closed and how the students will be evaluated.

When delivering the material, teachers should constantly be thinking and checking on the student's understanding. They find out if the students comprehend the material through questioning techniques and through observing the application process.

### **Classroom Management**

Classroom management begins with the classroom climate. Do the students feel respected? Do they feel as if they have choice in their learning? Teachers should capitalize on student ideas, interests, and prior knowledge. Do they feel empowered and trusted? Cultivating the student's self-esteem will make them eager to please. Generally, students who respect their teacher will not be a significant disruption. If they feel as if they are not being controlled they will not develop a power struggle with their teachers. In addition, if lessons are engaging and captivating enough, their attention should be on the tasks rather than misbehaving. Also, making the learning seem worthwhile is hard to do but it is important that they see a value to what they are learning so that they do not feel as though they are wasting their time.

The key to classroom management is clear expectations and consequences. The students take part in the development of the rules and logical consequences. They will continually need assistance in making good choices. The teacher should discuss the choices with the student and guide them into thinking about the effects of the good choice and the bad choice. The class, as a whole, should be taught how to problem solve and the teacher should constantly seek solutions to problems with the class in a structural way. Using the same problem solving method will help them to learn the method through the use of modeling. Student responsibility must be required on an on-going basis. Student should regularly self-evaluate and set academic and character goals. Praise and encouragement should consistently be employed.

### **Classroom Management and Instruction**

The systems used in the counselor's school interviewed vary upon classroom to classroom. Some use a color coded card technique with colors representing increasing levels of offense. This color coded system gives warnings and is easily communicated to parents on a daily basis. Other teachers use point systems and reward students who score highly. This technique gives an incentive to work towards. It is up to the classroom teacher to choose what type of behavior system they want to employ.

If the offense is severe enough the student is sent to the principal. In this particular school they have rule violation forms. The forms state what rule was broken and the student and the parent are required to sign it. The third offense results in detention. The school counselor does not play a role in the discipline process.

When teaching in the classroom the students are held to the same classroom standards. The teacher is always present during the lessons and works with the counselor to ensure it is followed correctly. In the beginning of the unit the counselor communicates expectations and mentions that good behavior is rewarded. Often, the counselor brings tangible rewards to give to the students who are attentive, cooperative and respectful. They are given out randomly when the counselor observes one of these behaviors. They also receive recognition when their homework is completed.

Having the teacher present is effective so that the students are held to the same rules and consequences to which they are accustomed. This consistency keeps the students on track. Also, the teacher is aware of what you are teaching and can incorporate what was taught into their classroom. Stating clear expectations at the beginning of the unit is preventative in nature. Preventive techniques are more effective, opposed to treating the problem when it arises. Rewards are fun and motivating for the

students. Counselor can use tangible rewards because they are not in the classroom often. I like the idea of praising behavior immediately but ensuring that everyone is praised for something good that they did.

To plan and deliver instruction at the high school level, the four communication skills of listening, speaking, writing, and reacting must be addressed. Different students learn best in different styles. Some need to hear a lesson, some need to see it and others need to physically interact in order to learn. Teaching in a theme also helps trigger student's memory and makes a connection within the material being taught. This applies to students of all ages. Structure is very important. Rules of the classroom must be clarified if order is going to be possible. One approach is a friendly, but fair classroom. Having fun depends on the students; they must keep on task. When relating to the students, respect is most important. Teachers must be firm but fair.



### **Classroom Management**

At the High School teachers own their classrooms. Personality plays a role in the way each teacher approaches their classroom management. At the high school level, there is a lot of personality conflicts. Many teens have strong personalities and are just learning how to manage themselves and have not mastered conflict resolution techniques yet. When a teacher does not know how to approach this situation or if they have an equally strong personality, tension begins. At this school, the administration believes that the teacher should be their own disciplinary. If a situation is too out of control, the vice principal will step in. During guidance lessons, experience in the classroom plays a role in relation to the students. It shows through a counselor's or teacher's actions when they are willing to be there, and that they enjoy what they are teaching. The counselor is likely to single a person out for being disruptive during a lesson. Time is usually limited for these lessons and there is no room for this behavior. Overall, I have learned that it is important to be tolerant of students' many ways of expressing themselves as long as it doesn't become disruptive and a distraction to everyone. Students should respect the teacher and the respect should be returned.

**Classroom Management Activity**  
**"All Children are Capable of Success"**

**Description:** This will be an interactive event that will bring to life the necessity to vary our teaching styles and activities in order to reach/uncover the fullest potential of every student in our classrooms.

**Goals:** Better classroom management strategies constructed to be student centered in order to decrease the likelihood of behavior problems and increase the potential for academic success in all students.

**Objectives:**

1. Re-establish the thought process of "All Children are Capable of Success".
2. Establish creative methods of classroom management that engage all students in unique ways that create opportunities for success.
3. Establish opportunities for students to be in a position to try something new.
4. Opportunity to share experiences, ideas, etc.

**Interventions:**

1. Read the "Cracker Jack" story to reaffirm our mission as educators of children and set the stage
2. Share the "Four Aces" concept about what makes people/student successful. Ask how can we do these things for our students in our classrooms

3. Engage participants in small group work discussing strategies currently being used, ideas for change etc.

**Evaluation:** Short Likert survey about content of training, relevance, etc., with room for narrative feed back about the process.

**Composite of Skills and Behaviors for Effective Classroom  
Management and Instruction**

- Handles confrontation and discipline calmly and effectively without embarrassing
- Incorporates humor into lessons
- Various methods of instruction - i.e. computers, Internet, movies, books, projects, class discussion, presentations, presenters - to keep students involved
- Provides time for individual feedback and after class/school assistance
- Does not impose personal beliefs, likes/dislikes, or biases and can facilitate appropriate teacher to student and student to student discussions
- Establishes and posts clear expectations of behavior and class performance and is consistent in implementation
- Sets clear, understandable, fair, and consistent grading policies
- Clearly communicates lessons and clarifies when asked
- Ties lessons together so students can see progression of material and material relatedness

- Relates concepts to modern events, relationship to real world, and self
- Seeks feedback about assignments, class format, and instruction from students
- Helps student identify strengths/weaknesses and provides constructive ideas, thoughts, and options on how to improve, identifies what steps can be taken to improve and encourages student to continue efforts
- Is patient with students, yet firm
- Disciplines students firmly yet constructively in front of class if necessary
- Shows respect to students and their ideas, comments, and opinions as valuable input

*What is the system or manner in which the school manages classroom behavior?*

There is a clearly established referral system which shows what actions need to be taken. Discipline issues are handled by administration, namely the Assistant Principal, Principal, and when necessary, the Superintendent. There are also "grade level meetings" where the teachers of certain grade levels meet and consult to arrive at the best method to assist identified students in need. When requested, school counselors also attend the meetings to help facilitate discussion and generate appropriate academic and development plans.

*What role do school counselors play in managing classroom behavior?*

The school counselors in this department take referrals, observe classrooms, consult with teachers on a one to one basis regarding specific students, and consult with administration when necessary.

*What is your personal style of classroom management when you are presenting before a class or group of students?*

I think it is important to recognize the competencies of our teaching staff. While I do not believe it is particularly appropriate to inform a teacher how to manage his or her classroom, I would certainly be available to provide assistance should a teacher request my involvement.

From a more personal perspective, I tend to conduct most of my presentations in an informative fashion. Most times I am presenting before a class on matters such as scheduling, graduation requirements, and orientation. I have also run character education groups which have a different focus as I am seeking a great deal of feedback and direct participation in the activities. I am an affirmative but respectful instructor as I tend to comment to students to behave appropriately, i.e. sit up and not put their heads on their desks while I am presenting, talking inappropriately, or behaving disruptively. I try to make these moments "teachable moments."

*How are students apprised of the standards of behavior?*

Every teacher gives his or her students a "Class Expectations" form which clearly explains the teacher's expectations, grading policies, attendance policies, homework assignments, classroom behavior, and discipline actions. Every student and his or her parent must sign this form which is then maintained in the main office. Additionally, the Agenda, which is a student requirement, contains a specific Code of Conduct. Students and their families are also provided information on standards of behavior and expectations during all orientations.

### **Classroom Management and Instruction**

I believe classroom management and organization is very important when presenting students with an important issue. School counselors are rarely in the classroom setting, therefore, students are not familiar with the counselor's teaching methods. When entering a classroom for the first time it is crucial that the school counselor dictate how the class will be conducted so that the students become more comfortable with a new leader in the class.

Every teacher or counselor should promote maximum student participation because it is a great motivator and assists in focusing the students on the topic of concern. When students do not have the opportunity to voice their opinions, especially when discussing counseling issues, they will most likely tune the presenter out and miss valuable information. It is important that the teacher or counselor move through a lesson in order to present all needed material, however, the presentation should not be conducted in a way that limits student participation.

I believe the most important characteristic for a teacher or counselor to possess is the ability to always be friendly and courteous to students. This will create an atmosphere of trust and increase positive interactions within the classroom.

I would like to improve all aspects of my teaching because teachers and counselors should always be working to better their strategies and methods, no strategy or method will work in all situations, therefore it is crucial that teachers and counselors remain teachable throughout their careers.



### **Classroom Management and Instruction**

After interviewing my supervisor on classroom guidance lessons I have come to the conclusion that management and instruction can play an enormous role in the effectiveness of the lesson. My supervisor claims that it is crucial to hold students to the same standards of behavior, if not higher, than the regular classroom teacher. Maintaining organization and student participation will insure a more successful lesson.

High standards of behavior must be enforced when a counselor enters the classroom because the students will test him/her to see what they can get away with. If the counselor is not consistent with maintaining classroom standards the lesson will not be successful. As a substitute teacher I agree with my supervisor's views on student reaction to a new presenter in the class.

Adaptations during classroom guidance lessons are made all the time. My supervisor and I believe that the students should predict the path of each lesson in order to discuss issues that most directly affect them.

## **Classroom Management & Instruction**

### ***Planning & delivering instruction -***

- Clear objective for the lesson and skill to be learned
- Clearly developed plan for presenting material
- Overview/introduction of lesson to be taught, is clearly stated in age appropriate terms
- Relevant, age appropriate, student resources are used
- The resources used are helpful; such as guided notes, overheads or hands on manipulative
- Resources/activities are carefully chosen to be fun and interesting so the student becomes engaged in learning

### ***Managing classroom behavior -***

- Classroom rules are clearly defined and discussed
- School policies are followed
- Students will receive reminders as necessary of rules and procedures
- If the counselors lesson involves deviating from normal expected classroom behavior it will be explained clearly to the students
- Expectations of the students are clearly defined in age appropriate terms
- Acceptable and unacceptable behavior is outlined by the counselor
- To gain desirable behavior, all students will be acknowledged in some way throughout the lesson so they feel recognized and included

- Those students who become or continue to be disruptive will be handled in a timely, appropriate way with as little as disruption to the class as possible

***Relating to the students -***

- All students will be treated fairly and respectfully and with empathy
- Students will be encouraged to be caring and trustful of each other
- The classroom environment will be caring and warm
- All students will be included and given many opportunities to participate but will never be forced to do so

***My skills, development and styles of interaction -***

Skills and behaviors I need to develop are those related to developing useful and comprehensive lessons plans, using creative ways to deliver the information I am trying to convey to the students. I also need to experience doing things in classroom settings to develop skills in managing a large group of children at a time; at this point in my professional development, I have not had such an experience. I have only been the observer from a parental standpoint and in observing during my field placements, the ways in which a teacher maintains the management of their classrooms.

One of my natural ways in working with children is again, from the view point of a parent and not the one in charge of the classroom. I need to become more comfortable in the role as leader in the room, which can only happen through experiences. The best way for me to acquire the abilities I feel I lack in is through experience as I work in the field. It is my hope to be able to create those experiences for myself as I enter the profession of school counseling.

### **Classroom Management & Instruction – A (Reflection)**

Teacher's need to instruct in a way in which they are effective, yet approachable; knowledgeable, yet not intimidating; encouraging, yet don't excuse. Educators shouldn't stand in judgment of their students, should provide a safe environment for learning, and should be held accountable for what is conducted in their classrooms. Their teaching methods should allow for learning to take place, though there are a multitude of styles, and should be done in a calm, efficient, and professional manner that will not intimidate students, but allow them to learn and grow.

These are values I would think all teachers would uphold, yet I myself struggle with some. There are skills I need to work on to meet these ideals:

Effective classroom presentations: finding my comfort zone during presentations

Presentation plans: lesson plans and teaching strategies are foreign to me, not having background in education

Boundaries: maintaining a professional, yet caring relationship with the students

As with most professions, practice and experience is the only way to achieve these ideals. Discovering weaknesses and working to improve them is the most effective way to reach the ideals one sets for oneself.

There should be an innate desire to want to educate students to the best of your ability, if entering a career in education, whether it be counseling or teaching. The student is the first priority and that isn't, in my opinion, a learned value.

**Classroom Management & Instruction**

***Questions to Consider***

- What or whom does your guidance team consist of?
- How is the student body divided up - if there is more than one counselor on staff?
- What kind of system has your guidance team utilized to manage classroom behavior?
- What topics do you find yourself dealing with more frequently?
- How do the students interact during your guidance lesson?
- Do you prefer group or individual work?
- What is the teacher's role in the lesson plan?
- Do you have trouble implementing lesson plans in regularly scheduled classrooms?

- Are the educators willing to work with you when conducting the lesson?
- Do you ever have to alter your guidance plan at the last minute? (i.e. crisis intervention)
- What type of crisis protocol is included in you guidance plan?

## **Classroom Management & Instruction**

### Effective Teachers:

In order to be an effective educator there are many skills you need to have. An important skill is to be organized. When planning and developing a lesson, it is important to be organized with your ideas and to plan appropriately for the students you will be working with. The lessons need to have goals and objectives and should be fun for the students. The lesson will be more beneficial if it engages the students. It is important for a teacher to have effective classroom management skills. A teacher needs to set the rules of the class on the first meeting. The students should partake in making the class rules because they will be more apt to follow them and they will understand them. The teacher needs to make the students aware of the consequences if the rules are not followed. In order to relate to the students, the teacher needs to build trusting relationships with them. It is important for a teacher to speak with the students, not at them. This means that a teacher should not just lecture the class, but be open to student questions, concerns, and ideas. An educator needs to have good communication skills in order to relate to the students. It is important to treat the students with respect.

I feel that at this point I have gained a lot of wonderful insight on being an effective teacher. With my 5<sup>th</sup> grade teaching experience last year I learned a lot. I think that in the time of my teaching I grew in many of the aspects listed above. Through trial and error and observation of other teachers, I learned what was effective. I realized how important it was to be organized and to have things well planned, but also that it was crucial to be flexible. This is one area that I need to develop more. I need to



become more aware that plans do not always work out. Classroom management is vital in having an effective classroom. If a teacher does not have control of the class, learning will not occur. I think that this is an area that can always be developing as teachers can always implement needed behavior techniques and strategies to make the learning atmosphere more positive.

#### Classroom Behavior Management:

After discussing classroom management with my supervisor, I realize that some adaptations need to be made during classroom guidance lessons. It is important for the counselor to address the rules for the lesson at the beginning of the lesson. There might be different rules for the counselor that the students are not aware of. Another situation is one where the students would be allowed to do something that the classroom teacher usually does not allow. When doing guidance lessons, the counselor may allow the students to talk with each other and move about the room, this may be something the teacher does not allow. It is very important for a counselor to have classroom management skills in order to keep the classroom a positive learning environment. In order for a lesson to be implemented and effective a counselor needs to have a complete lesson plan. A counselor needs to be prepared when entering a classroom or the students will take control and it could turn disastrous. It is also a good idea for the counselor to have fun and interesting lessons and activities for the students to do to help keep them on task.

**Managing Classroom Behavior**

**"Questions"**

**Dana Greer**

1. How is classroom behavior managed by the counseling department?
2. Do you think that your approach is different from that of the teachers? Why?
3. What changes do you implement to make the instruction effective?
4. Are students informed of the differences in standards of behavior? How & Why?

**Managing Classroom Behavior**

**"Reflection of Questions Posed"**

**Dana Greer**

The following is a reflection of the questions that were posed and answered by my supervisor Greg Northway. The following questions were asked of him: How is classroom behavior managed by the counseling department? Do you think that your approach is different from that of the teachers? Why? What changes do you implement to make it effective? Are Students informed of the different standards of behavior?

The teachers usually come to him if there are any behavioral problems in the classroom. He then takes an operational approach that contains 5 steps. 1). Defining the problem at hand. 2). Listing the strategies for solving the problem. 3). Discussing and choosing 1 or even 2 of the strategies. I believe by discussing he implied that he would consult other counselors in the building, teachers, parents, and would even address the student. 4). Making sure that the teacher sees the strategy through. 5). Evaluating, which again in my opinion deals with further assessment, observation, and follow up.

He stated that there are differences and similarities with any personnel working in a school. He mentioned specific differences, which include tolerance levels, approaches and different strategies. Teachers, depending on age, might have different tolerance levels for a students' behavior. He stated that his tolerance level would probably be lower than a teacher as he expects the students to understand their behavior and change it depending on the different strategy that he implements. He said that approaches would also be different when handling behavior. His is more directive, whereas another person's would be a laissez-fair or democratic approach. The last difference he mentioned is differences in strategies. Someone might list 7 different strategies however he might list only 3 that could be utilized. He stated that he might speak with the student once and then be on the phone with a parent and another might be a little more lenient in making the phone call.

Changes that he implements are as follows:

- Presentations
- Visuals
- Participation/Discussion

- Hands on Activities
- A learning styles approach, which deals with visual, auditory, tactile, and kinesthetic approaches use for learning.

He ended the questioning session by stating that the students are definitely informed. He lets the students know what is expected of them right from the start in a clear and specific manner.

The information is very valuable as I can see myself using similar methods of classroom behavior. I believe in being straightforward and upfront about expectations. I might use a more democratic approach when it comes to discipline and have the student explain why they acted a certain way. I would then have the student come up with different strategies of behavior instead of coming up with them for him/her. I believe it is important to target the behavior and not the student so that he/she knows the options that are available.

#### Question #1

Some of the teachers that had an impact on my educational experience were extremely knowledgeable in their area of teaching. I can still recall stories that I will probably never forget them telling and how I admired their ability to truly enjoy teaching. These teachers also had respect for the students, they took time out to encourage success and help pick us back up when failure occurred, as well as hear and listen to what we were saying. Though some were stern while others made us laugh, in general they made the educational experience enjoyable.

I believe that an educator has to have well developed classroom management skills. The students need to be aware of the behavioral expectations and the educator must be consistent and fair with these expectations. As stated in my philosophy, excellence of character has to be intertwined with these behavioral expectations. Through this students develop strong character by knowing about ethical virtues such as respect, responsibility, caring, honesty, and citizenship.

I also feel that students need an atmosphere that is encouraging, supportive, and comfortable. Cooperative learning is a method of instruction that I think should be incorporated into the classroom. I believe that it provides a benefit for students to work together and solve problems. Students are able to recognize the strengths of all group members as well as giving each member an opportunity to participate. Students also establish friendships while exposing themselves to a diversified environment.

I feel it is essential for people who are in the education field to be knowledgeable, compassionate, positive, and overall happy in what they are doing as a professional. I believe people learn these skills through family and life experiences. I think we learn from those that surround us everyday and from the mistakes we may make along the way and/or the success that we achieve. In my perception we all need to take a step back and remember that these are only kids, sometimes they may act older than what they are but they are still learning. We forget so easily the impact we have on children and how our actions and words shape their personalities. It is our responsibility to model as best as we know how appropriate behavior, I honestly believe that this is all we can do.

## **Classroom Management**

It was interesting interviewing a counselor on their perspective of classroom management, though I saw similarities there is definitely a difference between a teacher's perception and a counselor on classroom management. I learned that the most important thing is to have the student's attention, without this nothing can be accomplished. I also found that it is important in the way that questions are answered. The counselor that I spoke with said that they found it significant to answer the questions in the order of the students who raised their hands.

Another vital asset is having control. Allowing students to see that the counselor or teacher has lost control will easily lead to them taking advantage of you. Some suggestions that were made when students are not paying attention or being disruptive is to either make direct eye contact or simply walk over and stand next to them. This along with control was a major similarity in the perspective from the teacher and counselor. Out of respect for the students and that is another big part of this whole concept of management skills is informing them of what exactly they're going to be doing. It is difficult to conduct a lesson when students are unsure of what they are supposed to be doing. Lastly students should be informed of the time frame, this again shows that respect is being given to them and in return they need to give that back.

I definitely was made aware of some things that I never would of thought of. It is also nice to have someone else's definition of what classroom management skills are because it provides diverse ideas that can be implemented in the classroom. I enjoyed this assignment because it gave me an overview of other essential aspects that need to be brought into the classroom when trying to conduct a lesson.

### **Reflection on Classroom Management**

Due to the nature of the alternative school setting in which this school counselor works, the allowances made for certain behaviors are modified from what she might normally allow, if she were in a traditional high school. Most of these students are here in an effort to keep them from dropping out of school, and so there are many privileges extended to the students which would not be acceptable in a traditional setting. So while she does not allow complete chaos to exist, she does allow a little more freedom than might be allowed in the traditional school setting. Some of these behaviors include expressing their feelings with the use of some colorful language, and walking around the room while the lesson is being taught; if they are students who have a difficult time being still. She tends to recognize that this is the way they are more likely to participate and to learn. She also frequently provides snacks and drinks during the lesson to try and make them feel more relaxed and comfortable.

The majority of the population is students at risk for failure in school, using/abusing drugs, alcohol or both, becoming defiant with authority figures, getting into trouble at school, home and many times with the legal system due to illegal or violent behavior towards others. Due to these factors she evaluates each situation individually and assesses the best way to approach the class as a whole. Her school has a smaller population and so she is able to really know each student. She does this through doing an intake of her own once the student is admitted to the school. In doing so she lets them know what is available to them to help make this school setting work for them. This allows them to make the most of the small school setting which will hopefully allow them to reach their personal and academic potentials.

These students frequently seek her out and therefore she is able to understand their personality and it allows her to evaluate and adjust how she might present something in the classroom setting. Many of the things she has to address for instance are topics such as harassment of fellow peers, conflict resolution and career planning for post graduation as well as planning with those students who may not want to go on to college.

The best thing I have learned from her is that you need to know your population, understand what the climate is in the student population, know the schools rules, policies and procedures and adhere to those but learn what, when and how to make certain allowances that promote the growth and learning of the students while staying within the schools philosophy, rules, regulations and standards of conduct. By working at doing these things she feels you can be effective, help the students and also stay within your ethical boundaries while maintaining the integrity of the school.



### **Classroom Management & Instruction**

<b>Plan of delivering instruction, managing classroom behavior, relating to students</b>	<p>Different students with different behavior difficulties/disorders require behavior modification strategies that are specific to their individual needs.</p> <ul style="list-style-type: none"><li>• Students who are defiant often respond to having choices presented to them.</li><li>• Students who are passive-aggressive also respond well to choices.</li><li>• Most students will respond positively when they have an opportunity to take part in the decision making process of determining the rules of the classroom. When rules and consequences are made by the students and presented in a clear and concise manner, they will be more likely to exhibit behavior problems when difficulties arise.</li></ul>
<b>Skills/behaviors needed to meet ideal</b>	<ul style="list-style-type: none"><li>• Patience</li><li>• Knowledge of behavior disorders and the strategies that best benefit those students exhibiting behavioral symptoms</li></ul>
<b>Plan to develop the requisite abilities</b>	<ul style="list-style-type: none"><li>• Gain experience with students with behavioral difficulties</li><li>• Work with and learn from those professionals that exhibit the qualities necessary to effectively work with this population</li><li>• Continue to read current publications that address students with behavioral difficulties</li><li>• Take advantage of continuing education opportunities to learn effective strategies and the latest information about students with behavioral difficulties/disorders</li></ul>

### **Classroom Management and Instruction**

#### **I. The perfect Teacher/Educator:**

The perfect teacher/counselor that I strive to become has many skills that are very diverse, some of which I have observed and others I possess. One such skill is ways to devise fresh and inventive ways to teach /counsel that will keep students interested and working hard. Coming up with a comprehensive classroom policy that is firm but flexible in relation to discipline is also crucial and was very effective for all the teachers that I valued as the best in my education.

In today's schools these are the two most important aspects to being effective, behavior, classroom management and keeping information and students interested in learning new material. Personally I need to work on the area of creativity in being effective with students, having come from the old school of mostly lecture, it is an adjustment as a professional to be creative and keep things interesting. I will continue to read reference material and draw on my peers and mentors for advice and assistance in these pursuits.

#### **II. Classroom Behavior Management:**

There are no observable adaptations made for guidance lessons as opposed to regular classroom standards of behavior. The same standards are enforced by counselors as are enforced by regular classroom teachers. After interviewing my supervisor and observing and assisting in several classroom guidance lessons, I learned a decent amount about classroom management.

First, as a presenter, a counselor must have a good command presence and be sure that a guidance lesson is not considered a free period. Once the command of the class is established, having a good solid and interesting lesson plan is a must.

The best management of a classroom is managing a class that is really involved and interested in the lesson being taught.

Those two aspects were what came out most in my interview and in the actual practice of teaching the quarterly guidance lesson. We did a college search workshop as our guidance lesson with a "treasure hunt" involved in finding and answering certain questions on individual websites. It was easy to manage the classroom behaviorally because it was well planned and interesting, making everyone a winner.

### **Classroom Management**

I honestly do not have a comprehensive idea on how to plan and deliver instruction, as I have never been in the position to do so. For me, I feel it would be a combination of planning a week or two in advance, or even the night before. I would have an outline of what I wanted to cover and some major points that I did not want to forget! I do believe in using multiple forms of delivering instruction, as there are different learning styles. I would use lecture, movie, music, overhead, games, and activities. Most importantly, I would remember to be FLEXIBLE.

As far as managing the classroom, that is solely dependent on the group. I think there should be some consequence and reward for behavior. I would like to be naïve and think that this is not necessary, however, reality has taught me otherwise. I would use respect as a basis for this evaluation of their behavior.

I would relate to my students however, they needed me to. If some need me to be more stern and directive then that is how I will respond. However, some children respond better to a more relaxed, go with the flow relationship. This can only be successfully accomplished if you have more mature students that you can trust.

The only skills that I would have to work on to meet these ideals are goal setting and boundary setting. My heart would be in the right place, but I would have to remember that I am not their parent. In addition, I believe some structured goal setting would keep the students and I on track. In order to obtain these skills and make the necessary changes I would need to keep these two skills in my everyday thoughts. I would need to be constantly evaluating myself as well as the student's progress and be conferencing with a supervisor or someone with more experience.

At my internship site, behavior is appraised on an individual or group basis. Behavior is what makes a student's day good or bad. The techniques used consist of reprimanded in the classroom, reprimanded outside of the classroom, not allowed to talk, stand in the corner, no privileges, and isolation. These may be implemented on their own or in combination with another. From talking with the students, the punishment they seem to dislike the most is not being able to interact with their peers, so I would use either not talking, standing in the corner, or isolation. The students also seem to respond very well to rewards. Usually they revolve around outings of some sort, whether it is lunch or a movie. This part worries me a little bit however because the kids don't normally get to do things like this so I want to be able to treat them to it. The problem arises though when it comes to money, this usually isn't something that is included in a counselor's budget so it must come out of my pocket, very frustrating I must say!

As a side note, I am a big supporter of functional behavioral assessments and I believe that this can be very beneficial when working with the seriously emotionally disturbed. When a student started at Falk I would want to complete a plan for them so there were more defined goals and actions than what most IEP's offer.

## LESSON PLANS

In achieving the career, personal and academic standards set forth by ASCA, outcomes are identified, and related goals are specified. Lesson plans are organized globally or within units around these goals and objectives of a coherent plan, which is designed to deliver a comprehensive program (Baker, 2003). They should not be utilized as a means of giving teachers a break or a planning period, but be ultimately tied to the goals of a comprehensive school counseling program (Schmidt, 2003). Common lesson plan components include: Objectives, Learner Outcomes; Behavioral Expectations, Level of Expected Performance; Materials and Resources, Target Audience, Setting; Action Steps, Assessment and Evaluation Strategies, Homework Assignments, and Follow Up Plans. In the development and implementation of lesson plans, it is important that school counselors are familiar with, and have an interest in, the material being presented. They may work independently or in collaboration with teachers and other school staff in designing and delivering the material. Student needs as a group and individually should be assessed and considered, as well as their ability to understand and apply the material addressed. Additional considerations include ensuring that curriculum is neither isolated from other grade levels nor redundant, and that the content of the counseling curriculum is connected to content in other subjects areas (Goodnough, Perusse & Erford, 2003). Lesson plans should not reflect a 'token' attempt to address issues such as conflict resolution, but rather represent an integrated, sequential process. It is helpful if school counselors, in preparing lesson

plans, ask themselves a series of questions in terms of what is trying to be achieved, what teaching and learning experiences are important to include, what evidence suggests that the plan has achieved its goal, and what knowledge and skills are required (Cobia & Henderson, 2003, Wiggins & McTighe, 1998).

Baker, S.B. (2003). *School counseling for the twenty-first century* (3rd Ed.). Upper Saddle River, NJ: Prentice Hall.

Cobia, D. & Henderson, D. (2003). *Handbook of school counseling*. Upper Saddle River, NJ: Prentice Hall.

Goodnough, G., Perussse, R. & Erford, B.T. (2003). Developmental classroom guidance. In B. T. Erford (Ed.). *Transforming the school counseling profession* (pp. 121-151). Upper Saddle River, NJ: Prentice Hall.

Schmidt, J.J. (2003). *Counseling in schools: Essential services and comprehensive programs* (4th Ed.). Boston, MA: Allyn and Bacon.

Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

## **A LESSON ON COOPERATION**

**Length of Lesson:** 30-40 minutes

**Age of Students:** K-2

**Materials:**

- One jar half full of heavy cream per ~ 5 students
- Crackers
- Plastic knives to spread butter on crackers
- The story, *The Little Red Hen*



<b>Goal</b>	To instill the value of teamwork and recognize its rewards.
<b>Process</b>	<p>Read the story, <i>The Little Red Hen</i>.</p> <p>Discuss the story. (Why the story did not have a happy ending?)</p> <p>Ask the students what would have had to happen to allow all the animals to deserve some food. (i.e., The animals should have helped the hen.)</p> <p>Ask the students if they could help reread the story to make it a happy ending.</p> <p>Reread with students saying the animals responses; instead of "I won't" kids say "I will".</p> <p>Talk about the word, "cooperation" and how it relates to the story</p> <p>Tell them about the process involved and materials associated with making butter.</p> <p>Ask them if they can think of a way to make butter (with a limited amount of jars) in a way where everyone receives an equal portion of some butter and crackers.</p> <p>One group, or multiple groups of five, should take turns shaking the heavy cream until it turns into butter. (Show them the inside of the jar about half way when it is curds and whey.)</p> <p>When eating their crackers and butter, ask them how it feels to share the work and enjoy the reward.</p> <p>Have students think of a way they could help at home and how the person they help will feel when they offer their help.</p>
<b>Follow-up</b>	Talk about who they helped, how it felt, and how the person felt.

### Group Counseling: Character Building

<b>Topic:</b>	What is Honesty?
<b>Class:</b>	Mrs. Smith's 4 <sup>th</sup> grade class (5 students at a time)
<b>Date:</b>	Wednesday, March 3, 2004
<b>Lesson Objectives:</b>	Students will be able to: <ul style="list-style-type: none"><li>○ Explain what it means to be honest</li><li>○ Give examples of what honesty looks like</li><li>○ Contribute to the discussion on honesty</li><li>○ Answer questions about honesty</li></ul>
<b>Standards:</b>	ASCA National Standard: Personal/Social Development <ul style="list-style-type: none"><li>○ Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</li></ul>
<b>Supplies:</b>	Honesty poster, worksheet I-1A (What is Honesty?), worksheet I-1B (What Honesty Is and Isn't), pencils
<b>Anticipatory Set:</b>	Tell the students a story about a bicycle salesperson trying to make a big impression, making big claims for what is for sale (telling fibs about what it is that is for sale); ask students if the salesperson was being honest
<b>Sequence of Learning Activities:</b>	<ul style="list-style-type: none"><li>○ After the anticipatory set, ask if anyone knows the definition to honesty</li><li>○ Have group discussion on what honesty is (show poster) and how we can be honest and why it is important to be honest</li><li>○ Handout worksheet I-1A and complete it with the students and discuss</li><li>○ Handout worksheet I-1B and complete and discuss it as a group</li></ul>
<b>Closure:</b>	The counselor will ask each student to talk about a time when they were honest and how it made them feel
<b>Assessment of Student Performance:</b>	The counselor will evaluate the student's participation during the group lesson

**LESSON PLAN**  
**"CAREER EYE SPY"**

Date: September 26, 2003	Subject:	
Career Element: Career-awareness	Grade: Kindergarten	Teacher:
<b>Objective(s):</b> 1. Identify occupations and learn the tools utilized in each occupation 2. Have a clearer concept of gender biases in identifying and choosing occupation		
<b>Materials:</b> <ul style="list-style-type: none"><li>• 9" x 12" Construction paper, crayons, paste/glue, scissors, magazines, coloring books</li></ul>		

<b>Activities:</b>  ► During a previous session, students named 10 occupations through discussing different businesses or locations in the community where they observed workers; i.e. cashiers in the grocery store. A discussion about the types of tools these workers use followed; i.e. cashiers use cash registers. After a list of 10 occupations and 1-3 tools was selected for each career, students either drew pictures of various career tools or cut out pictures from magazines or coloring books. These pictures were drawn on or pasted to the different color construction paper to make tool cards. (Counselor prepares career cards on different colored construction paper with the name of the career at the top of the
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page and a picture of a person in that career underneath).

► For this session, students get to play "Career Eye Spy" with the 10 career cards and 10 matching career tool cards. Start with a discussion of the rules which are:

1. The 10 career and 10 career tool cards are placed face down on the floor.
2. Student take turns flipping 2 cards over. If they match a career card with the career tool card they take a second turn. If no match is made, the next student takes a turn.
3. This process is repeated until all cards are matched.
4. Options include splitting the class in  $\frac{1}{2}$  and having  $\frac{1}{2}$  the class play the game and the other  $\frac{1}{2}$  making a set of different career and career tool cards.
5. When the game has been completed, a discussion follows about what different products and services these workers provide. For example, ask students to tell what each worker on the cards does to help the community.
6. Address the concept of gender bias by talking about what the students think are jobs for men and what are jobs for women.

### Lesson Plan

<b>Topic:</b>	Character Education—Generosity, caring, teamwork
<b>Class:</b>	Elementary class: grades 2 <sup>nd</sup> -5 <sup>th</sup>
<b>Date:</b>	Wintertime prior to holiday break
<b>Learner Outcomes/Lesson Objectives:</b>	The learner will understand what it means to be generous and caring towards someone and also how to work as a team.
<b>Introduction:</b>	<i>The Mitten Tree</i> by Candace Christiansen
<b>Identify Focus:</b>	The lesson will begin by having the class members discuss what it means to be generous and/or caring and also what teamwork means.
<b>Create Anticipation:</b>	The class will then read <i>The Mitten Tree</i> together as a group.
<b>Encourage Learning:</b>	As a group, the class will then discuss how the values of generosity, caring and teamwork were displayed in the book.
<b>Learning Activities</b>	
<b>-Teacher:</b>	After the teacher finishes reading the book to the class he/she will then match students up together in pairs. (The teacher will pair students so that students who do not get along or who are not friends may work together.)
<b>-Student:</b>	After reading the book, students will be paired together and will receive a set of paper mittens. They will be instructed to decorate their set of "mittens" in a similar fashion/pattern so that they match. However, students are expected to do so without discussion so that working together becomes more difficult.
<b>Assessment/Evaluation:</b>	-Do the pairs of mittens look similar? Were they decorated the same? Did the students have trouble working together without much discussion? -Also, the point of doing this lesson prior to winter break is to encourage participation in the school's winter clothing drive. Were students more generous this year? Did participation increase?
<b>Closing:</b>	After students finish decorating their mittens, they will be strung together as a class and hung up to display the unity in working together.
<b>Follow up:</b>	Are students more generous—did participation increase in the winter clothing drive? Are students working together more? Do they care more about each other? Is there less bullying and/or violence within the school?
<b>Resources:</b>	<i>The Mitten Tree</i> by Candace Christiansen, Sets of paper mittens, crayons, markers, glitter, glue, buttons, yarn, and other materials to decorate.

## **Lesson Plan**

### **SOCIAL SKILLS**

#### **Expressing Your Feelings**

This activity is intended for use with elementary school children ages 8 and up. The activity can be used as a classroom activity, breaking off into small groups, or in a small group counseling session. It is intended to help children learn to recognize their own feelings, what causes those feelings and how they can accept/express those feelings. The following activity should be done in a two part lesson plan or group sessions. These are intended to be fun activities that will encourage and enhance the discussion of feelings.

**Goal** - To teach children that any feeling they have is a legitimate feeling and appropriate ways to express feelings.

**Objective** - Through the use of discussion, card games and story telling, children will identify different feelings they are familiar with and explore new ones. Through the activities they will work on ways to express feelings in an appropriate way.

#### **Counselor -**

##### **Part 1-**

- A) Begin by introducing the topic *What are Feelings?*
- B) Go around the group/class and have each child name a feeling and list it on the board.

- C) Once the counselor or child, has listed it, have that child try to give an example of when they felt that feeling. **Example;** Happy—I felt happy when I got a new toy.
- D) See if they can explain what that means. **Example;** I felt giggly inside.
- E) Next, have the child tell how they acted. **Example;** I smiled at the person who gave me the toy and said thank you.
- F) Hand out the *Word Search Activity Sheet*. Once they have completed the sheet, go over the sheet as a group and have a discussion about the words listed. See if anyone can tell what the feeling means and talk about a time they felt that feeling.
- G) Next have each child tell how they behaved when they felt that way. **Example;** Sad—I felt sad when my dog died. **Behavior;** I cried a lot and yelled at people. Once each child who wanted to share something has done so, recap each of the feelings on the list.
- H) Bring a close to the session by giving the students verbal praise for their participation and for all the effort they showed. You may also want to hand out a tangible reward such as a piece of candy, sticker or a special pencil.
- I) Finally, hand out the homework sheet. *Expressing Your Feelings* and go over it together so they know how to use it. Ask the children to use this sheet over the next week and if they experience any of those feelings, fill out the sheet alone or with help from a grown up. Ask that they bring it back to the next specified session. This may also be a good opportunity to touch on who they can go to when faced with various situations that they feel confused about and are not sure how to express what they are feeling.

**Part 2 -**

- A) Start the session with the homework sheet and let each child share something off of their sheet. If anyone forgot their sheet allow them a few minutes so they may complete at least one item.
- B) Bring out the list of feelings from the last lesson and go over it together. Add any new ones they may have thought of.
- C) Today's lesson/session includes the card game *Storytelling Game* using the deck of cards called *Face It! Go* over the directions for the game. This can be done with a small group of 10 or in teams if done in a classroom (or depending on the group you may want to choose a different game; there are 10 others to choose from.)
- D) Next, let each group tell which feelings cards came up in their group's game, then talk about any feelings cards they did not understand. See how many more can now be added to the list the group had already started.
- E) Finally begin to talk about different ways each group had the people in their stories behave when using a certain feeling. Verbally reinforce the correct behavior and use this time to discuss inappropriate responses to feelings.
- F) To bring the session to a close, go through the list and let the group/class give a new example they have learned about the appropriate way to express a certain feeling from the list they have helped to compose.
- G) Finally, recap the overall session/class and close by giving them verbal praise for their efforts as well as a tangible reward such as a piece of candy, sticker or special pencil and lastly a special certificate that praises their efforts for learning new things about feelings!



### **Follow Up**

Depending on the population, this activity could be done over a few more sessions to reinforce these issues. A counselor may also want to follow up a week or so later to see if the students need any help in learning more about expressing what they feel. This may also include reminding them of who they can go to for support when they need help working through difficult feelings. At this time they may want to hand out blank copies of the *Expressing Your Feelings* work sheet so they can use them as a tool or journal.

### **Resources-**

Ready- To- Use Social Skills Lessons & Activities for grades 7-12

Ruth Weltmann Begun, Editor

The Society for Prevention of Violence

1996 Jossey-Bass publisher

Card Game- Face It! A fun game about feelings

Childswork, Childsplay

The Center for Applied Psychology, Inc.

P.O. Box 1586

King of Prussia, Pa.

1-800-962-1141

### **Guidance Program Lesson Plan for Middle School Students**

**Topic:** 2 Smart 2 Start

**Date:** 3/1/04

**Learner Outcomes:** Students, parents, and peers will be able to identify the harmful effects of cigarettes. They will also be aware of tobacco companies marketing strategies for their product.

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**Introduction:** The students selected will research and review materials, facts, statistics, and myths about smoking in order to educate parents, peers, and community using power point and collage as mediums for education.

**Focus:** Students will research harmful contaminants in cigarettes and corrupt marketing strategies by tobacco companies.

**Anticipation:** Students selected will gain anticipation by attending informational sessions at Univera Health Care. There they will receive handouts and information in order to successfully convey the information.

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#### **Learning Activities:**

**Counselor:** Counselor will encourage the students to research material, construct power point and assemble collages based on information they collected. Counselor will meet with the students 1 time per week to discuss progress and offer suggestions.

**Student:** Students will work collaboratively with one another to research and design educational sessions.

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**Assessment/Evaluation:** Assessment will be informal as this is a volunteer basis. During the 1 time per week meetings, the counselor will pose questions of an educational nature to see if students understand material.

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**Closing:** Students will gain a sense of accomplishment after presenting researched material. It is expected that it will be very informational and educational to those that viewed the presentation.

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**Follow-up:** Follow-up is not needed on this lesson plan.

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**Resources:** Computer, power point, magazines, glue, construction board, community Health-related services.

Lesson Plan	
<b>Topic:</b> Anger Management <b>Class:</b> Elementary Classes <b>Date:</b> 3-1-04	
<b>Learner Outcomes:</b> Learn appropriate ways to handle situations that make students angry.	
<b>Introduction:</b> Ice Breaker (Name Game) Group rules: To be developed at first group by participants.	
<b>Learning Activities:</b> Pin the Tail on the Donkey Game - <b>Review</b> of all coping strategies introduced to the students. Bank of questions with rewards for correct answers as a reinforcer.	
<b>Assessment/Evaluation:</b> Pre and Post Test to evaluate responses to situations that make student angry. Test to see if student has used to any of the coping strategies introduced.	
<b>Closing:</b> Although all of us get angry at times, we make different choices about what to do with our anger. Learning effective methods of managing our anger can make one's life more relaxed and enjoyable.	
<b>Follow-up:</b> Letter to parents explaining lesson and follow activities at home. Parent evaluation sent home 1 week after the completion of session.	
<b>Resources:</b> Game- Pin the tail on the donkey. Rewards (snacks-stickers)	

**Lesson Plan: For An Alternative High School Setting**  
**Solving Conflicts Peacefully**

**Topic :** Dealing with peer pressure

**Class:** Life skills

**Date:** September 30<sup>th</sup>

**Learner Outcomes:** Lesson objective

The student will learn to use negotiations as a technique for dealing with peer pressure as it relates to inappropriate behaviors such as drugs, teen sex, and gang activities.

**Introduction:** The counselor will stress to the students that incidents of violence will decrease when people learn to settle their differences by negotiating. Negotiation will also allow students to learn to make their own choices and accept the consequences of their choices.

**Learning Activities:** There will be three activities; teacher directed discussion, identifying skill components, and a role play followed

**Counselor:** will lead the class in a discussion on the following:

1. Suppose you go to a party and realize that it's not the place where you want to be?
  - Who do you tell?
  - How do you leave?
2. Suppose your friends try to pressure you into staying?
  - Think of at least three ways to make a graceful exit.

**\*\*\*The counselor will have a prepared list hanging up which identifies the skill**

**components and will lead a discussion going through the list with the students\*\*\***

**Skill components:**

1. Identify the problem
2. Formulate your opinion
3. Discuss it with peer(s)
4. Listen to each other with open minds
5. Respect each others opinions
6. Avoid "finger pointing"
7. Work out a compromise that pleases you both
8. Make your choice of what you want to do
9. Live and abide by your choice
10. Ask "Do I feel good about my decision?"

**Model the skill:** Counselor will model the following situation as if he/she were a tenth grade student.

**\*\*** The student goes to a party and realizes that he/she does not belong with this group. Counselor models how to leave the party:

1. Phone a friend/family member and ask to be picked up
2. Tell your best friend and decide to leave together
3. Just walk out the door and go home

**Students:** will actively participate in discussions and sharing of thoughts and ideas

**Assessment/Evaluation:** Students will actively participate in a role play using the preceding situation example

**\*** This will allow for student to practice what they have learned and for the counselor to assess their understanding.

**Role Play:**

**\*\*\* Separate students into small groups of 6\*\*\***

1. Each student takes a turn role playing with peer
2. As each group role plays the above given situation they should be reminded to use the skills components and those model skills discussed
3. After each pair takes a turn the rest of the group will reinforce the positive behaviors chosen and identify the appropriate behaviors chosen
4. To reinforce have the participants clap for each other and give praise — Counselor should do this by example
5. After all students have taken a turn counselor will lead discussion

**Discussion:** Counselor will ask the following questions;

1. What would you do if you were the person invited to the party?
2. What would you do if your best friend decided to stay but you felt uncomfortable?
3. Would you be proud of yourself if someone you cared about such as; mom, dad, grandparent, learned that you were at this party?
4. Would you be proud of yourself if you chose to leave?
5. Should you be judged by others if you make different choices from them?

**Closing:** Counselor: will recap what students did, highlights from the discussions and review the skills components. Each student will receive a copy of these.

Students: will complete and return the worksheet "It's *Your Choice!*"

**\*\*\* A future meeting during class time will be set. At this time students will turn in the worksheets and discuss them\*\*\***

**Follow-up:** At the follow-up session worksheets will be collected and the counselor will review them with the class. The students will then be given an additional worksheet for independent practice at home. "A Family Curfew Compromise" ,Students will conduct a family interview and negotiate with parent(s) how to get permission to come home an hour later. They will write down how negotiations went and what the compromise was.

**Resources:** This lesson plan was adapted from the ready-to-use lesson plan book; Social Skills Lessons & Activities for grades 7-12, \_Ruth Weltmann Begun, Editor, The Society for Violence Prevention, 1996, Jossey-Bass

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**Lesson Plan**

**11<sup>th</sup> Grade Career Life Plan**

**Topic: Career Life Plan**

**Class:** 11<sup>th</sup> grade students

**Date:** January

**Learner Outcomes:**

The learner will identify knowledge of self and combine this information to effectively explore future careers/ life after high school.

**Introduction:**

**Identify focus:** Career exploration/ self assessment

**Create anticipation:** What skills/ knowledge do students already have?

**Encourage Learning:** Where do students have to grow/go to reach career goals?

**Learning Activities:**

**Teacher:**

**Discuss current knowledge , interests, character traits**

Discuss current experiences, skills, and careers. Explain "Why Study"

Review CHOICES system

**Student:**

A. Complete "Career Plan" 11<sup>th</sup> grade worksheet part I

B. Complete "Career Plan" 11<sup>th</sup> grade worksheet part II

C. Complete research in Career Plan packet

**Assessment/Evaluation:**

Monitor students during CHOICES research, scan cover page worksheet, answer questions, clarify, and assist is "moving around" software.

**Closing:**

Encourage students to begin to link colleges/post secondary schools to their narrowed career searches.

**Follow-up:**

Continue exploring CHOICES. Complete Career essay.

**Resources:**

Computer/internet; CHOICES software; "Career Plan" worksheet for 11<sup>th</sup> grade; career plan packet with research outline.

## **Lesson Plan**

**Topic:** Cultural Diversity

**Class:** Social Studies

**Date:** March 1, 2004

### **Personal/Social Development**

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

**Learner Outcomes:** The learner will understand and appreciate one's own culture as well as those of others.

#### **Introduction:**

**Identify focus:** The teacher will discuss with the class how people all over the world use many different sayings and phrases to express their morals and values that they hold. The teacher will share with the class her ethnic heritage and state a favorite saying or phrase shared within her family. For example, "Don't take any wooden nickels," and "What comes around goes around," and explain their meanings.

**Create Anticipation:** Students will state their ethnic origin (Polish, Irish, German, etc.) and share their favorite family sayings with the class, for example: "Everyday starts well with a good nights sleep."

**Encourage Learning:** The teacher will provide examples of Old Sayings/Phrases that students refer to and use during group discussions.

**Learning Activities:**

**Teacher:** The teacher will divide the class into groups of four and provides each with a copy of "Old Sayings and Phrases," often used in variety of cultures.

**Students:** Students will select two or four familiar and unfamiliar sayings and phrases from the list. Each group will discuss what they think the sayings mean. They will be encourages to make good guesses about the meanings. After inferring the meanings, each student will write how the saying or phrase can apply to his or her life and help them become better students or friends, or a better sister or brother.

**Assessment/Evaluation:** Students will be evaluated through the following questions:

- How well did students exhibit their thinking and inference skills in interpreting the sayings and phrases?
- How did students demonstrate the use of their knowledge and metacognitive skills in completing this activity?
- Was cultural information and new knowledge acquired as a result of this activity?
- How were the higher-order thinking skills demonstrated?

**Closing:** This activity is an excellent way to integrate cultural diversity into the curriculum because many of the sayings and phrases originate from different ethnic, religious, and cultural groups. To involve parents, grandparents, and other family members, have the students ask relatives to share some old sayings or proverbs and explain how they originated.

**Follow-up:** The teacher will follow-up on this activity by having students ask parents to share their favorite sayings and phrases from when they were children.

**Resources:** Four pre-made handouts of "Old Sayings and Phrases."

## **Lesson Plan**

**Topic:** Diversity - Student Individuality

**Class:** Elementary Art Class

**Date:** Friday March 5, 2004

### **Learner Outcomes:**

Students will use creativity and problem solving skills to learn more about themselves, while identifying differences in their peers.

- Lesson Objectives:
- Define individuality
- Identify differences in one another
- Identify unique qualities about themselves

### **Introduction:**

Read together, *I'm Gonna Like Me*, by Jamie Lee Curtis

Play a modified game of *I Spy* where students will find qualities of one another similar to those qualities discussed in the book.

### **Learning Activities:**

- 1 - Using magazine clippings, students will create a collage of their characteristics and interests.
- 2 - Students will then determine to whom the collages belong.

3 - Upon finding the match to the collage, students will then share interests and characteristics about that student with the class.

**Closing:** Students collages will be on display throughout the school.

**Assessment / Evaluation:** By sharing the interests and characteristics with the class they will demonstrate a better understanding of individuality.

**Follow-up:** Students will write a short piece about their own traits and characteristics, derived from the original collage.

**Resources:** Storybook, magazines, scissors, glue, cardboard, paper & writing utensils

## **Lesson Plan**

**Topic:** Self Esteem and Awareness building for High School girls

**Class:** Health/Extra

**Date:** March 5, 2004

### **Learner Outcomes:**

The learner will be encouraged to think positive self thoughts, to look into what is inside a person, to learn in order to love others, you must learn to love yourself first. Also, to increase self awareness of one's physical and emotional well being.

### **Introduction:**

To increase students' self esteem and self-awareness.

Encourage keeping a journal on how the girls feel on occasions about themselves and a situation. Encourage daily affirmations.

### **Learning Activities:**

1. Students pair up and literally fall back on each other while the other student catches them. This will encourage trust.
2. Draw a picture of how they perceive their bodies. They should accentuate physical strengths and weaknesses.
3. Students write a list of their physical strengths and weaknesses and their traits overall (ie: good listener, honest, etc.)
4. Students go around the room in a circle and say something kind to the person to their left.



**Assessment/Evaluation:**

Have the students fill out an evaluation in the beginning of the class on how they perceive themselves, include what they think the definition of self esteem and human rights are. Also include how they perceive and possibly judge others, (ie: physical appearance, intellect, morals, etc.). Have them fill out the same evaluation at the end of the class.

**Closing:**

Have students fill out evaluation mentioned above. Also have them fill out a evaluation of the lesson. Before they are done, have them fill write a letter to themselves stating their strengths, goals, qualities, etc., and then mail it to them a couple months later.

**Follow up:**

Have the students complete weekly journals on their own to reflect on their feelings and write about how they feel.

Also, have the students chose a person in their life, not a celebrity, that they admire, and have them write a letter to them stating so and why they admire them.

**Resources:**

Envelopes, writing paper, stamps

## **Lesson Plan**

**Topic:** How to use the Education and Career Opportunities System (ECOS)

**Class:** 9<sup>th</sup> Grade Social Studies

**Date:** October 12-14

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**Lesson Objectives:** The learner will find out how to achieve his or her personal career and educational goals, and create a personalized account.

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**Introduction:** We will begin by sharing what we want to do or become after graduation. We will address those students who do not know what they want, and talk about ways they will be able to discover their many options.

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### **Learning Activities:**

**Teacher:** I will guide the students through the process of opening an ECOS account and register their membership codes. Then I will guide them into the career assessment page where they will be able to work on their own through the series of questions.

**Student:** After opening their own account, students will be able to take the assessment to discover what careers may match their interests, personalities, and skills. They can start to look into the colleges available to them in their field of interest. Students will be able to see what would be required of them in their education for the career, in the job world, and what salary they could potentially make.

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**Assessment:** I will hand out a form to be filled out while students make their way through the ECOS system. They will have to search for required items on ECOS, such as three

schools that offer their major of interest, requirements for each school, salary for starting position, and other careers that require their degree of interest.

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**Closing:** Each student will be required to remember their personal membership code and to log into ECOS in the continuing future.

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**Follow-Up:** We will have a refresher course again in 11<sup>th</sup> grade, when it is important to become serious about college and career choices.

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**Resources:** I will sign up for a computer lab to accommodate each social studies class.

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## **Lesson Plan**

**Topic:** College Application Process

**Class:** Senior English Class

**Date:** September 8, 2004

### **Learners Outcome:**

1. The learner will have a better understanding of how to apply to college.
2. The learner will recognize the different types of applications that are available for college entrance.

### **Introduction:**

**Identify Focus:** When meeting individually with students, the counselor will identify student's strengths (ex. Report card grades, art grades have been outstanding the past four years).

**Anticipation:** When students point out areas of interest suggest looking into specific schools that have well known reputations for their programs in that area of study. The counselor can also suggest doing a college search through Collegeview, C.H.O.I.C.E., and ECOS.

**Encourage Learning:** The counselor will put together a bar graph of different occupations with and without college degrees and the income that one makes over a 5-year span.

**Learning Activities:**

**Teacher/Counselor:**

1. The counselor will present folders to each student, enclosed with state college application, private independent college application, the FAFSA form (financial aid form), the Erie Community College free application, SAT and ACT packets.
2. The counselor will explain briefly each piece of material that is in the packet.

**Student:**

1. Students will be able to look through materials and become familiar with the steps that are necessary when applying to college(s).
2. Students will be given the opportunity to ask questions and get clarification on any loose ends.

**Assessment/Evaluation:** the number of students who return their college application(s) before Christmas break will determine the assessment. It can also be assessed by how many questions students ask at the end of the presentation.

**Closing:** The counselor will end the lesson with informing students that they will meet individually with their counselor and explore more in depth the different applications.

**Follow-up:** Students will be called down before Christmas break to see if applications are in and if any remaining questions exist.

**Resources:**

- Folder
- SUNY application
- Private Independent application
- Last Year's FAFSA form
- ECC free application
- SAT and ACT packets

## **Lesson Plan**

**Topic:** The Dangers of Smoking

**Class:** Sixth Grade Quarterly Counseling Unit

**Date:** May, 2004

### **Lesson Objectives:**

The learner will take concrete and viable information and statistics as well as forensic facts given and conduct their own research, writing a two page paper on the dangers of tobacco use.

### **Introduction:**

**Focus-** this will be on the dangers of smoking, especially to children

**Anticipation-** Connect smoking to everyday teens as well as parents and friends

**Learning-** done through the research conducted based on the information given in the in-class lesson

### **Learning Activities:**

The counselor will present a clear and concise lesson using facts, statistics and forensic autopsy slides to impart knowledge to the students in the sixth grade class.

### **Student:**

The students will participate in class activities, while taking notes and being able to compose a two page research paper based on their individual research on smoking.

### **Assessment and Evaluation:**

Evaluation will occur when the sixth grade class has completed their research paper full with conclusions and it is graded.

### **Closing:**

Give students websites and reference resources for their research efforts, and get them the facts about tobacco use during the original lesson.

**Follow-up:**

Homework gives students two weeks to do the necessary research and compose their conclusions in a two page paper.

**Resources:**

Teacher/ Counselor will use a Power Point of statistics on smoking as well as autopsy photos comparing a smoker to a non-smoker. Many applicable websites will be used and given to the students as resources.



## **Stress Management Lesson Plan**

**Topic:** Stress Management and Relaxation

**Class:** Internship

**Learner Outcomes:** The learner will be able to regain focus from stressful situations using relaxation techniques.

**Introduction:** The focus will be on positive, constructive ways of dealing with stress through relaxation. It will be interactive in that I will have a few students record everyone's responses on the board as they are said.

**Learning Activities:** We will start the lesson discussion by *defining the terms stress, management, and relaxation*. By pointing out the different answers I will emphasize that everyone will have different answers and that it is normal. Once these terms have been defined, I will have them *fill out a stress questionnaire* and we will quickly score it! We will then move on and I will ask them: *What are some of the ways that we can deal with stress, both constructive and destructive ways*. We will then look at the *Pro's and Con's of these*. Next we will focus on *Positive, constructive ways to manage stress through relaxation*. And finally I will read them a *Progressive Relaxation passage*.

During the activity, everyone will be sitting in a circle. The students will take turns on different topics recording answers on the board. They will end by laying down on their backs for the progressive relaxation. The leader should be seated in the circle as well but in good view of the board to give direction to the recorders. However, for the progressive relaxation, the leaders will remove themselves from the floor and read the passage.

**Assessment/Evaluation:** One will be able to assess their understanding by their participation and the quality of the answers given. Also, their teachers can keep a record of inappropriate behaviors before and after this lesson to see if there is a decrease in their problem behaviors.

**Closing:** A handout will be given to each student that discusses ways to deal with stress. At this time, ask if there are any questions and answer those to the best of your ability. Emphasis needs to be placed on the idea that this is something that needs to be practiced in order to become second nature.

**Follow-up:** I will give the students a tally sheet to record the date, problem, and relaxation technique used. Encourage them to use it and stop in and see me in a week or two to discuss it.

**Teaching Aids/Equipment:** I will use a wipe board, easel, or chalk board to record answers; pens and pencils for the test.

## **Stress Questionnaire**

Some degree of stress occurs with every event or condition in your daily life. Your personal reaction to the event or condition determines whether you experience the stress as beneficial or detrimental. Take a few moments to answer these questions to determine the need for you to make some changes in your lifestyle.

**Keep track of the number of times you answer "Yes".**

1. Do you feel tired and fatigued even with enough sleep?
2. Do you have trouble falling asleep or staying asleep?
3. Do you lie awake at night worrying and planning the next day?
4. Do you have difficulty maintaining a healthy weight?
5. Do you have frequent colds, viruses or infections?
6. Do you smoke or drink alcohol more than usual?
7. Do you have frequent headaches or migraines?
8. Do you experience tightness or pain in your shoulders or neck?
9. Do you have cold or clammy hands, dry mouth or shortness of breath?
10. Do you cry or feel like crying often?
  
11. Are you more irritable and short with those close to you?
12. Do you react defensively to constructive criticism?
13. Does your communication with family and friends seem strained?
14. Do you feel dissatisfied with yourself and your life?
15. Do you withdraw from demands on your time and energy?
16. Do you become moody and irritable over inconveniences or delays?

17. Do you avoid answering the phone or avoid social contacts?
18. Do you have difficulty saying "no" to others?
19. Do you have difficulty feeling confident in your decisions?
20. Do you have difficulty remembering things?
  
21. Do you have disturbing thoughts or fantasies?
22. Do you blame others for situation you don't like?
23. Do you lack fulfillment, joy or peace in your life?
24. Do you never seem to have enough time for hobbies or pastimes?
25. Do you have difficulty relaxing on holidays, vacations, or time off?
26. Do you feel guilty about relaxing or idle time?
27. Do you feel anxious, nervous, restless, or jittery?
28. Do you feel as though you are losing control of your emotions?
29. Do you lack spirituality in your life?
30. Do you wish you enjoyed your life more?

### **LOTS OF NO'S**

Since you did not answer "Yes" to a majority of the questions, it would seem that you have taken the appropriate measures to reduce

### **LOTS OF YES'S**

It appears that you've answered "yes" to the majority of the questions on the previous page, so you may benefit greatly from relaxation and self-regulation training. It is possible to change how you react to the events and conditions in your life.

The Karen Yontz Women's Cardiac Awareness Center offers a holistic approach to stress management, providing a variety of self-regulation exercises, relaxation and meditation techniques to help restore and maintain a sense of balance and control in your life.

Being highly stressed does not automatically spell doom for you. If you have identified yourself as a highly stressed person, it may mean you simply have to be attentive to some self-care strategies. After all, the only person that is completely stress-free is also not alive anymore. Making lifestyle changes does not mean doing a complete makeover. Simple, small changes are usually all that are needed to start you on your way. Small changes tend to be more lasting changes. You will be far more likely to stick with the small change and in the long-run will be far ahead of the overnight sensational changes that are forgotten all too soon.

- Make sure you get vigorous exercise at least three times a week. This may need to become a priority in order to protect these times from "stress invaders". It's especially helpful if you find an activity that you enjoy doing.
- Spend time with people. Coax yourself to be around others whose company you enjoy. Make those phone calls, return those messages, write those letters or E-Mail. Prevent yourself from becoming a "shut-in".
- Become organized. Everyone has a unique level of need to have their lives organized. Find out where your need is and organize your schedule, your time and your activities. An important part of this is setting and protecting priorities.
- Reduce clutter. Sort out those things to let go and those things to keep.

- Build some quiet time into your daily routine. Make this time special, just for you. Listen to peaceful music, enjoy a hobby, read or meditate. Protect this time from outside intruders such as the telephone or television.
- Take responsibility for yourself and your life. Learn to say "no" when needed. Allow yourself to depend on others. Invite more people into your life and allow them to support you.

From: <http://www.counseling.uci.edu/counsel/stress.html#out>

- Try to keep physically healthy by involving yourself in some sort of physical activity (e.g., jogging, skating, biking, walking, etc.).
- Try to eat a well balanced diet and try not to skip meals.
- Do YOUR BEST as opposed to trying to be PERFECT.
- Talk about your stress to friends or family members who are supportive.
- Learn how to relax yourself and your body through deep breathing exercises and muscle tension reduction exercises.
- Do not use alcohol, drugs or any other mind-altering substance to reduce your stress.
- Recognize your negative thoughts (e.g., "that was a stupid thing I did") and replace them with more positive thoughts (e.g., "it's O.K. to make mistakes").
- Make time for fun activities, they are just as important as studying.

- Get involved in a non-academic activity such as intramural sports, art and crafts, hobbies or anything that you find relaxing

### **Lesson Plan**

<b>Topic-</b> Bullying <b>Class-</b> 7 <sup>th</sup> grade <b>Date-</b> ?
<b>Learner Outcomes-</b> The learner will understand why, how, and when bullying exists. Students will also learn how to prevent bullying through class discussion and counselor assistance. The focus is not on the person being bullied but rather the person doing the bullying.
<b>Learning Activities-</b> Students will participate in a power point presentation on bullying by answering questions through volunteering or being called upon. Students will view a video (of 20/20) that deals with bullying and the effects it can have on families and friends when bullying becomes damaging. Students will then participate in a discussion on the video they viewed with leading questions asked by the counselor.
<b>Assessment-</b> Students will take a short pre-test on bullying before presentation begins. A couple of days later students will take the same test on bullying so that the school counselor can research the effectiveness of the presentation.
<b>Follow-Up-</b> Post-test, described above
<b>Equipment-</b> VCR and Informative Bullying Video, Tests, PowerPoint



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