

# Guidance Lesson Plans

2014-2015

Weeks of	Second Grade	Third Grade	Fourth Grade
<p>August 19<sup>th</sup> Sept. 2 Sept. 9</p> <p>ROTATION ONE</p> <p>“Get to Know the Counselor”</p>	<p><b><u>Objective:</u></b> The students will be introduced to the helping role of the school counselor.</p> <p><b><u>Domain:</u></b> Personal/Social</p> <p><b><u>Standards:</u></b> C 1.5, C. 1.6</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• “Who the Counselor is Not” digital file or book.</li> <li>• Counselor Bingo Cards</li> <li>• Counters to use as covers for Bingo</li> <li>• Prizes</li> <li>• Parent Informational Handout</li> <li>• Student Inventory</li> <li>• PowerPoint Lesson Guide</li> </ul> <p><b><u>Activity Details:</u></b> Open the PowerPoint to guide the lesson:</p> <ul style="list-style-type: none"> <li>• Introduce myself to students</li> <li>• Go over general rules for counseling classroom</li> <li>• Complete the Student Inventory</li> <li>• Read the book aloud</li> <li>• Explain the bingo cards and pictures</li> <li>• Play bingo which teaches students things that a counselor does (i.e. A counselor is a listener, a secret keeper, a helper, and a friend.)</li> </ul>	<p><b><u>Objective:</u></b> The students will also be introduced to the helping role of the school counselor.</p> <p><b><u>Domain:</u></b> Career</p> <p><b><u>Standards:</u></b> C1.5, C 1.6</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Internet access</li> <li>• PowerPoint Lesson Guide</li> <li>• Parent Informational Handout</li> <li>• School Counselor’s Toolbox</li> <li>• Student Inventory</li> <li>• Mr. Potato Head Toys</li> <li>• Copy of Potato Head Graphic for student to take home</li> <li>• <u>Alexandar’s Terrible, Horrible, No Good Very Bad Day</u> by Judith Viorst</li> </ul> <p><b><u>Activity Details</u></b> The PowerPoint file goes through the following steps of the lesson:</p> <ul style="list-style-type: none"> <li>• Begin by introducing myself through the info on the PowerPoint.</li> <li>• Have students complete the student inventory</li> <li>• Discuss the items in the “toolbox.” This will review with students my role in the school and how I can serve them.</li> <li>• Use a Mr. Potato Head to discuss the job of the counselor. Have students guess what each body part could</li> </ul>	<p><b><u>Objective:</u></b> The students will know the process for applying for a job and practice completing an employment application. The students will also be introduced to the helping role of the school counselor.</p> <p><b><u>Domain:</u></b> Career</p> <p><b><u>Standards:</u></b> A 2.2, A 2.6, B 1.4, B 2.1, C1.5, C 1.6</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• Internet access</li> <li>• PowerPoint Lesson Guide</li> <li>• Parent Informational Handout</li> <li>• Student Inventory</li> <li>• Nerf Basketball set</li> <li>• Counselor Game Cards</li> </ul> <p><b><u>Activity Details</u></b> The PowerPoint file goes through the following steps of the lesson:</p> <ul style="list-style-type: none"> <li>• Begin by introducing myself</li> <li>• Go over class rules and confidentiality statements</li> <li>• Have students complete the student inventory</li> <li>• Divide the class up into two teams and play the school counselor game. Use a nerf goal where students can shoot if they get the answer correct. One point for correct answer... one for basket.</li> <li>• Hand out the counselor informational</li> </ul>

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	<ul style="list-style-type: none"> <li>• Distribute parent handout with information about the counseling program. This handout should include a parent survey.</li> </ul>	<ul style="list-style-type: none"> <li>represent.</li> <li>• Review the Potato Head Graphic as a whole class</li> <li>• Read Alexander’s Terrible, Horrible, No Good, Very Bad Day by Judith Viorest</li> <li>• Discuss how Alexander could use a counselor.</li> <li>• Hand out the counselor informational handout for students to take to their parents. This handout should include a parent survey.</li> <li>•</li> </ul>	<p>handout for students to take to their parents. This handout should include a parent survey.</p> <p>*For the first class assigned to the school store reverse Rotation one and two lessons.</p>
<p>Sept. 16 Sept. 23 Sept. 30</p> <p>ROTATION TWO</p> <p>“Respect”</p>	<p><b>Objective:</b> Student will learn that respect includes respecting themselves, respecting others, and respecting the world around them.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> A 1.1, 1.7, A 2.2, 2.3, 2.4, 2.5</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• “Lets Talk About Respect” VHS (SB)</li> <li>• <a href="#">Worksheet page 16 (scanned to smart board to complete together)</a></li> <li>• <a href="#">Informational letter to parents</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask students what the word of the month is and what it means.</li> <li>• Discuss the occupation of a train conductor to build background knowledge for the narrator of the movie.</li> <li>• Watch the movie and make a train noise during the movie</li> </ul>	<p><b>Objective:</b> Students will recognize, accept, respect and appreciate individual differences as well as ethnic and cultural diversity.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> A 1.1, 1.7, A 2.2, 2.3, 2.4, 2.5</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• “Respecting Others” DVD (BB) Tracks 1-3</li> <li>• <a href="#">Scanned worksheets (pg. 47, 50-53)</a></li> <li>• <a href="#">Informational letter to parents</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask the students what the word of the month is and what it means.</li> <li>• Discuss ways to respect differences in beliefs, cultures, and ethnicity.</li> <li>• Watch tracks 1-3 of the video.</li> <li>• Use page 47 as discussion questions to review the video clips.</li> <li>• Complete pages 50-53 (as time allows) together on the Smart Board.</li> </ul>	<p><b>Objective:</b> Students will recognize, accept, respect and appreciate individual differences as well as ethnic and cultural diversity.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> A 1.1, 1.7, A 2.2, 2.3, 2.4, 2.5</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Worksheet page 66 (BB) (Scanned)</a></li> <li>• Word bank of words on the white board for completion of BB page 66</li> <li>• Role Play Activities found on pages 71 and 72</li> <li>• <a href="#">Informational letter to parents</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Discuss the expression “I’m so mad I can’t see straight.”</li> <li>• Complete worksheet 66 together. This worksheet outlines rules that we use when we “respectfully disagree.”</li> <li>• Explain rules for role playing. Take volunteers to act out disrespectful situations. Have students in the audience identify which rules of respectfully</li> </ul>

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	<p>intermissions.</p> <ul style="list-style-type: none"> <li>• Have student volunteers each come up and identify activities that are respectful from the picture on the worksheet.</li> <li>• Have students identify if the activity is respectful towards ones self, others or the world around them.</li> <li>• Distribute a information letter to parents with details about the lesson and ways they can help their students become more respectful.</li> </ul>	<p>These worksheets display situations where students are disrespectful. The discussion will center around what the child in the situations should have done differently.</p> <ul style="list-style-type: none"> <li>• Pass out the informational letter to parents.</li> </ul>	<p>disagreeing were broken. Then have the students act out the scenario respectfully.</p> <ul style="list-style-type: none"> <li>• Pass out the informational letter to parents.</li> </ul>
<p>October 7<sup>th</sup> October 14<sup>th</sup> October 21<sup>st</sup></p> <p>ROTATION THREE</p> <p>Drug Awareness</p>	<p><b>Objective:</b> Students will learn about the emotional and physical dangers of substance use and abuse. Lesson content focusing on the dangers of tobacco use.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> C 1.8, C 1.9</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Smart Board with internet access.</li> <li>• Brain Pop, Jr. Subscription</li> <li>• Pledge Poster for students to sign</li> <li>• Markers</li> <li>• <a href="#">Parent letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask students what tobacco is.</li> <li>• Login into BrainPop, Jr. and watch the segment on <a href="#">Smoking</a>.</li> <li>• Stop the video and have class</li> </ul>	<p><b>Objective:</b> Students will learn about the emotional and physical dangers of substance use and abuse.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> C 1.8, C 1.9</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Notebook file</a> that includes a photo of auto, discussion questions, worksheet (pg 2), and the signs for the audience lines.</li> <li>• (It would be nice to have a robot of some sort to pretend is “Auto”)</li> <li>• <a href="#">Reader’s Theater Scripts</a></li> <li>• Name Tags for the Characters in the Reader’s Theater.</li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Explain to the students that we are going to learn what drugs do to each of the organs in our body.</li> <li>• Introduce the students to Auto by showing them a picture on the smart</li> </ul>	<p><b>Objective:</b> Students will learn about the emotional and physical dangers of substance use and abuse. Lesson content focusing on the dangers of tobacco use.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> C 1.8, C 1.9</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Smart Board with internet access.</li> <li>• Brain Pop Subscription</li> <li>• Pledge Poster for students to sign</li> <li>• Markers</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask students what tobacco is.</li> <li>• Login into BrainPop and watch the segment on <a href="#">Alcohol</a>.</li> <li>• Stop the video and have class discussion with each section question.</li> <li>• Complete the quiz with the students answering individually using sign language.</li> </ul>

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	<p>discussion with each section question.</p> <ul style="list-style-type: none"> <li>• Complete the quiz with the students answering individually using sign language.</li> <li>• Have students sign pledge poster.</li> <li>• If time remains complete the activity section of the BrainPop, Jr.</li> <li>• Distribute Parent Letter</li> </ul>	<p>board.</p> <ul style="list-style-type: none"> <li>• Complete worksheet 2 together</li> <li>• Explain that we are going to be actors in a reader's theater.</li> <li>• Assign roles and explain directions</li> <li>• Distribute student scripts</li> <li>• Complete the readers theaters</li> <li>• Review with the students the role of each organ in our body in keeping our body running.</li> </ul> <p>Review with the student what happens to each organ if drugs are in our body keeping it from functioning as it should.</p>	<ul style="list-style-type: none"> <li>• Have students sign pledge poster.</li> <li>• Have students walk heel to toe on straight line, get them dizzy and let them experience trying to do the same thing.</li> <li>• If time remains complete the activity section of the BrainPop.</li> <li>• Distribute Parent Letter</li> </ul>
<p>October 29<sup>th</sup> (RRW) Nov. 4<sup>th</sup> Nov. 4<sup>th</sup></p> <p>ROTATION FOUR</p> <p>Drug Awareness</p>	<p><b>Objective:</b> Students will learn about the emotional and physical dangers of substance use and abuse.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> C 1.8, C 1.9</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• “All About Drugs” VHS</li> <li>• <a href="#">Worksheets Scanned to complete together.</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask the students if they have ever used drugs?</li> <li>• Ask them if they have ever taken medicine.</li> <li>• Class discussion about medicine being a drug and how drugs can be good or bad.</li> <li>• Watch the VHS “All About Drugs” SB (VHS with binder)</li> <li>• Complete scanned worksheets</li> </ul>	<p><b>Objective:</b> Students will learn about the emotional and physical dangers of substance use and abuse. Lesson content focusing on the dangers of tobacco use.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> C 1.8, C 1.9</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Smart Board with internet access.</li> <li>• Brain Pop Subscription</li> <li>• Pledge Poster for students to sign</li> <li>• Markers</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask students what tobacco is.</li> <li>• Login into BrainPop and watch the segment on <a href="#">Smoking</a>.</li> <li>• Stop the video and have class discussion with each section question.</li> <li>• Complete the quiz with the students answering individually using sign language.</li> <li>• Have students sign pledge poster.</li> </ul>	<p><b>Objective:</b> Students will learn about the emotional and physical dangers of substance use and abuse.</p> <p><b>Domain:</b> Personal/Social</p> <p><b>Standards:</b> C 1.8, C 1.9</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Don't Drain Your Brain DVD</li> <li>• <a href="#">Pre/Post test Scanned</a></li> <li>• <a href="#">Activity sheet 18 scanned</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Have students complete the pretest together on the smart board.</li> <li>• Watch the DVD</li> <li>• Post test</li> <li>• Worksheet 18 together</li> </ul>

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	on the Smart Board together.	<ul style="list-style-type: none"> <li>If time remains complete the activity section of the BrainPop.</li> </ul> Distribute Parent Letter <ul style="list-style-type: none"> <li></li> </ul>	
Nov. 18 <sup>th</sup> and 25 <sup>th</sup> <small>(combined due to conf. and break)</small> Dec. 2 <sup>nd</sup> Dec. 9 <sup>th</sup>  ROTATION FIVE  Conflict Resolution/Anger/ Problem Solving	<p><b>Objective:</b> Students will practice communication skills and self-control when they are faced with a conflict.</p> <p><b>Domain:</b> Personal Social Development</p> <p><b>Standards:</b> A 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>“Don’t Call Me Name” VHS (SB)</li> <li>Review movie with the notebook file listing steps to do if you are called a name.</li> <li>Puppets</li> <li><a href="#">Parent Letter</a> (same as 3<sup>rd</sup>)</li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>Have the students watch the movie.</li> <li>Discussion about when they were called names or when they called others a name. Use the <a href="#">notebook file</a> to list the steps of what to do when you are called a name.</li> <li>Have student volunteers act out what they should do when they are called a name with puppets.</li> <li>Distribute parent letter</li> </ul>	<p><b>Objective:</b> Students will practice communication skills and self-control when they are faced with a conflict.</p> <p><b>Domain:</b> Personal/Social Development</p> <p><b>Standards:</b> A 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>“From Mad to Glad” VHS (SB)</li> <li><a href="#">Parent letter</a> (same as 2<sup>nd</sup>)</li> <li><a href="#">“What if Cards” 12-15</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>Ask students if they have ever been mad before.</li> <li>Ask them how they got over it and got in a better mood.</li> <li>Watch the movie</li> <li>Complete the <a href="#">What if Activity Cards.</a></li> <li>Distribute parent letter</li> </ul>	<p><b>Objective:</b> Students will use a decision – making and problem-solving model</p> <p><b>Domain:</b> Personal/Social Development</p> <p><b>Standards:</b> B 1.1, 1.2, 1.3, 1.6</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>“Got a Problem, Solve It” VHS (SB)</li> <li>What if cards 17-29</li> <li>Problem solving chart scanned to smart board</li> <li><a href="#">Parent letter</a></li> <li>Chart Paper from lounge</li> <li>Markers</li> <li><a href="#">Poster of the steps to problem solving</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>Ask students to think about a time that they had a problem that they had to really think about to solve.</li> <li>Ask for the strategies they used to make a decision or solve the problem.</li> <li>Watch the movie</li> <li>Complete the “what if” cards together using the problem solving model.</li> <li>Distribute the parent letter</li> </ul>
Dec. 16 <sup>th</sup> Jan. 6 <sup>th</sup>	<p><b>Objective:</b> Students will learn about various occupations.</p>	<p><b>Objective:</b> Student will develop an awareness of their interests and how</p>	<p><b>Objective:</b> Students will acquire and practice employability skills such as working on a</p>

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<p>Jan. 13<sup>th</sup></p> <p>ROTATION SIX</p> <p>Career Awareness and Exploration</p>	<p><b>Domain:</b> Career Development  <b>Standards:</b> A 1.2  <b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Smart Board with internet access.</li> <li>• Brain Pop, Jr. Subscription</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask students what they want to be when they grow up.</li> <li>• Discuss jobs that fall into the community helper category.</li> <li>• Login into BrainPop, Jr. and watch the segment on <a href="#">community helpers</a>.</li> <li>• Stop the video and have class discussion with each section question.</li> <li>• Divide the class in two teams and play <a href="#">Career Jeopardy</a>.</li> <li>• Distribute Parent Letter</li> </ul>	<p>interests relate to future career choices. Students will also learn how jobs are classified.</p> <p><b>Domain:</b> Career Development  <b>Standards:</b> A 1.3, 1.8, B 1.2, 1.4, C 2.1  <b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Post it notes (1/student)</li> <li>• <a href="#">Career Paths Signs</a></li> <li>• Pencils (1/student)</li> <li>• <a href="#">Parent Letter that includes collage of students career choices</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• As students walk in the door ask them to take a pencil and a post it note.</li> <li>• Discuss what an interest is and ask the students to write their interest on a post it note and put the sticky note to the side.</li> <li>• Direct students attention to the signs that are hanging around the room.</li> <li>• Discuss each one and give examples of careers and interests that correspond with that category of jobs.</li> <li>• As each career sign is discussed ask the students to place their post it note on the poster that is related to their interests.</li> <li>• Discuss with students the importance of finding a job that they are interested in and enjoy.</li> <li>• Discuss their parent’s jobs and weather or not they enjoy their work.</li> <li>• Ask students to write what they want to be when they grow up on a marker board. Take their individual picture</li> </ul>	<p>team, problem-solving and organizational skills.</p> <p><b>Domain:</b> Career Development  <b>Standards:</b> A 1.4, 1.7, 2.1, 2.4, 2.8, 2.9,  <b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cut out of hamburger pieces</a></li> <li>• <a href="#">Various orders for hamburgers</a>.</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask how many of us like McDonalds</li> <li>• Explain we have all been hired to work there.</li> <li>• Divide students in equal groups</li> <li>• Have them to develop a plan to assemble hamburgers (using the cutouts) as quickly as possible. They assign each other jobs so that everybody knows what to do.</li> <li>• 2 rounds are completed and then we introduce an order where the burgers need something different on them. Students revise a plan and we have another round of competition.</li> <li>• Next someone calls in sick or not show up for work and they have to reassign jobs to adjust for the missing employees.</li> <li>• Class discussion held with students to talk about the importance of punctuality, responsibility and dependability means.</li> <li>• Distribute Parent Letter</li> </ul>
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		<p>of what they want to be (holding their marker board)</p> <ul style="list-style-type: none"> <li>• Distribute Parent Letter</li> </ul> <p>After the lesson make a collage of the pictures of students similar to the <a href="#">one Mrs. Bratton posted to facebook.</a></p>	
<p>January 21<sup>st</sup> January 27<sup>th</sup> Feb. 3<sup>rd</sup></p> <p>ROTATION SEVEN</p> <p>Bullying</p>	<p><b>Objective:</b> Students will recognize personal boundaries, rights, and privacy needs. They will understand the need for self-control and how to practice it.</p> <p><b>Domain:</b> Personal/Social Development</p> <p><b>Standards:</b> A 1.2, 1.5, 1.6, 1.7,</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Smart Board with internet access.</li> <li>• Brain Pop, Jr. Subscription</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Ask the students if they know what bullying is?</li> <li>• Discuss the red signs on the doors of classrooms and throughout the school.</li> <li>• Watch the Brain Pop Jr. <a href="#">Bullying Video.</a></li> <li>• Complete the Activity by creating a comic strip together on the smart board depicting characters from the video getting bullied and what they choose to do about it.</li> <li>• If time permits complete the</li> </ul>	<p><b>Objective:</b> Students will recognize personal boundaries, rights, and privacy needs. They will understand the need for self-control and how to practice it.</p> <p><b>Domain:</b> Personal/Social Development</p> <p><b>Standards:</b> A 1.2, 1.5, 1.6, 1.7</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Smart Board</li> <li>• <a href="#">Scanned board game</a></li> <li>• Large numbered dice</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Talk about the red signs on the doors of classrooms and throughout the school.</li> <li>• Discuss the definition of bullying being someone who purposely hurts someone over and over again.</li> <li>• Display the <a href="#">board</a> for the game on the Smart Board.</li> <li>• Play boys vs. girls using a big numbered dice rather than a spinner.</li> <li>• Distribute Parent Letter</li> </ul>	<p><b>Objective:</b> Students will recognize personal boundaries, rights, and privacy needs. They will understand the need for self-control and how to practice it.</p> <p><b>Domain:</b> Personal/Social Development</p> <p><b>Standards:</b> A 1.2, 1.5, 1.6, 1.7</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The Bully Proof Kit video</li> <li>• Worksheets 54, 57,58,61,62 (scanned to smart board)</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Have a class discussion about what bullying is and isn't.</li> <li>• Review the definition and school policy on bullying.</li> <li>• Watch the “5 Ways to Stop a Bully” segment on the Bully Proof Kit video.</li> <li>• After the video complete with the class the worksheets having a class discussion with each.</li> <li>• Distribute parent letter.</li> </ul>

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	<p>joke, talk about it, and the quiz.</p> <ul style="list-style-type: none"> <li>• Distribute Parent Letter</li> </ul>		
<p>February 8<sup>th</sup> February 18<sup>th</sup> (week three after testing)</p> <p>ROTATION EIGHT</p> <p>Good Communication</p>	<p><b>Objective:</b> Students will learn how to communicate effectively even when they are feeling angry.</p> <p><b>Domain:</b> Personal Social Development</p> <p><b>Standards:</b> A 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.6, 2.8</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Smart Notebook file with Worksheet 21 (Pretest) and page 34.</a></li> <li>• “Learning Good Words for a Bad Mood” DVD</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Complete the pre-test as a group</li> <li>• Watch the movie</li> <li>• Revisit the pretest</li> <li>• Worksheet 34 together</li> <li>• Distribute the parent letters so the students can take them to their families.</li> </ul>	<p><b>Objective:</b> Students will learn how to communicate effectively even when they are feeling angry.</p> <p><b>Domain:</b> Personal Social Development</p> <p><b>Standards:</b> A 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.6, 2.8</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• “Learning How to Communicate” (From the I get so Mad Series-SB)</li> <li>• Worksheets and discussion questions in <a href="#">Notebook file</a></li> <li>• <a href="#">Parent Letters</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Have the students sit in a circle when they enter the classroom.</li> <li>• Play the game “telephone” to illustrate the need for good communication skills.</li> <li>• Watch the video (VHS)</li> <li>• Complete page 34 as a class</li> <li>• Distribute the parent letters to the students so they can take them home to their families.</li> </ul>	<p><b>Objective:</b> Students will learn how to communicate effectively even when they are feeling angry.</p> <p><b>Domain:</b> Personal/Social Development</p> <p><b>Standards:</b> A 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.6, 2.8</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Peanut Butter</li> <li>• Jelly</li> <li>• Bread</li> <li>• Knife</li> <li>• Spoon</li> <li>• Fork</li> <li>• Plate</li> <li>• <a href="#">Note book file with ABC communication rules, worksheet 5, Good listener rules</a></li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Go over ABC communication rules and complete worksheet 5 together.</li> <li>• Go over good listener rules</li> <li>• Have students use good communication by giving directions for making a peanut butter and jelly sandwich. As a good listener I will follow the directions completely to the details.</li> <li>• Review communication blockers and complete worksheet from notebook file.</li> <li>• Distribute parent letter to be brought home to families.</li> </ul>
<p>February 24<sup>th</sup> March 3rd March 10<sup>th</sup></p>	<p><b>Objective:</b> Students will acquire the attitudes, knowledge and skills contributing to effective learning</p>	<p><b>Objective:</b> Students will acquire the attitudes, knowledge and skills contributing to effective learning in</p>	<p><b>Objective:</b> Students will acquire the attitudes, knowledge and skills contributing to effective learning in school. They will also develop</p>

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<p>ROTATION NINE</p> <p>Test Anxiety and Testing Skills</p>	<p>in school. They will also develop more confidence in their test taking abilities.</p> <p><b>Domain:</b> Academic development</p> <p><b>Standards:</b> A 1.1, 1.3, 1.5, 2.1</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Book: The Biggest Test in the Universe by Nancy Poydar (Pyron Library)</li> <li>• Student worksheets for smartboard</li> <li>• Teacher Script from the Test Buster Practice Tests</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Read the book: The Biggest Test in the Universe by Nancy Poydar.</li> <li>• Discuss the upcoming IOWA test.</li> <li>• Ask students what they know about the test and what they are worried about the test.</li> <li>• Read and complete student work sheets</li> <li>• Complete student practice tests (if time permits) by reading the teacher’s script for directions and completing the worksheets on the smart board</li> </ul>	<p>school. They will also develop more confidence in their test taking abilities.</p> <p><b>Domain:</b> Academic development</p> <p><b>Standards:</b> A 1.1, 1.3, 1.5, 2.1</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Book: The Big Test by Julie Danneberg (personal copy)</li> <li>• <a href="#">Student worksheets and practice test from the Test Buster Series.</a></li> <li>• <a href="#">Teacher script for the practice test (Included with student packet)</a></li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Talk to the students about the upcoming Benchmark tests.</li> <li>• Ask them what their thoughts, worries and fears were about the test (make a list of these on the smart board).</li> <li>• Read “The Big Test” by Julie Danneberg</li> <li>• Discuss Test anxiety and what to do about it.</li> <li>• Complete the worksheets and the practice tests on the smart board.</li> <li>• Conclude with some of the test buster jokes on the smart board. (if time permits)</li> </ul>	<p>more confidence in their test taking abilities.</p> <p><b>Domain:</b> Academic development</p> <p><b>Standards:</b> A 1.1, 1.3, 1.5, 2.1</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Book: Testing Mrs. Malarkey by Judy Finchler (Pyron Library or <a href="#">youtube Or teacher tube</a>)</li> <li>• <a href="#">Student worksheet with survey and test taking tips</a></li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Read the book Testing Miss Malarkey (found in Pyron Library).</li> <li>• Ask students what test they will be taking in April? And their feelings about the test?</li> <li>• Ask them “What is test anxiety?”</li> <li>• Remind students that a little anxiety is normal- it is when that anxiety overtakes their ability to perform well on the test that there is a concern.</li> <li>• Give students the test anxiety survey. Display on SmartBoard and have them track how many answers are yes. If they answer yes to four or more of the questions they experience an unhealthy amount of anxiety over tests.</li> <li>• Discuss some strategies for dealing with test anxiety (refer to worksheet.)</li> <li>• Reflection Questions: How can you practice some of the skills you learned here? How will this change your test taking experience?</li> <li>• Conclude with some of the test buster jokes on the smart board. (if time</li> </ul>
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			permits) do the student survey again!!!
March 17 <sup>th</sup>			
March 24 <sup>th</sup>			
March 31 <sup>st</sup>			
April 7 <sup>th</sup>			
April 14 <sup>th</sup>			
April 21 <sup>st</sup>  Make up week three of Rotation 8	<p><b>Objective:</b> Students will learn how to communicate effectively even when they are feeling angry.</p> <p><b>Domain:</b> Personal Social Development</p> <p><b>Standards:</b> A 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.6, 2.8</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Smart Notebook file with Worksheet 21 (Pretest) and page 34.</a></li> <li>• “Learning Good Words for a Bad Mood” DVD</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Complete the pre-test as a group</li> <li>• Watch the movie</li> <li>• Revisit the pretest</li> <li>• Worksheet 34 together</li> <li>• Distribute the parent letters so the students can take them to their families.</li> </ul>	<p><b>Objective:</b> Students will learn how to communicate effectively even when they are feeling angry.</p> <p><b>Domain:</b> Personal Social Development</p> <p><b>Standards:</b> A 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.6, 2.8</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• “Learning How to Communicate” (From the I get so Mad Series-SB)</li> <li>• Worksheets and discussion questions in <a href="#">Notebook file</a></li> <li>• <a href="#">Parent Letters</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Have the students sit in a circle when they enter the classroom.</li> <li>• Play the game “telephone” to illustrate the need for good communication skills.</li> <li>• Watch the video (VHS)</li> <li>• Complete page 34 as a class</li> <li>• Distribute the parent letters to the students so they can take them home to their families.</li> </ul>	<p><b>Objective:</b> Students will learn how to communicate effectively even when they are feeling angry.</p> <p><b>Domain:</b> Personal/Social Development</p> <p><b>Standards:</b> A 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.6, 2.8</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Peanut Butter</li> <li>• Jelly</li> <li>• Bread</li> <li>• Knife</li> <li>• Spoon</li> <li>• Fork</li> <li>• Plate</li> <li>• <a href="#">Note book file with ABC communication rules, worksheet 5, Good listener rules</a></li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b>Activity Details:</b></p> <ul style="list-style-type: none"> <li>• Go over ABC communication rules and complete worksheet 5 together.</li> <li>• Go over good listener rules</li> <li>• Have students use good communication by giving directions for making a peanut butter and jelly sandwich. As a good listener I will follow the directions completely to the details.</li> <li>• Review communication blockers and complete worksheet from notebook file.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Distribute parent letter to be brought home to families.</li> </ul>
<p>April 28<sup>th</sup> May 5<sup>th</sup> May 12<sup>th</sup></p> <p>ROTATION TEN</p> <p>Classroom Discipline/ Anger</p>	<p><b><u>Objective:</u></b> Students will learn about rules and how they relate to safety.</p> <p><b><u>Domain:</u></b> Personal/Social Development</p> <p><b><u>Standards:</u></b> C 1.2</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Mrs. Nelson is Missing</u> (book can be found in the library) or on <a href="#">youtube</a>.</li> <li>• <u>Venn Diagram</u> to display on the Smart Board</li> <li>• <u>Parent Letter</u></li> </ul> <p><b><u>Activity Details:</u></b></p> <ul style="list-style-type: none"> <li>• Ask the students who have already read “Mrs. Nelson is Missing” not to give away the surprise.</li> <li>• Read “Miss Nelson is Missing” by Harry Allard.</li> <li>• Discuss with the class what the students were missing from their classroom.</li> <li>• Talk to the students about their class rules and why these rules have to be followed.</li> <li>• Complete the Venn Diagram comparing the students in our class to the students in Mrs. Nelson’s class.</li> <li>• Distribute a note to the classroom teacher letting them know the book we read so the</li> </ul>	<p><b><u>Objective:</u></b> Students will learn about rules and how they relate to safety. They will also learn about self-control and respect.</p> <p><b><u>Domain:</u></b> Personal Social Development</p> <p><b><u>Standards:</u></b> C 1.2</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Pocket Chart</li> <li>• Manners Cards</li> <li>• Picture cards</li> <li>• “The Good Conduct Action Pack” DVD (HRM)</li> <li>• <u>Parent letter</u></li> </ul> <p><b><u>Activity Details:</u></b></p> <ul style="list-style-type: none"> <li>• Begin by watching the DVD</li> <li>• Discuss good manners with the students</li> <li>• Complete the good manners match with the pocket chart</li> <li>• Distribute the parent letter to students to take home.</li> </ul>	<p><b><u>Objective:</u></b> Students will distinguish between appropriate and inappropriate behavior. They will understand the need for self-control and how to practice it.</p> <p><b><u>Domain:</u></b> Personal/Social Development</p> <p><b><u>Standards:</u></b> A 1.6, 1.8</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• “What to Do About Anger” (VHS)</li> <li>• <u>Parent Note</u></li> </ul> <p><b><u>Activity Details:</u></b></p> <ul style="list-style-type: none"> <li>• Watch with the students the movie “What to Do About Anger.”</li> <li>• Hold class discussion throughout the movie.</li> <li>• Distribute parent letter for student to take home.</li> </ul>

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	<p>students can take an AR quiz on this book.</p> <ul style="list-style-type: none"> <li>• Distribute the parent note.</li> </ul>		
<p>May 19<sup>th</sup> May 26<sup>th</sup></p> <p>ROTATION ELEVEN</p> <p>Empathy/Feelings</p>	<p><b><u>Objective:</u></b> Students will identify and express feelings</p> <p><b><u>Domain:</u></b> Personal/Social Development</p> <p><b><u>Standards:</u></b> A. 1.5, 2.6</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• “Let Me Tell You How I Feel” (SB)</li> <li>• Large Dice with feelings on each face.</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b><u>Activity Details:</u></b></p> <ul style="list-style-type: none"> <li>• Make a list of feelings with students as an indication of their prior knowledge about feelings.</li> <li>• Watch the movie “Let Me Tell You How I Feel.”</li> <li>• Encourage students to guess the feelings being depicted by characters in the movie.</li> <li>• Roll the dice that has various feelings from the movie on it. Ask a student to share a story about a time they experienced that feeling.</li> <li>• Distribute the parent letters to students to take home to their families.</li> </ul>	<p><b><u>Objective:</u></b> Students will identify the feelings of others and use empathy to help identify ways to show kindness.</p> <p><b><u>Domain:</u></b> Personal/Social Development</p> <p><b><u>Standards:</u></b> A 1.5, 2.6</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• “Put Your self in Someone Else’s Shoes (SB)</li> <li>• Teachers guide to video so that an empathy story can be discussed.</li> <li>• Smart Board file with the word Empathy written on it for discussion.</li> <li>• Dictionary</li> <li>• <a href="#">Parent Letter</a></li> </ul> <p><b><u>Activity Details:</u></b></p> <ul style="list-style-type: none"> <li>• Ask students if they have ever heard the expression “Put yourself in someone else’s shoes.”</li> <li>• Discuss what the expression means</li> <li>• Have a student look up the meaning of empathy. Have a class discussion about the word.</li> <li>• Watch the movie “Put Yourself in Someone Else’s Shoes”</li> <li>• Discuss the movie and key learnings after the movie.</li> <li>• Distribute the parent letter for student to take home to their families.</li> </ul>	<p><b><u>Objective:</u></b> Students will identify the feelings of others and use empathy to help identify ways to show kindness.</p> <p><b><u>Domain:</u></b> Personal/Social Development</p> <p><b><u>Standards:</u></b> A 1.5, 2.6</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• “How Would You Feel?” (SB)</li> <li>• Draw a Friend Worksheets</li> <li>• Large Poster Paper with Draw A Friend worksheet on it!</li> <li>• Markers</li> <li>• Pencils</li> <li>• Parent Letter</li> </ul> <p><b><u>Activity Details:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss the meaning of the word Empathy.</li> <li>• Watch the movie</li> <li>• Discuss throughout the movie the ways the friends showed empathy for one another.</li> <li>• Divide into groups of two and complete the draw a friend worksheet.</li> <li>• Share out ideas and complete a draw a friend poster to display in the hallway.</li> <li>• Distribute parent letters to students to bring home to families.</li> </ul>

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