

## RECAPPING YOUR EXPERIENCES

**Purpose:** Students learn about the “universality” of life challenges and the role of positive thinking in significant growth experiences. (*Note: A pre-requisite to this lesson is an open classroom environment and trusting relationships between you and the students and among students and their peers.*)

**Time Required for Lesson:** 50 minutes

**Grade Level:** 11

### Missouri Comprehensive Guidance Program

**Strand:** Personal and Social Development

**Big Idea:** PS 1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Concept:** PS.1.A. Self concept

### ASCA Standards

**Domain:** Personal and Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others
- B. Students will make decisions, set goals and take necessary action to achieve goals

**Materials:** None

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 11**

**Unit Who Am I and How Do I Fit Into the World?**

**Concept:** PS 1.A



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                  |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.                                                                  |
| X | Goal 2: communicate effectively within and beyond the classroom<br>3. Exchange information, questions, and ideas while recognizing the perspectives of others.                                                                                   |
| X | Goal 3: recognize and solve problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems.<br>8. Assess costs, benefits and other consequences of proposed solutions.                              |
| X | Goal 4: make decisions and act as responsible members of society<br>3. Analyze the duties and responsibilities of individuals in societies.<br>6. Identify tasks that require a coordinated effort and work with others to complete those tasks. |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                           |
|---|---------------------------|-------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                           |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.    |
|   | Science                   |                                                                                           |
|   | Health/Physical Education |                                                                                           |
|   | Fine Arts                 |                                                                                           |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
|   | Perseverance |   | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   |   | Tolerance       |
| X | Respect      |   | Goal Setting |   |                 |

### Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students write and discuss two growth experiences and/or interests

### Lesson Preparation

**Essential Questions:** How do people grow and become wiser?

**Engagement (Hook):** What lessons have you learned?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                     | <i>Student Involvement:</i>                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <p><i>Note: Prior to this lesson assure that an open classroom environment and trusting relationships exists between you and the students and among students and their peers. If students are uncomfortable with each other, personal disclosure may be more detrimental than helpful to relationships.</i></p>      |                                                                                                       |
| 1. Explain that recalling and sharing growth experiences may help self and others overcome a sense of loneliness when facing difficult situations. Emphasize the importance of positive thinking. Give examples of your own growth experiences and how positive thinking helped you cope with a difficult situation. | 1. Students listen                                                                                    |
| 2. Place students in pairs. Ask each student to recall and write a description of a significant growth experience they are willing to share with partners.                                                                                                                                                           | 2. Working in pairs, students recall and write a description of a significant growth experience.      |
| 3. Still working in pairs, ask students to share their growth experience with their partners.                                                                                                                                                                                                                        | 3. Students share one growth experience and can pass if he or she wishes.                             |
| 4. Pair and Square: (Remind students of the option to pass in the group of 4.) Instruct each pair to join another pair and share their growth experiences and how positive thinking helped them grow stronger.                                                                                                       | 4. Pairs join another pair to form quads and share their experiences. Remember "I pass" is an option. |
| 5. Lead a whole class discussion of similarities and differences among experiences. Remind students of pass option.                                                                                                                                                                                                  | 5. Students discuss similarities and differences among experiences.                                   |
| 6. Summarize the purpose for sharing experiences and thank students for their openness. Welcome comments from students                                                                                                                                                                                               | 6. Students comment if they wish.                                                                     |

## GETTING TO KNOW YOU, GETTING TO KNOW YOU LIKE ME

**Purpose:** Students practice open-ended questioning and listening skills through “instant” interviews with others. The emphasis is on helping students develop a greater understanding of their peers.

**Time Required for Lesson:** 20 minutes

**Grade Level:** 9

### Missouri Comprehensive Guidance

**Strand:** Personal and Social Development

**Big Idea:** PS 2. Interacting with others in ways that respect individuals and groups

**Concept:** PS.2.B. Respect for self and others

### ASCA Standards:

**Domain:** Personal/Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

B. Students will make decisions set goals and take necessary action to achieve goals.

**Material:** *Who's Who?* activity sheet; Pens/pencils

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9 Unit:** Interacting w/Others in Ways That Respect Individuals & Group Differences

**Concept:** PS 2.B



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas                                                                                                      |
| X | Goal 2: communicate effectively within and beyond the classroom<br>3. Exchange information, questions and ideas while recognizing the perspectives of others |
| X | Goal 3: recognize and solve problems                                                                                                                         |
| X | Goal 4: make decisions and act as responsible members of society                                                                                             |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                           |
|---|---------------------------|-------------------------------------------------------------------------------------------|
|   | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                           |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.    |
|   | Science                   |                                                                                           |
|   | Health/Physical Education |                                                                                           |
|   | Fine Arts                 |                                                                                           |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   | X | Tolerance       |
| X | Respect      |   | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Student completion of activity sheet and observation of interaction between partners.

**Lesson Preparation**

**Essential Questions:** How do we get to know each other?

**Engagement (Hook):** Obtain a copy of “Who are you?” (CSI Miami theme song) by the ‘The Who Band.’ Have students listen to the theme for one to two minutes. Then ask student: Who are you!

**Procedures**

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Student Involvement:</i>                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Distribute “Who’s Who” activity sheet.</li><li>2. Instruct students to mill around and ask their classmates open-ended questions that will help them find individuals with whom they have commonalities; emphasize listening and follow-up questions. Allow 20 minutes.</li><li>3. Process experience. Ask students:<ol style="list-style-type: none"><li>a) How many of you completed all 14 blanks?</li><li>b) What techniques did you use to complete the blanks?</li><li>c) Were there any blanks that you were unable to complete?</li><li>d) How are we alike or different?</li><li>e) What surprising commonality did you discover you have with at least one person in the room?</li><li>f) What did you learn about respecting others (and yourself) from this exercise?</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Students receive activity sheets.</li><li>2. Students interact with other students to obtain the information</li><li>3. Students participate in discussion and share what new information they discovered about other students</li></ol> |

## WHO'S WHO?

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Through questioning and listening, get to know some of the students in your class. Fill in the blanks with names of students who fit each description.

1. A person in this class who likes the same TV programs as I do is \_\_\_\_\_
2. A person in the class who has the same color hair as I do is \_\_\_\_\_
3. A person in this class who likes the same school subject as I do is \_\_\_\_\_
4. A person in this class who likes to play the same sports as I do is \_\_\_\_\_
5. A person in this class who was born in the same state I was born in is \_\_\_\_\_
6. A person in this class who has the same number of siblings as I do is \_\_\_\_\_
7. A person in this class whose favorite color is the same as mine is \_\_\_\_\_
8. Someone who is the youngest in their family is \_\_\_\_\_
9. A person in this class whose birthday is in the same month as mine is \_\_\_\_\_
10. A person in this class who likes the same type of music I do is \_\_\_\_\_
11. A person in this class with the same color eyes as mine is \_\_\_\_\_
12. A person in this class who is taller than I am is \_\_\_\_\_
13. A person in this class who has the same hobby as I do is \_\_\_\_\_
14. A person in this class I would like to get to know better is \_\_\_\_\_

## DO YOU HEAR WHAT I HEAR?

**Purpose:** This lesson helps student improve communication by practicing paraphrasing.

**Time Required for Lesson:** 40 minutes

**Grade Level:** 10

### Missouri Comprehensive Guidance

**Strand:** Personal and Social Development

**Big Idea:** PS.2. Interacting with others in ways that respect individual and group differences.

**Concept:** PS.2.B. Respect for self and others

### ASCA Standards:

**Domain:** Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

**Materials:** None

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 10 Unit Interacting w/Others in Ways That Respect Individual & Group Difference**

**Concept:** PS 2. B



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                                                                                              |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>1. Develop questions and ideas to initiate and refine research<br>6. Discover and evaluate patterns and relationships in information, ideas and structures<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                                                                                                              |
| X | Goal 3: recognize and solve problems<br>2. Review and revise communications to improve accuracy and clarity<br>3. Exchange information, questions and ideas while recognizing the perspectives of others                                                                                                                                     |
| X | Goal 4: make decisions and act as responsible members of society<br>1. Explain reasoning and identify information used to support decisions                                                                                                                                                                                                  |

**This lesson supports the development of skills in the following academic content areas.**

| Academic Content Area(s)  | Specific Skill(s)                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------|
| X Communication Arts      | 6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics               |                                                                                           |
| X Social Studies          | 6. Relationships of the individual and groups to institutions and cultural traditions.    |
| Science                   |                                                                                           |
| Health/Physical Education |                                                                                           |
| Fine Arts                 |                                                                                           |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   | X | Tolerance       |
| X | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Assessment will be via classroom observation, discussion and personal journal entries.

**Lesson Preparation**

**Essential Questions:** Why is it important to understand what others are saying?

**Engagement (Hook):** Ask students how these items are related: cellular phone, texting, twitting, television, and newspapers? Explain that these and other forms of communication help us understand and remain connected with others.

**Procedures**

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Ask for five volunteers. Send four of the volunteers out in the hall. Read the following rumor to the student that remains in the classroom: <b>I need to report an accident. As I was leaving the corner grocery store, I saw a sports car speeding through the intersection of Elm and Third. A truck coming from the north was attempting to turn right and a van coming from the south was turning left. There seemed to be quite a bit of damage to the car and people needed to get to the hospital.</b></li><li>2. Ask the next student to enter the room and the first student repeats to the second student what he or she heard. The student repeats to the class what he or she has heard. Repeat this process until the last student has heard the rumor and it is repeated to the class. Remind the class: no questions during the activity. The class will act as observers.</li><li>3. Process with class what happened to the facts of the story as each person repeated it. Why did story change by the time it was repeated by the last person? How might misunderstandings have been prevented?</li><li>4. Discuss communication as a two-way street and it is sometimes difficult. Much of our communication is really talking at someone rather than with them. In this situation, paraphrasing what each individual reported would have helped the listener be sure he or she got the facts straight. Paraphrasing helps us to listen. Ask for statements from students and demonstrate paraphrasing.</li><li>5. Suggest to students that the following phrases can be helpful in paraphrasing statements: a) I hear you saying that...b) what I think you said is that...c) it</li></ol> | <ol style="list-style-type: none"><li>1. Students volunteer and one student remains in the room and the other four go into the hall. The student remaining in the classroom listens to the rumor.</li><li>2. The next student comes in and the first student repeats what he or she has heard to the second student. Students complete the process until the last student repeats what he or she has heard. Students discuss what the last student heard and compare similarities and differences.</li><li>3. Students participate in conversation and offer explanations about the changes in the story and how they might have been prevented.</li><li>4. Students listen and suggest statements that can be paraphrased</li><li>5. Students use suggested phrases in paraphrasing statements.</li></ol> |

| <b><i>Professional School Counselor Procedures:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b><i>Student Involvement:</i></b>                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>sounds like...</p> <p>6. Divide students into groups of three (two communicators and one observer). The two communicators must choose a subject to talk about. The designated speaker initiates the conversation by making a statement. The listener must respond by first paraphrasing the speaker's statement to the satisfaction of the speaker. The observer determines if the listener paraphrased accurately. Then the listener makes a statement. The speaker must paraphrase first, and then make a statement. Have students switch roles after 15 minutes.</p> <p>7. Discuss how people usually do not listen to what other people are saying. Ask students how they felt doing this activity. Did they think they were listened to? Did they want to respond right away without paraphrasing? Ask students to keep a journal in which they record the following: a) a statement made, b) their paraphrase, and c) the reaction of the speaker to their paraphrasing.</p> | <p>6. Students engage in role-play using paraphrasing.</p> <p>7. Students answer the question: did they think they were listened to and did they respond right away without paraphrasing? Students record in their journals a) a statement made, b) their paraphrase, and c) the reaction of the speaker to their paraphrasing.</p> |



## EXAMINING CONFLICT

**Purpose:** This lesson helps students gain understanding of how they, as individuals, can contribute to a positive peer culture that discourages behaviors such as physical conflict, name-calling, bullying and rumors. Students learn to: define conflict; identify indicators of conflict; identify sources of conflict for high school students; identify ways that uninvolved parties contribute to exaggerating a conflict; identify the steps to take before becoming involved in a conflict and ways to help decrease the level of conflict.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 12

### Missouri Comprehensive Guidance

**Strand:** Personal and Social Development

**Big Idea:** PS.2: Interacting with others in ways that respect individual and group differences.

**Concept:** PS.2.B. Respect for self and others

### ASCA Standards

**Domain:** Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

**Materials:** None

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 12 Unit:** Interacting w/Others in Ways That Respect Individual & Group Difference

**Concept:** PS 2. B.



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas <ul style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| X | Goal 2: communicate effectively within and beyond the classroom <ul style="list-style-type: none"> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| X | Goal 3: recognize and solve problems <ul style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ul> |
| X | Goal 4: make decisions and act as responsible members of society <ul style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |

**This lesson supports the development of skills in the following academic content areas.**

| <b>Academic Content Area(s)</b> |                           | <b>Specific Skill(s)</b>                                                                  |
|---------------------------------|---------------------------|-------------------------------------------------------------------------------------------|
| X                               | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas |
|                                 | Mathematics               |                                                                                           |
| X                               | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.    |
|                                 | Science                   |                                                                                           |
|                                 | Health/Physical Education |                                                                                           |
|                                 | Fine Arts                 |                                                                                           |

**Enduring Life Skill(s)**

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   |   | Tolerance       |
| X | Respect      |   | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students write a paragraph about how traits such as honesty, cooperation, respect, humanity, responsibility, and self-esteem are related to resolving conflict in a positive way.

**Lesson Preparation**

**Essential Questions:** What traits can help resolve conflict?

**Engagement (Hook):** State: As you graduate from high school, you might encounter situations that require you to resolve conflict. Are you prepared to resolve conflicts?

**Procedures**

| <b>Professional School Counselor Procedures:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Student Involvement:</b>                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Ask for a volunteer to role play an argument with you. See Counselor Sheet for argument scenario.</li> <li>2. Ask students the following questions: a) what just happened? b) What feelings and thoughts did you have about the argument? c) Was this interesting to watch? Why? d) What usually happens at school when something like this happens in the hall?</li> <li>3. Write the following objectives on the board: a) Define “conflict” b) List three indicators of a conflict c) List five sources of conflict for high school students d) List two ways that uninvolved parties contribute to exaggerating a conflict e) Name the first two steps to take before becoming involved in a conflict f) List four ways to help decrease the level of conflict. Answer the questions and discuss with students.</li> </ol> | <ol style="list-style-type: none"> <li>1. A student volunteers to role-play. Students observe the exchange between the volunteer and counselor.</li> <li>2. Students answer questions regarding the argument scenario and discuss with the group.</li> <li>3. Students answer questions and share similarities and differences.</li> </ol> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4. Define conflict as a disagreement or opposing point of view. Explain that it can be verbal or physical and that verbal conflict can lead to physical conflict. Ask students to list the verbal and physical signals of conflict. Examples: raised voices, shoving or physical altercation, angry facial expressions, and threatening.</p> <p>5. Ask students what typically happens when a crowd watches a conflict. Suggest that onlookers yell encouragement to spur and spread the story, adding to make it more exciting.</p> <p>6. Explain that each person is responsible for avoiding conflict. In order to avoid conflict, encourage students to first <b>stop</b>, and then <b>think</b>. Explain that these two steps should be done in any decision-making situation. List on the board and explain the following ways to reduce conflict: a) mediate b) reason, c) leave the situation and d) ask an adult to intervene.</p> <p>7. Ask students to write a paragraph that addresses the objectives outlined in step 3 above.</p> | <p>4. Students list and share verbal and physical signals of conflict.</p> <p>5. Students explain what happens when a crowd watches a conflict.</p> <p>6. Students discuss the ways to reduce conflict.</p> <p>7. Students write a paragraph that addresses the objectives outlined in Step 3 above.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## CONFLICT DIALOGUE

*Student: "I'll write the objectives on the board."*

*School Counselor: "No! We have to have a little discussion first and decide on the objectives together."*

*Student: "We always have to do it your way. I get sick of this stuff."*

*School Counselor: "Well, you never want to try a new way."*

*Student: "Hey! You want to do this alone?"*

*School Counselor: "I would do a better job myself."*

### IDENTIFYING THE REAL PROBLEM

**Purpose:** This lesson emphasizes the need for accurate problem definition when faced with situations such as dilemmas, conflicts with others (or self) or major decisions. Students learn a method for identifying the real problem.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 12

#### Missouri Comprehensive Guidance

**Strand:** Personal and Social Development

**Big Idea:** PS 2. Interacting With Others in Ways That Respect Individual and Group Differences

**Concepts:** PS.2.B. Respect for self and others  
PS.2.C. Personal responsibility in relationships

#### ASCA Standards:

**Domain:** Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

**Materials:** Paper; Pencils/pens

#### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 12 Unit Interacting with Others in Ways the Respect Individual and Group Differences**

**Concept:** PS.2.B. & PS.2.C.



#### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas <ul style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| X | Goal 2: communicate effectively within and beyond the classroom <ul style="list-style-type: none"> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| X | Goal 3: recognize and solve problems <ul style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ul> |
| X | Goal 4: make decisions and act as responsible members of society <ul style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

|   |                           |                                                                                                                                                                                                                                                                          |
|---|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas                                                                                                                                                                                |
|   | Mathematics               |                                                                                                                                                                                                                                                                          |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                                                                                                   |
|   | Science                   |                                                                                                                                                                                                                                                                          |
| X | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)<br>5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use) |
|   | Fine Arts                 |                                                                                                                                                                                                                                                                          |

**Enduring Life Skill(s)**

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   |   | Tolerance       |
| X | Respect      |   | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students identify steps in problem-solving and apply to a problem he or she is facing or could face in the future.

**Lesson Preparation**

**Essential Questions:** What are effective ways of dealing with problems?

**Engagement (Hook):** Ask: What is the advantage or disadvantage of taking a closer look at a situation or problem?

**Procedures**

| <b>Professional School Counselor Procedures:</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Student Involvement:</b>                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1. Explain to students that problem identification is one of the most important steps in problem-solving. Illustrate with the idea that in counseling, once a client has identified and “owned” the problem, the problem is almost solved. One of the most important functions of a counselor is to “mirror” or reflect upon a person’s situation so that he or she can more accurately identify the problem. | 1. Students listen                                                                                              |
| 2. Lead a brainstorming activity on what keeps people from being able to identify problems.                                                                                                                                                                                                                                                                                                                   | 2. Students brainstorm on what keeps people from being able to identify problems and discuss ideas.             |
| 3. Suggest the following: a) Denial- one does not want to admit his or her problems and often blames others.                                                                                                                                                                                                                                                                                                  | 3. Students listen and discuss the suggestions of: denial, inaccurate self-perception, and ignorance of options |

| <b>Professional School Counselor Procedures:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Student Involvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>b) Inaccurate self-perception- one believes something about himself or herself that may not be true. c) Ignorance of options available- one does not consider a full range of options and feels unnecessarily trapped.</p> <p>4. Explain methods for overcoming these road blocks to problem identification. Give examples of each: a) Denial- often requires strong intervention from intimates or some major tragedy to open up the eyes, i.e. alcoholism. b) For inaccurate self-perception, communication and feedback are very important. For example, one who thinks he or she is unintelligent should think, “What can I do to make the situation better?” In exploring this question, the issue may be redefined more accurately. Remind students that talking with another person, e.g., their professional school counselor or a friend, can also be helpful. c) Ignorance is often a road block to problem identification. Define a broad range of problems in which getting more information may be the first step. Summarize that when problems are encountered, the first thing one should do is get more information in order to identify the real problem.</p> <p>5. Ask students to generate problems that teenagers frequently encounter. Ask students to define the process for identifying the real problem.</p> <p>6. Have students work in small groups to solve problems they generated. Ask groups to share their results with the class.</p> <p>7. Summarize by emphasizing the need for accurate problem definition when solving problems.</p> | <p>available</p> <p>4. Students listen and discuss the methods to overcoming road blocks to problem identification.</p> <p>5. Students generate problems that teenagers frequently encounter and define the process for identifying the real problem.</p> <p>6. Students work in small groups to solve problems they generated and share results with the class.</p> <p>7. Students listen and ask questions for clarification.</p> |

## DECISION-MAKING EXERCISE

**Purpose:** This lesson uses the decision-making model to stress the importance of being prepared to make effective decisions when faced with difficult problems.

**Time Required for Lesson:**

**Grade Level:** 10

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS. 2. Interacting with Others in Ways That Respect Individual and Group Differences

**Concepts:** PS.2.B. Respect for self and others

PS.2.C. Personal responsibility in relationships

**ASCA Standards:**

**Domain:** Personal Social Development

A. Student will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

B. Students will make decisions, set goals, and take necessary action to achieve goals.

C. Students will understand safety and survival skills.

**Materials:** Paper, Pens/pencils

**Comprehensive Guidance Program Curriculum Unit/Lesson links**

**Grade 10 Unit:** Interacting With Others in Ways That Respect Individual and Group Differences

**Concept:** PS 2. B. C.



**Show Me Standards: Performance Goals (check one or more that apply)**

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>1. Develop questions and ideas to initiate and refine research<br>5. Comprehend and evaluate written, visual and oral presentations and works<br>6. Discover and evaluate patterns and relationships in information, ideas and structures                                                                                                                                                                                                                                                                                                                                                                                   |
| X | Goal 2: communicate effectively within and beyond the classroom<br>2. Review and revise communications to improve accuracy and clarity<br>3. Exchange information, questions and ideas while recognizing the perspectives of others                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>2. Develop and apply strategies based on ways others have prevented or solved problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems<br>4. Evaluate the processes used in recognizing and solving problems<br>5. Reason inductively from a set of specific facts and deductively from general premises<br>6. Examine problems and proposed solutions from multiple perspectives<br>7. Evaluate the extent to which a strategy addresses the problem<br>8. Assess costs, benefits and other consequences of proposed solutions |
| X | Goal 4: make decisions and act as responsible members of society<br>1. Explain reasoning and identify information used to support decisions<br>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>6. Identify tasks that require a coordinated effort and work with others to complete those tasks                                                                                                                                                                                                                                                                                                                                               |



**This lesson supports the development of skills in the following academic content areas.**

| <b>Academic Content Area(s)</b> |                           | <b>Specific Skill(s)</b>                                                                                                 |
|---------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------|
| X                               | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas                                |
|                                 | Mathematics               |                                                                                                                          |
| X                               | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                   |
|                                 | Science                   |                                                                                                                          |
| X                               | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
|                                 | Fine Arts                 |                                                                                                                          |

### **Enduring Life Skill(s)**

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   |   | Tolerance       |
| X | Respect      |   | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Using the decision making model, students think of a problem that he or she must face in the coming week and write a paragraph applying the decision making model discussed in the session.

### **Lesson Preparation**

**Essential Questions:** How do we make good decisions when faced with difficult problems?

**Engagement (Hook):** Ask students: What is your strategy for solving difficult problems? Does your strategy work? If so, how does it work and why do you think it works?

### **Procedures**

| <b>Professional School Counselor Procedures:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Student Involvement:</b>                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>List the steps in the decision-making model on the board and have students write them down: <ul style="list-style-type: none"> <li>state the problem clearly</li> <li>think of alternatives</li> <li>list the pros and cons</li> <li>choose an alternative</li> <li>implement a plan of action</li> <li>evaluate the results</li> </ul> </li> <li>Explain that some decisions are hard to make, others are easy, but they are still decisions. Stress how people constantly make decisions. Also stress that 'hard' or 'easy' will vary from student to student and may differ for a certain student at different times. List some examples and ask students to classify them as</li> </ol> | <ol style="list-style-type: none"> <li>Students listen and write the steps of the decision-making model down.</li> <li>Students listen, classify, and discuss the examples as 'hard' or 'easy.'</li> </ol> |

| <b>Professional School Counselor Procedures:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Student Involvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>‘hard’ or ‘easy.</p> <ol style="list-style-type: none"> <li>3. Ask the group to anonymously make a list of some problems facing teenagers.</li> <li>4. From the list, ask students to pick one problem that the class or group could work on using the decision-making process.</li> <li>5. Have students state the problem clearly. For example, students choose: arguing with parents as the problem. Students may need to find a way to discuss a problem without yelling and screaming.</li> <li>6. Ask students to apply the next step in the model: “think of alternatives.” Have students brainstorm as many alternatives as possible without regard to quality or feasibility. Emphasize how a bad decision may lead to a better idea. List alternatives on the board.</li> <li>7. Discuss narrowing down the list of alternative. Some can be thrown out for obvious reasons. Narrow the list to two to three strong possibilities; then apply the next step: ‘listing the pros and cons.’ Ask students to consider both long and short term consequences for themselves and for others.</li> <li>8. Ask students to follow the next step: ‘choose an alternative.’ Have student choose an alternative individually. Optional: The class or group may want to come to a consensus.</li> <li>9. In the next step have students ‘develop and implement a plan of action’ using the selected alternative.</li> <li>10. In the last step, ‘evaluate the results’ remind students that if things don’t work out satisfactorily they can make changes to their plan and try again</li> </ol> | <ol style="list-style-type: none"> <li>3. Students make an anonymous list of some problems teenagers face.</li> <li>4. Students choose one problem from the list that the class or group can work on using the decision-making process.</li> <li>5. Students state the problem clearly: ‘arguing with parents.’ Students brainstorm ways of preventing disagreements in the first place.</li> <li>6. Students apply the next step in the model: ‘think of alternatives.’ Students think of and discuss as many alternatives as possible without regard to quality or feasibility.</li> <li>7. Students discuss narrowing the list of alternatives and select two or three strong possibilities. Students discuss the pros and cons of the possibilities as well as long and short term consequences for themselves and for others.</li> <li>8. Students follow the next step in the decision-making process: ‘choose an alternative.’ Students choose an alternative individually or, or as an option, come to a consensus.</li> <li>9. Students ‘develop and implement a plan of action’ using the selected alternative.</li> <li>10. Students evaluate the results of their plan of action and make adjustments.</li> </ol> |

## SOLVING PROBLEMS TOGETHER

**Purpose:** Students participate in developing a consensus solution to a problem in small groups to gain an understanding that the brainstorming process with peers can be a valuable problem-solving technique.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 9

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

**Concept:** PS.2.C. Personal responsibility in relationships

**ASCA Standards:**

**Domain:** Personal/Social Development

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

**Materials:** Shoe box with a slit; Large pieces of chart or butcher paper, markers

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9 Unit:** Interacting With Others in Ways That Respect Individual and Group Differences

**Concept:** PS.2.C



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                  |
|---|------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas          |
| X | Goal 2: communicate effectively within and beyond the classroom  |
| X | Goal 3: recognize and solve problems                             |
| X | Goal 4: make decisions and act as responsible members of society |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                      |
|---|---------------------------|------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English<br>4. Oral and written formal and informal issues and ideas |
|   | Mathematics               |                                                                                                      |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.               |
|   | Science                   |                                                                                                      |
|   | Health/Physical Education |                                                                                                      |
|   | Fine Arts                 |                                                                                                      |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
|   | Perseverance |   | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   |   | Tolerance       |
| X | Respect      |   | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

In small groups, students develop a consensus solution to a problem and share it with the whole class.  
Ease with which students interact and share problem solving solutions in small and large group settings.

### Lesson Preparation

**Essential Questions:** In what ways are problems solved?

**Engagement (Hook):** The brainstorming “effect!” Explain to students that problems are often solved by individuals, with the help of others and collectively.

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                       | <i>Student Involvement:</i>                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Students are instructed to write down a problem encountered by his or her age group. Give suggestions: there is alcohol at a birthday party you are attending or a joint is being passed around. What will you do?                                                                                                                  | 1. Each student writes down a problem related to his or her age group.                                                                    |
| 2. Ask each student to place his or her problem in the box. Shake the box (mixing the problems).                                                                                                                                                                                                                                       | 2. Students place problems in the box.                                                                                                    |
| 3. Group students in groups of 4 or 5; as they get into groups, distribute chart or butcher paper to groups.                                                                                                                                                                                                                           | 3. Students get into groups as directed.                                                                                                  |
| 4. Ask a volunteer from each group to draw a problem from the box and write the problem on the group’s paper.                                                                                                                                                                                                                          | 4. Volunteers draw problems from the box and write it on the paper provided.                                                              |
| 5. Give the groups 1 minute to generate as many solutions as possible. Recorder writes solutions verbatim as they are given. Emphasize <i>rules of brainstorming: as fast as possible, as many ideas as possible, all responses “OK”, No evaluation—positive or negative, no ownership of ideas.</i>                                   | 5. Students brainstorm solutions for 1 minute; recorder writes solutions on paper.                                                        |
| 6. At the end of 1 minute, tell students to look over their lists and add more ideas.                                                                                                                                                                                                                                                  | 6. Students add solutions they did not think of during first step of process.                                                             |
| 7. Explore and evaluate the negatives and positives of each solution.                                                                                                                                                                                                                                                                  | 7. Explore and evaluate the negatives and positives of each solution; encourage participation of all group members.                       |
| 8. Allow each group member to “cross-off” solutions he or she could not implement.                                                                                                                                                                                                                                                     | 8. Students cross-off solutions they could not implement.                                                                                 |
| 9. Discuss remaining solutions in terms of potential effectiveness and consequences; reach a group consensus on the best solution.                                                                                                                                                                                                     | 9. Students consider potential effectiveness and consequences of each suggested solution; group reaches a consensus on the best solution. |
| 10. Groups present problems and consensus solutions to class.                                                                                                                                                                                                                                                                          | 10. Group members choose a spokesperson; spokesperson presents problem and solution.                                                      |
| 11. Process groups’ work together—what worked? What was most difficult? Discuss the application of their brainstorming experiences to helping a friend in real life. <b>Suggestion:</b> Ask each group to submit its problem and solution in writing; ask a volunteer to “type-up” the problems and solutions; copy for class members. | 11. Students contribute to the discussion.                                                                                                |

## SUBSTANCE ABUSE—TO USE OR NOT TO USE

**Purpose:** This lesson informs students of the effects of alcohol and other drug use and abuse as it relates to career choices and lifestyles.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 10

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS.3. Applying Personal Safety Skills and Coping Strategies

**Concept:** PS.3.A. Safe and healthy choices

**ASCA Standards:**

**Domain:** Personal Social Development

C. Students will understand safety and survival skills

**Materials:** Butcher paper; Markers

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 10**

**Unit:** Personal Safety Skills and Coping Strategies

**Concept:** PS 3. A



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                  |
|---|------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas          |
|   | Goal 2: communicate effectively within and beyond the classroom  |
| X | Goal 3: recognize and solve problems                             |
| X | Goal 4: make decisions and act as responsible members of society |

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

|   |                           |                                                                                                                                                                                       |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas.                                                                                            |
|   | Mathematics               |                                                                                                                                                                                       |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                |
|   | Science                   |                                                                                                                                                                                       |
| X | Health/Physical Education | 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>7. Responses to emergency situations. |
|   | Fine Arts                 |                                                                                                                                                                                       |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   | X | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students write a paragraph on how drug use could affect their career interests and relationships.

**Lesson Preparation**

**Essential Questions:** What are some reasons people abuse drugs? How can substance abuse affect career choices and relationships?

**Engagement (Hook):** Ask students: What are the 'horrors' of substance abuse ?

**Procedures**

| <i><b>Professional School Counselor Procedures:</b></i>                                                                                                            | <i><b>Student Involvement:</b></i>                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. State: "To use or not to use that is the question."                                                                                                             | 1. Students listen                                                                                                                                             |
| 2. Divide students into groups of four or five and distribute butcher paper and markers                                                                            | 2. Students divide into groups of four or five                                                                                                                 |
| 3. Have each group fold their paper into four sections                                                                                                             | 3. Each group folds paper into four sections                                                                                                                   |
| 4. Ask students to list reasons why high school students use drugs in one section                                                                                  | 4. Students list reasons why high school students use drugs in one section                                                                                     |
| 5. Ask students to list reasons why some adults may use drugs in another section of their paper                                                                    | 5. Student list reasons why some adults may use drugs in another section of their paper.                                                                       |
| 6. Ask students to list their career interests and the type of lifestyle they would like to have in another section.                                               | 6. Students list their career interests and the type of lifestyle they would like to have in another section of the paper                                      |
| 7. Have students compare their lists with each other and discuss similarities and differences                                                                      | 7. Students compare their list with each other and discuss similarities and differences                                                                        |
| 8. In the last section of the paper, have student's list reasons for not using drugs. Students should include the legal penalties that result from substance abuse | 8. In the last section of the paper, student's list reasons for not using drugs. Students should include the legal penalties that result from substance abuse. |
| 9. Have student write a paragraph on how substance abuse could affect their career interest and relationships                                                      | 9. Students write a paragraph on how substance abuse could affect their career interest and relationships.                                                     |

## FLIRTING WITH ADDICTIONS

**Purpose:** This lesson stresses the positive consequences of not drinking alcohol and the negative consequences of misuse, abuse, and dependence.

**Time Required for Lesson:** 45-60 minutes

**Grade Level:** 9

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS.3 Applying Personal Safety Skills and Coping Strategies

**Concept:** PS.3.B. Personal safety of self and others

### ASCA Standards:

**Domain:** Personal Social Development

PS C: Students will understand safety and survival skills

**Materials:** None

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9**      **Personal Safety Skills and Coping Strategies**      **Concept: PS 3.B**



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                  |
|---|------------------------------------------------------------------|
|   | Goal 1: gather, analyze and apply information and ideas          |
| X | Goal 2: communicate effectively within and beyond the classroom  |
| X | Goal 3: recognize and solve problems                             |
| X | Goal 4: make decisions and act as responsible members of society |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                                                                                                       |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas.                                                                                            |
|   | Mathematics               |                                                                                                                                                                                       |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                |
|   | Science                   |                                                                                                                                                                                       |
| X | Health/Physical Education | 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>7. Responses to emergency situations. |
|   | Fine Arts                 |                                                                                                                                                                                       |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
|   | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   | X | Tolerance       |
| X | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Observation of student involvement in discussion and willingness to share ideas and experiences. Students will list two ways to prevent alcohol use.

**Lesson Preparation**

**Essential Questions:** In what ways do making choices affect your mind, soul, and body?

**Engagement (Hook): State:** You Owe it to your “Body!”

**Procedures**

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                   | <i>Student Involvement:</i>                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Explain the increased use of alcohol among teens. Ask students to think of reasons that might contribute to the increase.                                                                                                                                                                                                                       | 1. Students offer and discuss reasons for increased alcohol use among peers                                                                      |
| 2. Write these terms on the board: a) Nonuse-avoidance of alcohol b) Use-use alcohol and drugs c) Abuse-misuse of alcohol to the degree that risk or harm to the individual and others is involved d) Dependence-habitual misuse of alcohol due to mental or physical needs. Discuss how these terms are related to alcohol use and give examples. | 2. Students listen to explanation of definitions. Discuss how terms might be related to an experience they are aware of or a personal experience |
| 3. Write the term ‘peer pressure’ on the board, give examples. Point out that peer pressure has no limits, everyone is exposed to peer pressure, and give examples of peer pressure encountered by young and older people                                                                                                                          | 3. Students listen to explanations of ‘peer pressure.’ Students volunteer to share his or her encounters with peer pressure.                     |
| 4. Ask: In ways might teens encounter alcohol?                                                                                                                                                                                                                                                                                                     | 4. Students provide suggestions of how teens might encounter alcohol use, i.e. party at friend’s house, relatives, etc.                          |
| 5. Discuss consequences of alcohol related incidents: illness, dependency, accidents, etc.                                                                                                                                                                                                                                                         | 5. Students suggest consequences of alcohol use or abuse                                                                                         |



## MEET ALCOHOL'S FIRST COUSIN-DRUGS

**Purpose:** This lesson raises students' awareness of alcohol and other drug abuse and addiction (including nicotine) so they can better help friends or themselves.

**Time Required for Lesson:** 45-50 minutes

**Grade Level:** 9-12

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS.3 Applying Personal Safety Skills and Coping Strategies

**Concept:** PS.3.B. Personal safety of self and others

**ASCA Standards:**

**Domain:** Personal Social Development

C. Students will understand safety and survival skills

**Materials:** "Stages of Drug Use and Abuse" handout; "Drug Use and Abuse" activity sheet

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9-12**    **Unit:** Personal Safety Skills and Coping Strategies    **Concept:** PS.3.B.



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                  |
|---|------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas          |
|   | Goal 2: communicate effectively within and beyond the classroom  |
| X | Goal 3: recognize and solve problems                             |
| X | Goal 4: make decisions and act as responsible members of society |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                                                                                                       |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas.                                                                                            |
|   | Mathematics               |                                                                                                                                                                                       |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                |
|   | Science                   |                                                                                                                                                                                       |
| X | Health/Physical Education | 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>7. Responses to emergency situations. |
|   | Fine Arts                 |                                                                                                                                                                                       |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   | X | Tolerance       |
| X | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students write two ways of seeking help for friends or others with a drug or alcohol problem.

### Lesson Preparation

**Essential Questions:** How do we help others address an alcohol or drug problem?

**Engagement (Hook):** Is it any of my business? Are you responsible for helping others who encounter drug or alcohol problems?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Discuss with students the need to become more aware of alcohol and drug use</li><li>2. Distribute 'Stages of Drug Use and Abuse' activity sheet. Have students follow as directions are read</li><li>3. Ask students to think of an individual who might be in one of the stages, without mentioning names.</li><li>4. Distribute 'Drug Use and Abuse' activity sheet. Ask students to write about how they might help someone struggle with a drug, alcohol, or nicotine addiction. Ask for volunteers to share with the group. Emphasize responses such as communicating openly, referring the friend to a trusted adult, accompanying friend to a support group, etc.</li></ol> | <ol style="list-style-type: none"><li>1. Students listen and discuss the need to raise awareness of alcohol and drug use.</li><li>2. Students follow along as directions are read</li><li>3. Students think of an individual who might be in one of the stages and share their information without using names</li><li>4. Students volunteer to share ways they might help a friend with a drug, alcohol, or nicotine addiction.</li></ol> |

## *STAGES OF DRUG USE, ABUSE AND ADDICTION*

Most professionals see progression from experimental drug use to chronic drug abuse as a process involving stages. This process can occur quickly or slowly, depending on the person's emotional stability, availability of drugs, peer pressure, and other factors. The following four stages are an overview of the typical progression from experimental drug use to chronic drug abuse.

**EXPERIMENTAL STAGE** -The initial stage of drug use is usually experimental. The person is curious about the effects of drugs and wants to experience the "high." Experimentation may occur once or several times, usually on weekends or during the summer when there is more free time. Drugs CAN be abused in this stage.

**SOCIAL STAGE** -In the social stage, the most common reasons for using drugs are peer pressure and acceptance. If everyone is smoking marijuana and drinking alcohol, it becomes the accepted way to be part of the group. Social use most often occurs on weekends and occasionally during the week. The person usually sets limits on his or her consumption. Sometimes he or she exceeds those limits. Abuse of drugs becomes more frequent in the social stage.

**DEPENDENT STAGE** -In the dependent stage, the person becomes preoccupied with the drug. He or she no longer uses drugs for a temporary "high" from which he or she returns to a "normal" state. He or she feels emotionally guilty, knowing drugs have become the main focus of his or her life. Attitude, appearance, and behavior change dramatically. The social aspects of drugs taper off. A person tends to abuse drugs more often when he or she is alone.

**CHRONIC STAGE** -In the chronic stage, the person feels constant emotional or physical pain that can only be lessened by the drug. The person's main thoughts are of getting and using more drugs. Effects of chronic abuse are most dramatic if the person is addicted to those drugs that cause emotional or physical withdrawal when they are not available. At this stage, the person typically requires long-term treatment to assist in recovery.

## Drug Use and Abuse

Name \_\_\_\_\_ Date \_\_\_\_\_

1. You suspect that one of your friends is in the experimental stage of drug use. How could you help this friend? \_\_\_\_\_

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2. It is obvious that your friend is in the social stage of abusing drugs. What would you do to help him or her? \_\_\_\_\_

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3. One of your friends confides to you that he or she feels he or she is dependent on a drug. What would you say or do? \_\_\_\_\_

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4. Someone you know is in the chronic stage of drug abuse. How can you help this person with this very serious problem? \_\_\_\_\_

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## INTERVENING TO HELP OTHERS

**Purpose:** This lesson helps students confront alcohol or other drug abuse.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 10

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS.3. Applying Personal Safety Skills and Coping Strategies

**Concept:** PS.3.B. Personal safety of self and others

### ASCA Standards:

**Domain:** Personal Social Development

C. Students will understand safety and survival skills

**Materials:** Paper; Pens/pencils; Local Telephone Books

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 10 Unit:** Personal Safety Skills and Coping Strategies      **Concept:** PS 3. B



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                  |
|---|------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas          |
|   | Goal 2: communicate effectively within and beyond the classroom  |
| X | Goal 3: recognize and solve problems                             |
| X | Goal 4: make decisions and act as responsible members of society |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                                                                                                       |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas.                                                                                            |
|   | Mathematics               |                                                                                                                                                                                       |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                |
|   | Science                   |                                                                                                                                                                                       |
| X | Health/Physical Education | 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)<br>7. Responses to emergency situations. |
|   | Fine Arts                 |                                                                                                                                                                                       |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   | X | Tolerance       |
| X | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students will share two resources they can utilize to help others.

## Lesson Preparation

**Essential Questions:** Where can we find help if we need it?

**Engagement (Hook):** Are you prepared to help others?

## Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Ask students to imagine the following scenario: “Your friend has been drinking secretly for several months and no one knows about this behavior except you. The amount your friend has been drinking has increased in the last week, and he or she is now drinking every day. You are not sure why this friend is drinking, but you do know that his or her parents are in the midst of an angry divorce.”</li><li>2. Ask students to list the steps he or she would take in dealing with the scenario. Tell students to be as specific as possible, including phone numbers of any agencies that they would contact. They should think the process through clearly and provide a backup plan if their first plan of action does not work.</li><li>3. Divide students into groups of four. Ask them to compare plans and negotiate until they have a group plan that all four members agree upon. Distribute local telephone book to each group to locate agencies and phone numbers that might be helpful.</li><li>4. Ask each group to present a plan of action for helping the friend in the scenario. Encourage the class to discuss various possibilities, their benefits, and their drawbacks. Remind students that there are many resources to assist other with substance abuse.</li></ol> | <ol style="list-style-type: none"><li>1. Students listen to the scenario</li><li>2. Students list the steps he or she would take in dealing with the scenario. Students include phone numbers of agencies that they would contact. Students provide a backup plan if their first plan does not work.</li><li>3. Students divide into four groups. Students compare plans and negotiate until they have a group plan that all four members agree upon. Students use local phone books to locate agencies and phone number that might be helpful.</li><li>4. Each group presents their plan of action to help the friend in the scenario. Students discuss various possibilities, their benefits, and their drawbacks.</li></ol> |

## WHAT IS AHEAD?

**Purpose:** This lesson provides seniors with an opportunity to identify areas of concern involving post-graduation plans. Students complete a self-assessment of personal concerns and have an opportunity to talk with graduates.

**Time Required for Lesson:** Two 50-minute sessions

**Grade Level:** 11

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD.4: Applying skills needed for educational achievement.



**Concept:** AD.4.A. Lifelong learning

**ASCA Standards:** Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

**Materials:** *What is Ahead—Self-Assessment* student activity sheet

### Comprehensive Guidance Program Curriculum Unit/Lesson links

|                 |                                       |                          |                                                                                     |                                                                                     |
|-----------------|---------------------------------------|--------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Grade 11</b> | <b>Unit:</b> <u>Learning for Life</u> | <b>Concept:</b> AD.4. A. |  |  |
|-----------------|---------------------------------------|--------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                        |
| X | Goal 3: recognize and solve problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems                                                |
| X | Goal 4: make decisions and act as responsible members of society                                                                                                                       |

**This lesson supports the development of skills in the following academic content areas.**

#### Academic Content Area(s)

#### Specific Skill(s)

|   |                           |                                                                                                                                                                                                         |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                                                                                                                                         |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                                  |
|   | Science                   |                                                                                                                                                                                                         |
|   | Health/Physical Education |                                                                                                                                                                                                         |
|   | Fine Arts                 |                                                                                                                                                                                                         |

#### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students complete a self-assessment of concerns.

## Lesson Preparation

**Essential Questions:** What do we do next? What happens after high school?

**Engagement (Hook):** Have students imagine graduation as a closed door and participation in the graduation ceremony as an open door. Ask: When the door is opened what will you find?

## Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                            | <i>Student Involvement:</i>                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 1. Prior to the sessions, arrange for recent graduates to visit to answer students' questions                                                                                                               | 1. N/A                                                                                                    |
| <b>Session I</b>                                                                                                                                                                                            |                                                                                                           |
| 2. Explain to students how life after graduation can be confusing or intimidating. Discuss how things will be different after graduation. Ask student to think about and share what concerns them the most. | 2. Students listen and share thoughts on their concerns and how things will be different after graduation |
| 3. Explain to students that in the next session, recent graduates will visit to answer their questions and concerns. Distribute and ask students to complete the "What is Ahead? Self-Assessment"           | 3. Students complete the "What is Ahead?" activity sheet                                                  |
| 4. Before the next session, summarize and send the results of the activity sheet to members of the recent graduate panel                                                                                    | 4. N/A                                                                                                    |
| <b>Session II</b>                                                                                                                                                                                           |                                                                                                           |
| 5. Introduce the visiting graduates                                                                                                                                                                         | 5. N/A                                                                                                    |
| 6. Ask each panel member to discuss his or her current situation and explain how he or she made his or her post-graduation plans                                                                            | 6. Student listen and welcome panel members                                                               |
| 7. Review the results of the activity sheet. Ask students to discuss a personal concern from their surveys                                                                                                  | 7. Students discuss a personal concern from their survey with panel members                               |
| 8. Allow time for general questions and answers.                                                                                                                                                            | 8. Students participate in question and answer session with panel members.                                |



## “What is Ahead?” Self-Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

### Directions:

- In column 1, check the items you would like to discuss with graduates.
- In column 2, check the items you know something about or know someone who does.
- In column 3, check items with which you have had experience and are willing to share your expertise with class during discussion.

| Discussion Items                            | 1 | 2 | 3 |
|---------------------------------------------|---|---|---|
| Getting a job                               |   |   |   |
| Obtaining recommendations and references    |   |   |   |
| Choosing a vocational-technical school      |   |   |   |
| Using employment agencies                   |   |   |   |
| Writing and using resumes                   |   |   |   |
| Knowing what to find out about a job        |   |   |   |
| Interviewing skills                         |   |   |   |
| Avoiding pitfalls                           |   |   |   |
| Selecting doctors and dentists              |   |   |   |
| Choosing a field of study                   |   |   |   |
| Creating a budget                           |   |   |   |
| Choosing a college                          |   |   |   |
| Leaving home for the first time             |   |   |   |
| Adjusting to living at home and commuting   |   |   |   |
| Finding new friends                         |   |   |   |
| Anticipating personal expenses              |   |   |   |
| Managing time                               |   |   |   |
| Knowing how to get help with school problem |   |   |   |
| Living at home after graduation             |   |   |   |
| Paying rent                                 |   |   |   |
| Understanding family responsibilities       |   |   |   |
| Paying for utilities                        |   |   |   |
| Anticipating food costs                     |   |   |   |
| Making a roommate choice                    |   |   |   |
| Having a new social life                    |   |   |   |
| Determining costs of living                 |   |   |   |
| Paying taxes                                |   |   |   |
| Relationships                               |   |   |   |
| Arranging for transportation                |   |   |   |
| Financing continuing education              |   |   |   |
| Buying insurance                            |   |   |   |
| Reserving money for entertainment           |   |   |   |
| Making consumer savings                     |   |   |   |
| Other                                       |   |   |   |

## EVALUATING PAST DECISIONS

**Purpose:** This lesson raises student awareness of past decisions and techniques they can use to improve future decisions.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 9

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD 4 Applying Skills Needed for Educational Achievement

**Concept:** AD.4.B. Self-management for educational achievement

**ASCA Standards:** Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** None

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9 Unit:** Learning for Life

**Concept:** AD 4. B



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>6. Discover and evaluate patterns and relationships in information, ideas and structures<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                                            |
| X | Goal 3: recognize and solve problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems                                                                                                                                    |
| X | Goal 4: make decisions and act as responsible members of society                                                                                                                                                                                                           |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                                                                                                                         |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                                                                                                                                         |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                                  |
|   | Science                   |                                                                                                                                                                                                         |
|   | Health/Physical Education |                                                                                                                                                                                                         |
|   | Fine Arts                 |                                                                                                                                                                                                         |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students make a list of factors that influence decision-making.

**Lesson Preparation**

**Essential Questions:** What factors or things do you consider when making decisions? Can we learn from decisions made last year?

**Engagement (Hook):** Was your decision a good one? Explain to students the importance of reevaluating decisions we have made.

**Procedures**

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Divide students into pairs</li><li>2. Have students discuss decisions they have made in the last year that are affecting them now. For example: a) selecting courses for the current school year, b) joining an after school sport or club, c) or getting a part-time job.</li><li>3. Ask students to compile a list of the factors that influence decision-making. For example, a) degree of influence by friends, b) degree of influence by parents, c) information gained prior to decision, d) and consideration of long-term or short-term effects. Ask students to consider if the decisions they made were good decisions.</li><li>4. Instruct students to analyze the positive or negative influences of the factors.</li><li>5. Reconvene the class and discuss which decisions were based on facts and thoughtful consideration. Ask which decisions were based on intuition or hunches.</li></ol> | <ol style="list-style-type: none"><li>1. Students divide into pairs</li><li>2. Students discuss decisions they have made in the last year that are affecting them now.</li><li>3. Students compile a list of the factors that influence decision-making and discuss whether they made good decisions.</li><li>4. Students analyze positive and negative influences of the factors.</li><li>5. As a class, students discuss which decisions were based on facts and thoughtful consideration. Students consider which decisions were based on intuition or hunches.</li></ol> |

## GETTING IT ON PAPER

**Purpose:** This lesson emphasizes and reinforces note-taking skills as a factor in school success.

**Time Required for Lesson:** 45-50

**Grade Level:** 9

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD 4. Applying skills needed for educational achievement



**Concept:** B. Self-management for educational achievement

**ASCA Standards:** Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** Social studies textbook or some other content are textbook; Paper; Pen or pencil

### Comprehensive Guidance Program Curriculum Unit/Lesson links

|                |                                       |                        |                                                                                                                                                                         |
|----------------|---------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade 9</b> | <b>Unit: <u>Learning for Life</u></b> | <b>Concept: AD 4.B</b> |   |
|----------------|---------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>6. Discover and evaluate patterns and relationships in information, ideas and structures<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
|   | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                                            |
| X | Goal 3: recognize and solve problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems                                                                                                                                    |
| X | Goal 4: make decisions and act as responsible members of society                                                                                                                                                                                                           |

**This lesson supports the development of skills in the following academic content areas.**

#### Academic Content Area(s)

#### Specific Skill(s)

|   |                           |                                                                                                                                                                                                         |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                                                                                                                                         |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                                  |
|   | Science                   |                                                                                                                                                                                                         |
|   | Health/Physical Education |                                                                                                                                                                                                         |
|   | Fine Arts                 |                                                                                                                                                                                                         |

#### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students identify and write two main ideas for note taking. Also, observation of student's note taking (too many or too few).

**Lesson Preparation**

**Essential Questions:** What strategies do people use to remember things? Can those strategies be utilized in the classroom setting?

**Engagement (Hook):** Getting down on paper! How good are you at writing things down?

**Procedures**

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Student Involvement:</i>                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Write "SQ3R" on the board:</p> <p>S-Skim<br/>Q-Question<br/>R-Read<br/>R-Review<br/>R-Recite<br/>Explain to students that they will learn a new method of taking notes</p> <p>2. Tell students it is important to skim over a chapter before beginning to read it paying particular attention to headings, questions at the end of the chapter, photos, and/or diagrams.</p> <p>3. Ask students select a section of several paragraphs in their textbooks. After skimming the section, ask students to write two or three questions of their own. Ask students the following questions:<br/>a) What did you learn from the section?<br/>b) Do you think what you want to learn is importance enough for the teacher to test you on?<br/>Tell students that their questions will be answered after the reading is completed.</p> <p>4. After questions have been devised, ask students to carefully read the section and take notes. Tell them to find main ideas by concentrating on the major concepts and paying attention to ideas mentioned more than once.</p> <p>5. Ask students to review their notes and answer the</p> | <p>1. Students listen and write the letters and what each stands for.</p> <p>2. Students listen</p> <p>3. Students write two to three questions.</p> <p>4. Students read the section and write notes.</p> <p>5. Students review notes and answer questions they</p> |

| <i><b>Professional School Counselor Procedures:</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i><b>Student Involvement:</b></i>                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>questions they wrote earlier. Emphasize the importance of reviewing notes more than once or twice.</p> <p>6. Ask students to mentally recite the main concepts of the chapter.</p> <p>7. Remind students that the process may take several days. Suggest the following timetable:</p> <ul style="list-style-type: none"> <li>a) <b>Day One</b>- Skim, question, and take notes for part of the chapter.</li> <li>b) <b>Day Two</b>-Read and take notes for the rest of the chapter</li> <li>c) <b>Day Three</b>- Review notes several times</li> <li>d) <b>Day Four</b>-Review again</li> <li>e) <b>Day Five</b>-Recite the main concepts of the chapter.</li> </ul> | <p>devised</p> <p>6. Students mentally recite main concepts of the chapter.</p> <p>7. Students review the process and discuss what they consider advantages or disadvantages.</p> |

## IMPROVING BASIC STUDY SKILLS

**Purpose:** This lesson helps students improve/reinforce effective study habits. Guidelines are provided to help students evaluate and improve their current study habits.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 9-10

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD 4. Applying skills needed for educational achievement

**Concept:** B. Self-management for educational achievement

**ASCA Standards:** Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** *A Model for Effective Studying* handout

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9-10**    **Unit:** Learning for Life    **Concepts:** AD.4.B     

### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>6. Discover and evaluate patterns and relationships in information, ideas and structures<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                                            |
| X | Goal 3: recognize and solve problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems                                                                                                                                    |
| X | Goal 4: make decisions and act as responsible members of society                                                                                                                                                                                                           |

**This lesson supports the development of skills in the following academic content areas.**

#### Academic Content Area(s)

#### Specific Skill(s)

|   |                           |                                                                                                                                                                                                         |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                                                                                                                                         |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                                  |
|   | Science                   |                                                                                                                                                                                                         |
|   | Health/Physical Education |                                                                                                                                                                                                         |
|   | Fine Arts                 |                                                                                                                                                                                                         |

#### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Four week check of student's progress determines the effectiveness of the study model

### Lesson Preparation

**Essential Questions:** Do strategies contribute to our success?

**Engagement (Hook):** Do you have plans to be successful in high school? If so, what are they?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                              | <i>Student Involvement:</i>                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Distribute the "A Model for Effective Studying" handout and review each section with students                                                                                              | 1. Students receive handout and review each section                                                                                                       |
| 2. Ask students to use the guidelines on the handout to complete an assignment they have. For textbook reading assignments, encourage students to follow guidelines #1 and #2 on the handout. | 2. Students use the guidelines on the handout to complete an assignment they have and follow guidelines #1 and #2 of the handout for reading assignments. |
| 3. Circulate around the room to assist students with questions regarding his or her assignment and the guidelines.                                                                            | 3. Students work on assignments using the guidelines and ask questions for clarification.                                                                 |



# ***A Model for Effective Studying***

## **1. Previewing textbook chapters**

- *Scan chapter headings*
- *Scan illustrations*
- *Skim introductions and summaries*
- *Skim study questions*

## **2. Reading**

- *Understand the meaning of new vocabulary words*
- *Paint the total picture of what you are trying to learn by keeping in mind the questions you want to answer*
- *Find the main idea in each paragraph or section*
- *Use supplementary materials in addition to the textbook to help you understand*

## **3. Note-Taking**

- *Create a standard outline*
- *Use mind mapping. Highlight, circle, underline, draw, or use arrows or capital letters to emphasize main ideas.*
- *Review notes. Establish a practice and review schedule*

## **4. Listening**

- *Listen for main ideas*
- *Follow directions*

## **5. Preparing for examinations**

- *Review important facts and principles from class and study notes*
- *Create sample questions that you think might be asked and answer them*
- *Give yourself plenty of time to study*

## **6. Taking tests and examinations**

- *Read the directions and questions carefully*
- *Plan your answer to essay questions through an outline*
- *Be familiar with the types of problems or questions asked on tests and exams*
- *Plan to distribute your time to answer difficult or time-consuming questions*
- *Proofread and check your answers*

## **7. Managing time**

- *Keep up to date in your assignments and reading*
- *Have a study schedule in which you set aside time each day for studying*
- *Divide your study time among the various subjects*

## **8. Arranging a study setting**

- *Make sure that your desk or table is large enough*
- *Ensure that your study space is neat and free from distractions*
- *Study in a quiet place, one that is free from noisy disturbances*
- *Ensure that you have the equipment and materials you need*

## TEN TEST-TAKING TIPS

**Purpose:** This lesson introduces strategies that enable students to make the best possible score on tests.

**Time Required for Lesson:** 30 minutes

**Grade Level:** 9-10

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD.4. Applying Skills Needed for Academic Achievement

**Concept:** AD.4.B. Self-management for educational achievement

**ASCA Standards:** Academic Development

**A.** Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials:** Paper, Pens/pencils

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9-10**      **Unit:** Learning for Life      **Concept:** AD 4. B       

### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>6. Discover and evaluate patterns and relationships in information, ideas and structures<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                                            |
| X | Goal 3: recognize and solve problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems                                                                                                                                    |
| X | Goal 4: make decisions and act as responsible members of society                                                                                                                                                                                                           |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                                                                                                                         |
|---|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                                                                                                                                         |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                                  |
|   | Science                   |                                                                                                                                                                                                         |
|   | Health/Physical Education |                                                                                                                                                                                                         |
|   | Fine Arts                 |                                                                                                                                                                                                         |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students write ten test taking tips and share with the class at least two tips that he or she can implement immediately.

## Lesson Preparation

**Essential Questions:** How should you prepare to take test?

**Engagement (Hook):** Today is Monday and your English teacher announces at test for Friday. What steps do you take during the week to get ready for the test?

## Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                            | <i>Student Involvement:</i>                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. Write the following tips on the board: a) erase wrong answers completely, b) change answers if you are sure, c) review your work, d) guess intelligently, e) answer every question, f) mark answers clearly and accurately, g) read each question carefully, h) answer easy questions first, i) read directions carefully, j) and work at a steady pace. | 1. Students write the tips on paper.                                                                                   |
| 2. Explain each tip and elaborate with personal experiences. Welcome comments from students                                                                                                                                                                                                                                                                 | 2. Students listen and comment on tips.                                                                                |
| 3. Discuss tips in relationship to different types of tests such as essay tests or objective tests.                                                                                                                                                                                                                                                         | 3. Students listen and offer comments.                                                                                 |
| 4. Ask students to share with the class at least two tips they can implement immediately. Ask students to review tips regularly.                                                                                                                                                                                                                            | 4. Students share with the class at least two tips he or she can implement immediately. Student review tips regularly. |

## STUDYING FOR SUCCESS

**Purpose:** This lesson provides students with successful study techniques for the increased challenges of high school workload.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 9-11

**Missouri Comprehensive Guidance Strand:** Academic Development

**Big Idea:** AD.4. Applying skills needed for educational achievement.

**Concept:** B. Self-management for educational achievement

### ASCA Standards:

Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

**Materials:** *Survival Guide for High School Students and Parents* handout

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9-11**    **Unit:** Learning for Life    **Concept:** AD 4.B  

### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation                                                                                        |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                                               |
| X | Goal 3: recognize and solve problems<br>2. Develop and apply strategies based on ways others have prevented or solved problems<br>4. Evaluate the processes used in recognizing and solving problems<br>6. Examine problems and proposed solutions from multiple perspectives |
| X | Goal 4: make decisions and act as responsible members of society<br>1. Explain reasoning and identify information used to support decisions<br>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals                                          |

**This lesson supports the development of skills in the following academic content areas.**

| Academic Content Area(s) |                           | Specific Skill(s)                                                                                                                                                                                        |
|--------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X                        | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>6. Participating in formal and informal presentations and discussions of issues and ideas. |
|                          | Mathematics               |                                                                                                                                                                                                          |
| X                        | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                                   |
|                          | Science                   |                                                                                                                                                                                                          |
|                          | Health/Physical Education |                                                                                                                                                                                                          |
|                          | Fine Arts                 |                                                                                                                                                                                                          |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
| X | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know/be able to do as a result of this lesson:**

|                                                                                     |
|-------------------------------------------------------------------------------------|
| Student participation in discussion of handout and suggestions of additional ideas. |
|-------------------------------------------------------------------------------------|

**Lesson Preparation**

|                                                                                        |
|----------------------------------------------------------------------------------------|
| <b>Essential Questions:</b> What strategies can be used to help you study for success? |
|----------------------------------------------------------------------------------------|

|                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Engagement (Hook):</b> Place this statement on the board, ‘Failing to plan is planning to fail’ Explain to students that the lack of planning can result in failure. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Procedures**

| <i><b>Professional School Counselor Procedures:</b></i>                                                                                                                       | <i><b>Student Involvement:</b></i>                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1. Explain to students the need for improved study skills and the importance of good grades                                                                                   | 1. Students listen                                                                                          |
| 2. Distribute the “Survival Guide for High School Students and Parents” student handout and discuss each suggestion for successful studying. Ask for feedback on each aspect. | 2. Students receive the handout and discuss each suggestion for successful studying.                        |
| 3. Summarize the key points with the class and ask students to volunteer additional ideas they may have. Ask students to take the handout home and share with their parents.  | 3. Students volunteer additional ideas they may have. Students take the handout home and share with parents |

## **SURVIVAL GUIDE FOR HIGH SCHOOL STUDENTS AND PARENTS**

### **Studying**

- Instead of cramming the night before a test, study a little every day.
- Take occasional breaks; rejuvenate your brain.
- Your study area should be well-lighted, comfortable, and free of distractions. TVs and stereos can prevent you from concentrating and make your study time less efficient.
- Rest, relaxation, exercise, and a proper diet promotes one's efficiency. A high protein, low sugar breakfast is helpful for maintaining a constant energy level all day.
- Think of your study time as a pleasant learning experience rather than a chore.
- Form a study group with classmates if it suits your learning style.
- Seek tutoring from your school and various community resources.

### **Preparing for the Test**

- Keep up with your schoolwork. Once you fall behind, it's hard to catch up.
- Pay attention to review sessions. Ask questions about what type of test questions to expect. If you don't understand something, ask your teacher.
- Review the major ideas (concepts) of the test material. Learn the key vocabulary words. Make flash cards of the vocabulary if it helps you. Ask someone to test you on them.

### **Taking the Test**

Don't panic! Everyone feels tension before taking a test. Tension helps you stay alert. Let it work for you. Read the entire test before doing anything else. This will allow you to:

- Get rid of a few butterflies
- Choose the easiest questions to answer first
- Budget your time
- Start thinking about the tougher questions
- Pick up clues to some questions in other questions
- Use the process of elimination for matching or multiple choice questions
- On true/false tests, look for words such as all, always, never, and none. If you can think of just one exception, the question is false
- For essay questions, think first, create a simple outline, and then write your answer
- If you have trouble interpreting a question, think about the concepts that you studies. One of them will probably be the key to the answer

## **Taking Lecture Notes**

- Don't try to write down everything the teacher says; listen carefully until you understand the point that is being made, then write it down in your own words. Pay particular attention to examples.
- Don't be afraid to ask questions when you don't understand. If you don't understand, others probably don't understand either.
- Review your notes during your regular evening study session while concepts are still fresh in your mind. Add whatever you need to make your notes clear. If you let the notes sit until the night before the exam, they may make no sense to you at all. By looking over your notes while they're fresh in your mind, you'll be able to ask questions if you don't understand.

## **Textbook Reading Skills**

Before you start reading a textbook, preview the material. Previewing consists of the following steps:

- Look at all of the illustrations or figures and read the captions.
- Read all the boldface words in the chapter. Topic headings and key vocabulary words are often printed in boldface type.
- Read the first and last paragraphs in the chapter.
- Briefly read any questions, vocabulary lists, chapter summaries, or chapter objectives if they are present.
- Skim the entire chapter. Scan the material quickly, letting your eyes pick up words and phrases more or less at random.
- Previewing gives you an overview of the material you are about to read. The overview will act as a framework into which you will be able to sort the details of the chapter into their proper places.

## HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

**Purpose:** This activity helps students develop socialization skills through developing leisure time interests.

**Time Required for Lesson:** 40 minutes

**Grade Level:** 11

### Missouri Comprehensive Guidance Program

**Strand:** Career Development

**Big Idea:** CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

### ASCA Standards

Career Development Standard

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

**Materials:** *Interest Survey* activity sheet

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 11**      **Unit:** Goal Setting      **Concept:** CD.7.A



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                                    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>6. Discover and evaluate patterns and relationships in information, ideas and structures<br>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                                                    |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>5. Reason inductively from a set of specific facts and deductively from general premises                                                                                       |
| X | Goal 4: make decisions and act as responsible members of society<br>1. Explain reasoning and identify information used to support decisions<br>8. Explore, prepare for and seek educational and job opportunities                                                                  |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                           |
|---|---------------------------|-------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                           |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.    |
|   | Science                   |                                                                                           |
|   | Health/Physical Education |                                                                                           |
|   | Fine Arts                 |                                                                                           |



### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
| X | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students list two long-range benefits of developing new interest.

### Lesson Preparation

**Essential Questions:** How can leisure interest help develop social skills?

**Engagement (Hook):** What are the benefits of activities and interests?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Explain to students that their leisure activities and interests can be beneficial.</li> <li>2. Distribute the “Interest Survey” activity sheet. Discuss ideas for each area on the survey and ask students to list activities that interest them under each area.</li> <li>3. Ask students to circle their five favorite interests in each area and rank the activities (1=highest interest, 5=lowest interest). Have students share their results.</li> <li>4. Ask for volunteers to share the results of his or her interest survey to use as examples. Discuss ways in which one could become involved in them. Ask what barriers keep a person from trying something new. Ask how students can overcome those barriers.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen</li> <li>2. Student discuss each area on the survey and lists activities under each area</li> <li>3. Students circle their five favorite interests in each area and rank the activities (1=highest interest, 5=lowest interest). Students share the results of their survey.</li> <li>4. Students volunteer to share the results of his or her interest survey to use as examples. Students discuss ways in which one could become involved in them. Students share reasons why barriers keep a person from trying something new and how they can overcome those barriers.</li> </ol> |

## Interest Survey

Name \_\_\_\_\_ Date \_\_\_\_\_

*Directions: List activities that are of interest to you in each of the four areas.*

*Physical:*

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*Fine Arts/Crafts:*

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*Social:*

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*Academic/Intellectual:*

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### EXPLORING EMPLOYMENT OPPORTUNITIES

**Purpose:** This lesson introduces students to employment opportunities in the community

**Time Required for Lesson:** 50 minutes

**Grade Level:** 11

#### Missouri Comprehensive Guidance Program

**Strand:** Career Development

##### Big Ideas/Concepts:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8.A. Career decision making

**ASCA Standards:** Career Development

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

C. Students will understand the relationship between training and the world of work.

**Materials:** Classified ads and *Jobs in My Community* activity sheet

#### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 11**

**Unit:** Navigating Through the World of Work

**Concepts:** 7.A; 8.A.



#### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                                                                                                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>1. Develop questions and ideas to initiate and refine research.<br>2. Conduct research to answer questions and evaluate information and ideas<br>10. Apply acquired information, ideas/skills to different contexts as students, workers, citizens and consumers                                                                        |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                                                                                                                                                                    |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems<br>4. Evaluate the processes used in recognizing and solving problems                                                                                                                          |
| X | Goal 4: make decisions and act as responsible members of society<br>3. Analyze the duties and responsibilities of individuals in societies<br>4. Recognize and practice honesty and integrity in academic work and in the workplace<br>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>8. Explore, prepare for and seek educational and job opportunities |

**This lesson supports the development of skills in the following academic content areas.**

#### Academic Content Area(s)

#### Specific Skill(s)

|   |                           |                                                                                          |
|---|---------------------------|------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and idea |
|   | Mathematics               |                                                                                          |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.   |
|   | Science                   |                                                                                          |
|   | Health/Physical Education |                                                                                          |
|   | Fine Arts                 |                                                                                          |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   | X | Tolerance       |
| X | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students complete the “Jobs in My Community” activity sheet.

### Lesson Preparation

**Essential Questions:** Where do we find employment opportunities? Where do we find information that leads to employment opportunities?

**Engagement (Hook):** State: Your community has a lot to offer you. Explain that many people live and work in their communities. What employment opportunities are available in your community?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Ask students to name the major industries in their community. List their responses on the board. Some examples are agriculture/natural resources, health services, human services, arts and communication, industrial and engineering technology, and business, management, and technology.</li> <li>2. Ask students to discuss industries in which their parent(s)/guardian(s) have had. List them on the board.</li> <li>3. Ask students if they know what kind of education and/or training is required for each job listed without discussion salary.</li> <li>4. Distribute and discuss classified ads from the newspaper to each student. Ask students to complete the ‘Jobs in My Community’ activity sheet.</li> <li>5. On the board, label three columns, ‘Benefit,’ ‘Working Conditions,’ and ‘Opportunities for Advancement.’ Brainstorm specifics for each category. Select jobs students have named and relate them to each of the three columns.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen and name major industries in their communities.</li> <li>2. Students discuss industries their parent(s)/guardian(s) have had.</li> <li>3. Students discuss the kind of education/training required for each job listed without discussing salary.</li> <li>4. Students receive and discuss classified ads from newspapers. Students complete and discuss the ‘Jobs in My Community’ activity sheet.</li> <li>5. Students discuss jobs and how they relate to the three categories .</li> </ol> |

## ***JOBS IN MY COMMUNITY***

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Answer the following questions about jobs in your community.

1. One adult in my family works as a(n): \_\_\_\_\_  
at: \_\_\_\_\_
2. Another person in my family works as a(n): \_\_\_\_\_  
at: \_\_\_\_\_
3. What similar jobs are in your community? \_\_\_\_\_  
\_\_\_\_\_
4. What type of education or training is required for these jobs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Are there ads in the classified section for these jobs? \_\_\_\_\_  
\_\_\_\_\_
6. Name three jobs in which you are interested. \_\_\_\_\_  
\_\_\_\_\_
7. How many wants ads are there for these jobs? \_\_\_\_\_
8. Do the classified ads list requirements for these jobs? If so, what are they? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LEISURE TIME FOR THE FUTURE

**Purpose:** Students explore leisure options that can last for a life time.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 9

### Missouri Comprehensive Guidance Program

**Strand:** Career Development

**Big Ideas/Concepts:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8.A. Career decision making

### ASCA Standards:

Career Development

7 A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

8 A. Career decision making

**Materials:** Magazine photos of older people engaged in leisure activities; Paper; Pens/pencils

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9 Unit:** Navigating Through the World of Work

**Concepts:** CD.7.A; CD.8.A



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                              |
| X | Goal 3: recognize and solve problems<br>2. Develop and apply strategies based on one's own experience in preventing or solving problems                                                                                                                      |
| X | Goal 4: make decisions and act as responsible members of society<br>8. Explore, prepare for and seek educational and job opportunities                                                                                                                       |

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

|   |                           |                                                                                           |
|---|---------------------------|-------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                           |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.    |
|   | Science                   |                                                                                           |
|   | Health/Physical Education |                                                                                           |
|   | Fine Arts                 |                                                                                           |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Student write two leisure activities that they might continue in later life

### Lesson Preparation

**Essential Questions:** Are there leisure activities that last throughout adult life?

**Engagement (Hook):** What activity do you enjoy now that you can also enjoy later in life? Explain to students that some leisure activities can be enjoyed throughout a person's life. Others are phased out as new ones take their place.

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Ask students to share their leisure activities and write them on the board</li> <li>2. Ask students what they might see as their leisure activities in twenty years. Ask students to name the approximate age they will be. List activities on the board beside the first list.</li> <li>3. Show photos of older adults engaged in various leisure activities and compare the activities to the first and second lists. Discuss the similarities and differences of the two lists.</li> <li>4. Discuss advantages of starting to enjoy an activity at an early age and continuing to enjoy it in later life. Ask students for comments and/or suggestions</li> <li>5. Suggest that there is no homework so that the students can enjoy their leisure time, but tell them that they may want to ask their parents what leisure activities they started early in life and still enjoy today.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students share their leisure activities</li> <li>2. Students share leisure activities they might be involved in twenty years from now. Students give the ages they think they will be.</li> <li>3. Students view photos and compare and discuss similarities and differences of the two lists.</li> <li>4. Students discuss advantages and share comments and/or suggestions of enjoying activities that can be shared in later life</li> <li>5. Students discuss with parents early leisure time that has continued throughout parents adult life.</li> </ol> |

## LEISURE TIME INVENTORY

**Purpose:** Students complete a self-assessment to guide exploration of activities that can last for a life time.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 9

### Missouri Comprehensive Guidance

**Strand:** Career Development

#### Big Ideas/Concepts:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8.A: Career decision making

### ASCA Standards:

Career Development

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

**Materials:** *The Alphabet Game: A Leisure Time Inventory* activity sheet; Paper; Pens/pencils

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9 Unit:** Navigating Through the World of Work **Concepts:** CD7.A CD8.A



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                              |
| X | Goal 3: recognize and solve problems<br>2. Develop and apply strategies based on one's own experience in preventing or solving problems                                                                                                                      |
| X | Goal 4: make decisions and act as responsible members of society<br>8. Explore, prepare for and seek educational and job opportunities                                                                                                                       |

**This lesson supports the development of skills in the following academic content areas.**

#### Academic Content Area(s)

#### Specific Skill(s)

|   |                           |                                                                                           |
|---|---------------------------|-------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                           |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.    |
|   | Science                   |                                                                                           |
|   | Health/Physical Education |                                                                                           |
|   | Fine Arts                 |                                                                                           |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |



**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students complete the leisure time survey and share what they learned about themselves that they did not previous know.

**Lesson Preparation**

**Essential Questions:** Can leisure time influence your interest or priorities? How do you spend your leisure time?

**Engagement (Hook):** Write on the Board: ‘Leisure Time = clarification of interest and priorities.’ Explain to students that what they do in their leisure time can provide opportunities to clarify their interest and priorities.

**Procedures**

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                      | <i>Student Involvement:</i>                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Explain to students that all people have interests that they are aware of as well as interests that are not as clear to them.                                                                                                                                                                                                      | 1. Students listen                                                                                                                                                                                                                                    |
| 2. Distribute “The Alphabet Game: A Leisure Time Inventory” activity sheet. Explain that the inventory will help them get a better sense of those activities and things that are important to them. Encourage students to answer with the first thing that comes to mind. Tell students to put ONLY the month and day of their birth. | 2. Students complete his or her activity sheet without deliberating on the answers.                                                                                                                                                                   |
| 3. Ask students to review their answers when the activity sheet is completed; on a separate sheet of paper ask students to write any discoveries they made about themselves. Were they surprised by the frequency of certain kinds of activities?                                                                                     | 3. Students review responses to questions from the activity sheet and write any discoveries they made about themselves. Students also answer the question, “Were they surprised by the frequency of certain kinds of activities that kept recurring?” |
| 4. (Remind students not to put names on their papers—only year/day of birth for identification.) Collect all the activity sheets and redistribute them to students so that no one has own.                                                                                                                                            | 4. Students turn in their activity sheets and receive a sheet that is not his or her own.                                                                                                                                                             |
| 5. Ask students to read the sheet they have been given and write on the back of the sheet what they think the person’s major interests and priorities are. Ask students if they see patterns in the person’s responses.                                                                                                               | 5. Students read the responses of others and write what they think the person’s major interests and priorities were. Students note any patterns in the person’s responses.                                                                            |
| 6. Repeat steps five and six at least two more times, then return activities sheet to their owners.                                                                                                                                                                                                                                   | 6. Students repeat steps five and six at least two more times and receive their own sheets back.                                                                                                                                                      |
| 7. Ask students to read the comments by others and compare them to their own inventory comments.                                                                                                                                                                                                                                      | 7. Students read the comments made by others and compare them to their own inventory comments.                                                                                                                                                        |
| 8. Lead the group in a discussion of what they discovered about themselves.                                                                                                                                                                                                                                                           | 8. Students share and discuss what they discovered about themselves.                                                                                                                                                                                  |

## The Alphabet Game: A Leisure Time Inventory

**Directions:** For each letter of the alphabet below, write a word that represents something you like, something that interests you or something that is important to you. Then, on the line next each word, indicate whether it is a **like (L)**, an **Interest (I)**, or a **Personality Trait (P)**.

Example: A apples      L  
              B baseball      I  
              C courage      P

A \_\_\_\_\_      N \_\_\_\_\_

B \_\_\_\_\_      O \_\_\_\_\_

C \_\_\_\_\_      P \_\_\_\_\_

D \_\_\_\_\_      Q \_\_\_\_\_

E \_\_\_\_\_      R \_\_\_\_\_

F \_\_\_\_\_      S \_\_\_\_\_

G \_\_\_\_\_      T \_\_\_\_\_

H \_\_\_\_\_      U \_\_\_\_\_

I \_\_\_\_\_      V \_\_\_\_\_

J \_\_\_\_\_      W \_\_\_\_\_

K \_\_\_\_\_      X \_\_\_\_\_

L \_\_\_\_\_      Y \_\_\_\_\_

M \_\_\_\_\_      Z \_\_\_\_\_

## CAREER EXPLORATION—A NEW FRONTIER

**Purpose:** Students' current interests and careers of interests guide their exploration as they practice using the career paths to learn about other careers in which they might be interested.

**Time Required for Lesson:** 20 minutes

**Grade Level:** 9

### Missouri Comprehensive Guidance

**Strand:** Career Development

#### Big Ideas/Concepts:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8. B Education and Career Requirements

### ASCA Standards:

Career Development

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

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

**Materials:** None

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9 Unit:** Navigating Through the World of Work **Concepts:** CD 7. A; CD 8.C.  

### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                              |
| X | Goal 3: recognize and solve problems<br>2. Develop and apply strategies based on one's own experience in preventing or solving problems                                                                                                                      |
| X | Goal 4: make decisions and act as responsible members of society<br>8. Explore, prepare for and seek educational and job opportunities                                                                                                                       |

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

|   |                           |                                                                                        |
|---|---------------------------|----------------------------------------------------------------------------------------|
| X | Communication Arts        | Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                        |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions. |
|   | Science                   |                                                                                        |
|   | Health/Physical Education |                                                                                        |
|   | Fine Arts                 |                                                                                        |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students identify and write a brief paragraph of two careers that are related to his or her career path.

### Lesson Preparation

**Essential Questions:** What is the importance of exploring related career? Why do we need to explore related careers?

**Engagement (Hook):** Write a career or occupation on the board. State: Oh! The Possibilities! Explain to students that this phrase can be applied to many scenarios, but for this session, the focus is “related careers!”

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Ask students to identify his or her career path and discuss careers related to that path. Give examples: news anchor, related career might include cameraperson, copywriter, reporter, producer, set builder, graphic artist. Remind students that with every specific career there are related careers.</li> <li>2. Ask students to suggest related careers and list career choices on the board. Discuss how they are related</li> <li>3. Explain that many times these related careers are even more rewarding for some people than the first choice for a career as well as offer alternative career choices.</li> <li>4. Ask students to identify and write a paragraph regarding two related career choices</li> </ol> | <ol style="list-style-type: none"> <li>1. Students identify his or her career paths and discuss related careers</li> <li>2. Students suggest careers related to his or her career path and discuss how they are related</li> <li>3. Students listen and discuss how related career can be a source of alternative career choices.</li> <li>4. Students identify two related career choices and write a brief paragraph regarding each.</li> </ol> |

### BASIC PRE-CAREER SKILLS

**Purpose:** Students learn about the importance and inter-relationship of basic pre-career skills (e.g., personal responsibility) and school success skills. They compare the pre-career skills with classroom expectations for quality work and student cooperation.

**Time Required for Lesson:** 30-50 minutes

**Grade Level:** 9-10

**Missouri Comprehensive Guidance Program:**

**Strand:** Career Development

**Big Ideas/Concepts:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8. B Education and Career Requirements

**ASCA Standards:**

Career Development

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

**Materials:** None

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9-10 Unit: Navigation Through the World of Work Concepts: CD.7.A. & CD.8.B .**



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                              |
| X | Goal 3: recognize and solve problems<br>2. Develop and apply strategies based on one's own experience in preventing or solving problems                                                                                                                      |
| X | Goal 4: make decisions and act as responsible members of society<br>8. Explore, prepare for and seek educational and job opportunities                                                                                                                       |

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

|   |                           |                                                                                           |
|---|---------------------------|-------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas |
|   | Mathematics               |                                                                                           |
| X | Social Studies            | 6. Relationships of the individual/groups to institutions/cultural traditions.            |
|   | Science                   |                                                                                           |
|   | Health/Physical Education |                                                                                           |
|   | Fine Arts                 |                                                                                           |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students identify and write the importance two skills need for his or her career

### Lesson Preparation

**Essential Questions:** Do you possess the necessary skills to perform in the duties in your chosen career?  
What skills are necessary?

**Engagement (Hook):** You are preparing for success! Explain to students that their journey through the educational system is preparing them for success in their chosen careers.

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Student Involvement:</i>                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1. Introduce the concept of “basic pre-career skills” by encouraging responses from students about their current career interest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1. Students discuss his or her current career interest                                                     |
| 2. Ask students to think of a skill or success habit everyone needs to be successful in school and in the world of workers (e.g., personal responsibility). This should be general in nature. If a student responds with a very specific skill such as operating a computer, redirect his or her thinking to more general skills. For example, ask students to list skills one might need in order to operate a computer. Ask students to think of basic career skills workers need for any career. Examples include writing, math, and communications skills, taking directions and supervision in a positive way, accepting personal responsibility, and ability to get along with others (social skills). | 2. Students think basic pre-career skills and discuss the importance to his or her current career interest |
| 3. Write suggested skills on the board and discuss with students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3. Students suggest and discuss skills listed on the board                                                 |
| 4. Illustrate the importance of these skills by reading the following story. Ask students to describe skills (from the list on the board) the person in the story needs in order to do the job.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4. Students listen to the story and identify the skills that are needed to perform duties.                 |
| 5. Ask students to write two basic pre-skills that are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 5. Students write two basic pre-skills that are                                                            |

| <b><i>Professional School Counselor Procedures:</i></b>                                                                    | <b><i>Student Involvement:</i></b>                                                                            |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| needed to perform the duties of his or her current career interest. Students are to indicate the importance of each skill. | needed to perform the duties of his or her current career interest and indicate the importance of each skill. |

# A Day at the Ice Cream Stand

Helen, fifteen, has a job at the ice cream stand during the summer. She has to be at work by 11:30 a.m. in a clean, pressed uniform (personal responsibility). When she arrives, the assistant manager gives her a list of duties that must be done (taking directions and supervision). Often Helen will get telephone orders from people who will stop by on their lunch hour. She must record the order accurately, and tell the customer the correct cost of the order (communicating clearly, writing, and math skills). Sometimes she has to make a special order, so she must read the recipe card and mix the correct proportions (reading and math skills). Every once in a while, a customer is given the wrong order or is not satisfied with their ice cream. Helen must solve the problem in a helpful way to satisfy the customer (ability to get along with others). Helen must clean up before she goes home. She misses activities with friends because of her job, but Helen likes the money her job provides (personal responsibility).



## EXPLORING VOCATIONAL/TECHNICAL OPPORTUNITIES IN HIGH SCHOOL

**Purpose:** This lesson informs students of career/technical opportunities available through their school district.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 9-10

### Missouri Comprehensive Guidance

**Strand:** Career Development

**Big Ideas/Concepts:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8. B Education and Career Requirements

### ASCA Standards:

Career Development

- A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.

**Materials:** Information and registration materials from the area vocational-technical schools

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9-10 Unit: Navigating Through the World of Work Concepts: CD.7.A; CD.8.B**



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                                                              |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>2. Evaluate the processes used in recognizing and solving problems                                                                                       |
| X | Goal 4: make decisions and act as responsible members of society<br>8. Explore, prepare for and seek educational and job opportunities                                                                                                                       |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                                                                                                        |
|---|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>6. Identifying and evaluating relationships between language and culture |
|   | Mathematics               |                                                                                                                                                                                        |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                 |
|   | Science                   |                                                                                                                                                                                        |
|   | Health/Physical Education |                                                                                                                                                                                        |
|   | Fine Arts                 |                                                                                                                                                                                        |

**Enduring Life Skill(s)**

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Students give requirements for two available vocational/technical programs.

**Lesson Preparation**

**Essential Questions:** What vocational/technical programs are available through your high school?

**Engagement (Hook):** Have you considered vocational/technical programs?

**Procedures**

| <i>Professional School Counselor Procedures:</i>                                                                     | <i>Student Involvement:</i>                                                                              |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 1. Arrange for vocational/technical counselor to be guest speakers                                                   | 1. N/A                                                                                                   |
| 2. Introduce speakers                                                                                                | 2. Students listen                                                                                       |
| 3. Speakers discuss how knowledge of student's abilities and interests is crucial to making good vocational choices. | 3. Students discuss how their interest and abilities can be beneficial in making good vocational choices |
| 4. Speakers share information regarding registration and programs available at the area vocational school.           | 4. Students ask questions regarding registration and programs offered at area vocational school.         |

## LOOKING TO THE FUTURE—PLANS BEYOND HIGH SCHOOL

**Purpose:** To encourage students to think about their postgraduate plans. This is an informal question and answer lesson that prompts students to think of all factors that may influence their decisions

**Time Required for Lesson:** 55-70 minutes (Lesson can be divided into two sessions) **Grade Level:** 10

### Missouri Comprehensive Guidance:

**Strand:** Career Development

#### Big Ideas/Concepts:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8.B. Education and Career Requirements

### ASCA Standards

Career Development

- A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.

**Materials:** Access to computer lab; Counselor Sheet- “Options for the Future”

### Comprehensive Guidance Program Curriculum Unit/Lesson links

|                 |                                                         |                                 |                                                                                                                                                                             |
|-----------------|---------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade 10</b> | <b>Unit <u>Navigating Through the World of Work</u></b> | <b>Concepts: CD.7.A; CD.8.B</b> |   |
|-----------------|---------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas<br>4. Use technological tools and other resources to locate, select and organize information<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom<br>7. Use technological tools to exchange information and ideas                                                                                                                                                                                                                           |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>2. Evaluate the processes used in recognizing and solving problems                                                                                                                                                                                    |
| X | Goal 4: make decisions and act as responsible members of society<br>8. Explore, prepare for and seek educational and job opportunities                                                                                                                                                                                                                    |

**This lesson supports the development of skills in the following academic content areas.**

#### Academic Content Area(s)

#### Specific Skill(s)

|   |                           |                                                                                                             |
|---|---------------------------|-------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization). |
|   | Mathematics               |                                                                                                             |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                      |
|   | Science                   |                                                                                                             |
|   | Health/Physical Education |                                                                                                             |
|   | Fine Arts                 |                                                                                                             |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students write an essay describing options they are considering and include two factors that influence his or her plans.

### Lesson Preparation

**Essential Questions:** Why is planning for the future important? What thoughts have you given to future plans?

**Engagement (Hook):** Have clock available. Wind the clock and direct students attention to the ticking sound. State: welcome to the fastest four years of your life! Explain to students that high school years pass by quickly. Stress the importance of planning and exploring career options beyond high school.

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                   | <i>Student Involvement:</i>                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Meet with students in the computer lab.                                                                                                                                                                                                                                         | 1. Students report to the computer lab.                                                                                                                                                                                                           |
| 2. Explain to students that they need to think about factors that may influence their decision after high school                                                                                                                                                                   | 2. Student listen                                                                                                                                                                                                                                 |
| 3. Ask students to think of a list of future options in terms of education, training, and careers. List on the smart (board). Student suggestions might include options found on “Counselor’s Sheet.”                                                                              | 3. Students suggest future options in terms of education, training, and careers. Explain and discuss those options.                                                                                                                               |
| 4. Use options and questions from the “Counselor’s Sheet” to review and discuss with students.                                                                                                                                                                                     | 4. Students review and discuss options and questions from the “Counselor’s Sheet”                                                                                                                                                                 |
| 5. Using computer access, ask students to write an essay describing the options they are considering. Instruct students to include two factors that influence his or her plans. Students should also include information obtained through computer searches, and group discussion. | 5. Using computer access, students write an essay describing options they are considering and include two factors that influence his or her plans. Students should also include information obtained via computer searches and group discussions. |

## *Options for the Future*

Ask students to think of a list of future options in terms of education, training, and careers. Present the following options and discuss them in detail:

### **A. Quit high school**

1. Why do students quit high school?
2. How many of you have considered quitting school? What has prevented your doing so?
3. Let's talk about specific cases of acquaintances who have quit school.
  - a. What are they doing?
  - b. Where are they living?
  - c. Are they self-supporting? If so, how are they earning their income? If not, how might they become self-supporting?
4. What are some reasons for remaining in school until after graduation

### **B. Graduation from high school.**

1. *Relax (do not work, attend vocational-technical school, nor attend college)*
  - a. How could this be beneficial?
  - b. How could this be a hindrance?
2. *Get married.*
  - a. How could this be beneficial?
  - b. How could this be hindrance?
  - c. What things should be considered before deciding to marry immediately after graduation?
3. *Find a job.*
  - a. What type of job will you be seeking?
  - b. What are some jobs available to high school graduates?
  - c. What are some jobs that require education beyond high school (either college or vocational-technical education)?
  - d. Can most jobs available to high school graduates be obtained by college graduates?
  - e. What specific skills or characteristics do you have that would be of value to an employer?
  - f. What jobs are currently held by acquaintances who have graduated from high school?
  - g. What jobs are currently held by acquaintances that have completed some education or training beyond high school?
  - h. Could you be limiting job opportunities by finding a job right after high school?
4. *Join the military*
  - a. Due to the all-volunteer concept used by the military, most branches have become more selective in their recruitment of people. How might this affect you?
  - b. What skills are required for acceptance into the military?
  - c. Are jobs that are of interest to you available in the military?
  - d. What are the educational opportunities provided by the military?
  - e. In order to enter the military, one must possess a high school diploma and pass the Armed Services Vocational Aptitude Battery (ASVAB), a military aptitude test. Some individuals fail the test on their first attempt. How could you improve your chances for passing the test?
5. *Enter an apprenticeship.*

- a. What is an apprenticeship?
  - b. What is a labor union?
  - c. Which labor union is most likely to offer an apprenticeship program of interest to you?  
Where is the nearest local of that labor union located?
  - d. How does one apply for an apprenticeship?
  - e. What are the advantages of apprenticeship training versus attending a vocational-technical school?
6. *Attend a vocational-technical school.*
- a. Which schools are you considering and where are they located?
  - b. What should one consider in selecting a school?
    - Accreditation                      entrance requirements
    - Length of program                      tuition
    - Housing/meals                      transportation
    - Local cost of living
  - c. Which programs are offered at the schools you are considering?
  - d. Does the area of training being considered coincide with your career goals?
  - e. Is the area of training being considered required for job entry or advancement?
  - f. Does the school offer job placement services? If so, to what degree of success?
7. *Attend a junior college.*
- a. What are possible advantages of attending a community college rather than a four-year college or university?
  - b. Which schools are you considering?
  - c. What should one consider in selecting a school? Should the same consideration apply when choosing a vocational-technical school?
  - d. Does the area of study being considered coincide with your career goals?
  - e. Do you plan to continue your education beyond junior college? If so, where? Will all credits earned at the junior college be accepted by the college or university?
8. *Attend a four-year college or university.*
- a. Which area of study are you considering?
  - b. Which schools are you considering and where are they located?
  - c. What should one consider in selecting a school? Should the same consideration be given when selecting a vocational-technical school or junior college?
  - d. Does the area of study being considered coincide with your career goals?
  - e. Do you plan to continue your education in a graduate school program? If so, in what area of study? Where do you plan to attend?
  - f. Have you looked into financial aid options?

## YOUR COURSES MAKE YOUR FUTURE

**Purpose:** Students explore career interests and role stereotypes, specifically considering courses that, traditionally, may have been considered as courses for members of the other gender.

**Time Required for Lesson:** 20 minutes

**Grade Level:** 10

**Missouri Comprehensive Guidance Strand:** Career Development

**Missouri Comprehensive Guidance Big Idea:**

CD.7: Applying career exploration and planning skills in the achievement of life career goals.

**Concept:** CD 7: A. Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing where and how To obtain information about the world of work and post-secondary training/education.

**Concept:** CD.8.B. Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**ASCA Standards:**

Career Development

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

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

**Materials:** None

**Comprehensive Guidance Program Curriculum Unit/Lesson links**

**Grade 10 Unit:** Navigating Through the World of Work

**Concepts:** CD.7.A; CD.8.B



**Show Me Standards: Performance Goals (check one or more that apply)**

|   |                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas.<br>6. Discover and evaluate written, visual and oral presentations and works. |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                      |
| X | Goal 3: recognize and solve problems                                                                                                                                                                                 |
| X | Goal 4: make decisions and act as responsible members of society<br>1. Explain reasoning and identify information used to support decisions.<br>8. Explore, prepare for and seek educational and job opportunities.  |

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

|   |                           |                                                                                |
|---|---------------------------|--------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Reading and writing; compare and contrast; research                         |
|   | Mathematics               |                                                                                |
| X | Social Studies            | 6. Relationships of the individual/groups to institutions/cultural traditions. |
|   | Science                   |                                                                                |
|   | Health/Physical Education |                                                                                |
|   | Fine Arts                 |                                                                                |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
|   | Perseverance |   | Integrity    | X | Problem Solving |
| X | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students share their plans to take or not to take a gender specific course and give reasons for their decisions.

### Lesson Preparation

**Essential Questions:** Is it OK for school courses to be male-only or female only. If so, is it legal **and** ethical?

Should schools encourage students to take courses based on gender (e.g., females take sewing; males take shop)?

**Engagement (Hook):** Ask: Who plans to enroll in (or has already taken) a family and consumer science courses?

Who plans to enroll in (or has already taken) a course such as welding or woodworking?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Explain to students that they may be reluctant to explore their career interests if courses needed for their interest are typically taken by members of the other gender. Introduce the topic by telling a story or anecdote about student reluctance. Ask students to comments</li> <li>2. Poll the group for their ideas about which courses might be difficult for some students because of their gender. Stress to students that their gender should not influence the classes they take or the jobs they hold.</li> <li>3. Ask students to brainstorm ideas regarding why barriers to free choice exist.</li> <li>4. Emphasize the need and the right for individuals to pursue their interests regardless of gender stereotypes. Ask students to comment.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen and offer comments regarding courses they may be reluctant to enroll in due to gender.</li> <li>2. Students respond to the poll by a show of hands. Students discuss poll results.</li> <li>3. Students brainstorm and discuss reasons why barriers to free choice exist.</li> <li>4. Students share comments regarding the right of individuals to pursue their interests regardless of gender stereotypes.</li> </ol> |



## GENDER IMPACT ON CAREER CHOICES

**Purpose:** This lesson addresses freedom of choice in choosing careers. Students discuss their opinions about what is considered to be “masculine” or “feminine” and how those opinions affect career choices

**Time Required for Lesson:** 40 minutes

**Grade Level:** 10

**Missouri Comprehensive Guidance Strand:** Career Development

**Big Ideas/Concepts:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8.B Education and Career Requirements

**ASCA Standards:**

Career Development

- A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.

**Materials:** “ *Interviews: Role Reversal Careers*” student handout

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 10 Unit:** Navigating Through the World of Work

**Concepts:** CD.7.A; CD.8.B



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>2. Evaluate the processes used in recognizing and solving problems         |
| X | Goal 4: make decisions and act as responsible members of society<br>8. Explore, prepare for and seek educational and job opportunities                                         |

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

|   |                           |                                                                                                                                                                                        |
|---|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)<br>6. Identifying and evaluating relationships between language and culture |
|   | Mathematics               |                                                                                                                                                                                        |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions/cultural traditions.                                                                                                     |
|   | Science                   |                                                                                                                                                                                        |
|   | Health/Physical Education |                                                                                                                                                                                        |
|   | Fine Arts                 |                                                                                                                                                                                        |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students answer the question: What do you think is the most important consideration when making career choices?

### Lesson Preparation

**Essential Questions:** How have careers and roles changed for males and females in the last fifteen years?  
Can gender limit your career choices?

**Engagement (Hook):** Before group begin list four roles or careers usually assumed by females and four usually assumed by males in the past fifteen years. Ask students to identify which roles are assumed by female and males in today's society.

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Explain to students that some careers might be considered "masculine" or "feminine" and those opinions could affect their career choices.</li> <li>2. Explain the terms 'stereotype' and 'role reversal.' Give examples of each term and discuss with students.</li> <li>3. Ask students to name some careers for men and some for women. List those careers on the board. Ask students how they have come to think this way.</li> <li>4. Distribute the "Interviews: Role Reversal Career" handout. Ask for volunteers and assign roles from the interview activity: reporter (female), carpenter (female), nurse (male), jockey (female), and secretary (male).</li> <li>5. Ask students how they felt about the role reversals. Ask them if they are willing to consider jobs that are stereotyped for a particular gender.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen</li> <li>2. Students discuss terms 'stereotype' and 'role reversal.'</li> <li>3. Students name some careers for men and women and discuss how they have come to think this way.</li> <li>4. Students volunteer for roles and engage in role play (interview activities). Each interviewee discuss how they felt about the part they played.</li> <li>5. Students discuss how they felt about the role reversals and share whether they are willing to consider jobs that are stereotyped for a particular gender.</li> </ol> |

## ***INTERVIEWS: ROLE REVERSAL CAREERS***

**Reporter:** Not too long ago, only men were reporters. As you can see, things have changed. Today we are going to explore some careers through interviews with people who, like me, have made career choices in fields which at one time were stereotyped or considered to be only suitable for males or females.

I would like you to meet Ms. Carpenter. Ms. Carpenter has been a carpenter for the past eleven years. Ms. Carpenter why did you decide to be a carpenter?

**Ms. Carpenter:** I always liked working with my hands but it wasn't until I bought a house that needed some repairs when I discovered I could make things and do repairs. My friends were impressed and liked what I did so much that they told other people about me and because I could use the money, I started doing jobs for pay.

**Reporter:** What is the hardest thing about being a carpenter?

**Ms. Carpenter:** Hauling large pieces of wood and dealing with men in the lumber yards. Some men seem to resent having a woman doing what they consider to be a man's job.

**Reporter:** Thank you Ms. Carpenter. Now, I would like you to meet Mr. Nurse. Can you tell us why you made the decision to become a nurse? Isn't nursing considered to be a woman's job?

**Mr. Nurse:** I think my decision to be a nurse came about because I wanted to do something to help people, something that mattered and counted for something. There are less than ten percent male nurses in nursing schools now, but that number is expected to grow. I think people sometimes have a hang-up about males entering so-called female professions, but I think people should do what they want to do. You are the one who needs to be satisfied with your own career.

**Reporter:** Thank you Mr. Nurse. Next, we will speak to Ms. Jockey. Ms. Jockey has been a jockey for six years.

**Ms. Jockey:** Yes, I have been a jockey for six years and have been riding horses since I could walk. My parents have helped me turn as childhood interest into a very exciting and well-paying career. I am the perfect size to be a jockey because I am small. Most jockeys are men and some of them don't like women jockeys. Why shouldn't women be able to have a career they want?

**Reporter:** Thank you. Our last interview is with Mr. Secretary. He has been a secretary with a large corporation for eight years. Tell us something about your career as a secretary.

**Mr. Secretary:** In high school, I took some accounting and computer courses and enjoyed them very much. I got "A's" in all my business courses. I didn't want to go to college after graduation from high school, so I decided to go to a business school to learn how to be an office worker. I have worked my way up from the mail room to a responsible position as a secretary. I can go much higher with this company if I continue to do well. People make remarks about me being a male secretary, but I am happy with my choice and I feel that is very important.

**THINKING ABOUT TAKING A NON-TRADITIONAL COURSE?**

**Purpose:** To help students recognize their reluctance to enroll in non-traditional classes (i.e., courses traditionally taken by males or females) and to encourage them to choose appropriate classes.

**Time Required for Lesson:** 20 minutes

**Grade Level:** 10

**Missouri Comprehensive Guidance Strand:** Career Development

**Big Ideas/Concepts:**

CD 7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD 7. A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8.B. Education and Career Requirements

**ASCA Standards:**

Career Development

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

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

**Materials:** None

**Comprehensive Guidance Program Curriculum Unit/Lesson links**

**Grade 10 Unit:** Navigating Through the World of Work

**Concepts:** CD.7. A; CD.8.B

**Show Me Standards: Performance Goals (check one or more that apply)**

|   |                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas.<br>6. Discover and evaluate written, visual and oral presentations and works. |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                                                      |
| X | Goal 3: recognize and solve problems                                                                                                                                                                                 |
| X | Goal 4: make decisions and act as responsible members of society<br>1. Explain reasoning and identify information used to support decisions.<br>8. Explore, prepare for and seek educational and job opportunities.  |

**This lesson supports the development of skills in the following academic content areas.**

| Academic Content Area(s)  | Specific Skill(s)                                                                      |
|---------------------------|----------------------------------------------------------------------------------------|
| X Communication Arts      | 1. Reading and writing; compare and contrast; research                                 |
| Mathematics               |                                                                                        |
| X Social Studies          | 6. Relationships of the individual and groups to institutions and cultural traditions. |
| Science                   |                                                                                        |
| Health/Physical Education |                                                                                        |
| Fine Arts                 |                                                                                        |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
|   | Perseverance |   | Integrity    | X | Problem Solving |
| X | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students share their plans to take or not to take a course traditionally associated with the opposite gender and give reasons for their decision.

### Lesson Preparation

**Essential Questions:** Is it OK for school courses to be male-only or female only. If so, is it legal **and** ethical?  
Should schools encourage students to take courses based on gender (e.g., females take sewing; males take shop)?  
**Engagement (Hook):** Ask: Who plans to enroll in (or has already taken) a family and consumer science courses?  
Who plans to enroll in (or has already taken) a course such as welding or woodworking?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Explain to students that they may be reluctant to explore their career interests if courses needed for their interest are typically taken by members of the other gender. Introduce the topic by telling a story or anecdote about student reluctance. Ask students to comment.</li> <li>2. Poll the group for their ideas about which courses might be difficult for some students because of their gender. Stress to students that their gender should not influence the classes they take or the jobs they hold.</li> <li>3. Ask students to brainstorm ideas regarding why barriers to free choice exist.</li> <li>4. Emphasize the need and the right for individuals to pursue their interests regardless of gender stereotypes. Ask students to comment.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen and offer comments regarding courses they may be reluctant to enroll in due to gender.</li> <li>2. Students respond to the poll by a show of hands. Students discuss poll results.</li> <li>3. Students brainstorm and discuss reasons why barriers to free choice exist.</li> <li>4. Students share comments regarding the right of individuals to pursue their interests regardless of gender stereotypes.</li> </ol> |

## I UNDERSTAND WHAT IS IMPORTANT TO ME

**Purpose:** Students learn to identify ideas of importance to them and ideas they believe can make a difference in the world.

**Time Required for Lesson:** 30-50 minutes

**Grade Level:** 10

**Missouri Comprehensive Guidance Strand:** Career Development

**Big Idea:** CD 7. Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Concept:** CD.7.A. Integration of self knowledge into life and career planning

### ASCA Standards:



Career Development

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

C: Students will understand the relationship between training and the world of work.

**Materials:** *Things of Value* counselor sheet; *What is important to me?* activity sheet; pens/pencils

### Comprehensive Guidance Program Curriculum Unit/Lesson links

|                 |                                         |                         |                                                                                     |                                                                                     |
|-----------------|-----------------------------------------|-------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Grade 10</b> | <b>Unit:</b> <u>Respecting ALL Work</u> | <b>Concept:</b> CD.7. A |  |  |
|-----------------|-----------------------------------------|-------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation                                                                                       |
| X | Goal 2: communicate effectively within and beyond the classroom<br>3. Exchange information, questions and ideas while recognizing the perspectives of others                                                                                                                 |
| X | Goal 3: recognize and solve problems                                                                                                                                                                                                                                         |
| X | Goal 4: make decisions and act as responsible members of society<br>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.<br>7. Identify and apply practices that preserve and enhance the safety and health of self and others. |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                                                                                                                 |
|---|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas<br>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) |
|   | Mathematics               |                                                                                                                                                                                                 |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                                                                                          |
|   | Science                   |                                                                                                                                                                                                 |
|   | Health/Physical Education |                                                                                                                                                                                                 |
|   | Fine Arts                 |                                                                                                                                                                                                 |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
| X | Courage      |   | Compassion   |   | Tolerance       |
| X | Respect      | X | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Completion of “What is important to Me”? Ease with which students communicate with others.

### Lesson Preparation

**Essential Questions:** Why do people think differently?

**Engagement (Hook):** Does what you think matter? To whom does it matter? Why?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Reads the “Things of Value”: worksheet to the class</li> <li>2. Distribute the “What is Important to Me?” activity sheet and read the introductory paragraphs together.</li> <li>3. Ask students to find a partner and follow instructions on the worksheet.</li> <li>4. Have students work with partners to complete worksheets and share ideas with each other</li> <li>5. Ask students to take worksheet home and engage parents in this process</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen and reflect</li> <li>2. Students follow along as introduction is read.</li> <li>3. Students find partners and follow instructions on worksheet</li> <li>4. Work in pairs to complete and discuss worksheets, then share each other’s ideas with the class.</li> <li>5. Discuss similarities and differences and what students deem important to them.</li> </ol> |

## **THINGS OF VALUE**

*Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cent, one hundred dollars, or one hundred thousand dollars. If we lived in India, the value of something may be determined by cattle.*

*We also place importance on things because they fill a need. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.*

*Many things of value cannot be seen or measured. Honesty is one of those. If you are honest and if you want others around you to be honest, then honesty is something you value. Things of value change as we grown and learn more about ourselves. Most things of value are learned from family, friends, and school. Our things of value are often different from those of our friends. This may cause conflict and you may have to make choices. For example, your friends may ask you to do something that you don't like to do or something that your parents do not approve. You will have to decide if you should be loyal to your friends or do what you field is right. When things you value conflict with your friends, how do you decide what to do? The following activity will help you identify what is important to you.*



## WHAT IS IMPORTANT TO ME?

Name \_\_\_\_\_ Date \_\_\_\_\_

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

With a partner, read the following lists of words. Be sure that you understand each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions; just understand them.

1. Select three ideas that you think would make the world a better place. Mark them with a "WM" for "World-Me." Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "WP" for "World-Partner."
2. Go back through the list and identify 10 ideas that are important to you as an individual in everyday life. Mark those with "ED-M" for Every Day-Me. Then tell your partner why you chose those ideas. Listen very closely as your partner tells you his or her choices. Mark his or her important issues with a "ED-P" for "Every Day-Partner."
3. When each of you has discussed your choices, join 3 other pairs and introduce your partners by name to the group; explain of your partner's choices for the world and 3 of your partner's personal choices to the class.
4. Contribute to class conversation by volunteering to tell about ideas you and your partner have in common and those which are different. Listen for similarities and differences in others' ideas.

|                        |                               |                          |                                      |
|------------------------|-------------------------------|--------------------------|--------------------------------------|
| ___ religion           | ___ safety                    | ___ democracy            | ___ family stability                 |
| ___ education          | ___ shelter                   | ___ physical appearance  | ___ skill/talent                     |
| ___ respect for others | ___ dignity and worth         | ___ honesty              | ___ health                           |
| ___ tradition          | ___ freedom                   | ___ justice              | ___ change                           |
| ___ economy            | ___ love                      | ___ maturity             | ___ loyalty                          |
| ___ conformity         | ___ money                     | ___ extravagance         | ___ leisure                          |
| ___ good grades        | ___ altruism                  | ___ environment          | ___ practicality                     |
| ___ a good job         | ___ recognition               | ___ individuality        | ___ aesthetics                       |
| ___ equality of choice | ___ autonomy                  | ___ pleasure             | ___ achievement                      |
| ___ wisdom             | ___ morality                  | ___ knowledge            | ___ power                            |
| ___ children           | ___ social equity             | ___ financial success    | ___ true friends                     |
| ___ long life          | ___ community work            | ___ saving for future    | ___ faith                            |
| ___ individual liberty | ___ personal growth           | ___ diverse friends      | ___ happy marriage                   |
| ___ obedience          | ___ initiative                | ___ social organizations | ___ adequate clothing                |
| ___ wealth             | ___ charity/service to others | ___ emotional well-being | ___ opportunity to work for a living |

Take this activity home and have one of your at-home-adults mark an "X" next to those he or she thinks are most important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

## PREPARING FOR COLLEGE VISITS

**Purpose:** This lesson encourages students to visit college campuses in order to become familiar with the atmosphere and learn first-hand some aspects of college life.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 11

### Missouri Comprehensive Guidance Program:

**Strand:** Career Development

**Big Idea:** CD.8. Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

**Concept:** CD.8.A. Career Decision Making

### ASCA Standards:

**Domain:** Career Development:

C. Students will understand the relationship between training and the world of work.

**Materials:** "Sample Questions to Ask during College Visits" student handout

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 11**

**Unit:** Life-Long Learning

**Concept:** CD.8.A



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>1. Develop questions and ideas to initiate and refine research<br>2. Conduct research to answer questions and evaluate information and ideas                                                                                                              |
| X | Goal 2: communicate effectively within and beyond the classroom<br>3. Exchange information, questions and ideas while recognizing the perspectives of others                                                                                                                                                         |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>2. Develop and apply strategies based on ways others have prevented or solved problems                                                                                                                           |
| X | Goal 4: make decisions and act as responsible members of society<br>3. Analyze the duties and responsibilities of individuals in societies<br>6. Identify tasks that require a coordinated effort and work with others to complete those tasks<br>8. Explore, prepare for and seek educational and job opportunities |

**This lesson supports the development of skills in the following academic content areas.**

| Academic Content Area(s) |                           | Specific Skill(s)                                                                         |
|--------------------------|---------------------------|-------------------------------------------------------------------------------------------|
| X                        | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas |
|                          | Mathematics               |                                                                                           |
| X                        | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.    |
|                          | Science                   |                                                                                           |
|                          | Health/Physical Education |                                                                                           |
|                          | Fine Arts                 |                                                                                           |

### Enduring Life Skill(s)

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance |   | Integrity    | X | Problem Solving |
|   | Courage      |   | Compassion   |   | Tolerance       |
|   | Respect      | X | Goal Setting |   |                 |

### Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students answer questions on *Sample Questions to Ask as You Explore College* handout during college visitations.

### Lesson Preparation

**Essential Questions:** What is the college environment like?

**Engagement (Hook):** What would your ideal college look like to?

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Explain to students that visiting college campuses are part of the decision making process of selecting an appropriate campus.</li> <li>2. Ask students to make arrangement with a college admission office to visit the campus within the next two months. The visit should include: a) a tour of the campus, b) an information session with an admissions counselor and, c) an opportunity for students to ask admissions personnel and college students' questions.</li> <li>3. Encourage students to write individual and/or personal questions on the handout. Point out specific aspects visible on the college campus such as, attitudes of students on campus or quantity/quality of food in cafeteria.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen</li> <li>2. Students make arrangements to visit a college campus within two months and arrange for a tour of the campus, information session with an admissions counselor, and an opportunity to ask admission personnel and current college students' questions.</li> <li>3. Students write individual and/or personal questions on the handout. During college visitations, students observe attitudes of current college students, quantity/quality of food in cafeteria, etc.</li> </ol> |

## ***Sample Questions to Ask on Visits to College Campuses***

The purpose of these questions is to help you organize your college exploration. Remember, there is no one college for you: there are many where you can meet your educational goals and be happy! Look for learning climates that you feel will challenge you and fit your style. Be sure to talk to students and admissions personnel. Answers to the following questions may be found in college handbooks.

### ***The Academic Environment***

1. Which areas of study are emphasized, and how do they fit your field of interest and ability? Is the college strong in science, fine arts, the humanities, your areas? How many students are in your areas of interest, and how does this number compare with other fields?
2. Which courses are included in a typical freshman program? What are the sizes of these classes? Do students select all their courses or are there core requirements?
3. How many students do not return after the freshman year?
4. How intense is the academic atmosphere (average hours spent studying, library full on weekends, average SAT I, ACT scores, etc.)?
5. What are the library's hours? Would you want to study there? Where do most students study?
6. Are members of the faculty and administration easily accessible to students?
7. Do many students study abroad? What percentage continues on to graduate school?
8. Would high school credits in some advanced courses qualify you for advanced placement? What scores are needed for credit? Do they vary in departments?

### ***The Students***

1. What are some initial reactions of freshman when they first came to the campus? What do juniors say are the strengths and weaknesses of the college?
2. Which special interest group (clubs, publications, teams) in your field are active on campus?
3. What is the ethnic, religious, racial makeup of the student body? Where is the location of a church/synagogue of your choice?
4. What social and academic benefits would you receive from membership in a fraternity or sorority? What percentage of students belongs to a fraternity or a sorority?
5. What percentage of students is from other states or countries?
6. How is the advising system organized and who are the advisors?

## ***The Campus***

1. Is the college a part of the surrounding community or set apart from it as a self-contained unit? If this is a rural area, how far is it to the nearest town and how do students get there?
2. What method of transportation would you use to get around campus? Walking? Car? Bus? Bike?

## ***Housing***

1. What percentage of students lives in dorms? Do all freshmen live in dorms?
2. How are roommates assigned? How many are assigned to a room?
3. Is it possible to have a phone in your room?
4. Are computers available? Are dorm rooms wired for computers? Is wireless internet available?
5. Can you choose to live in a coed or single sex dorm?
6. What are the dorm's restrictions?

## ***Food***

1. Is there a meal plan?
2. How many meals are served each week?
3. Are refrigerators available?
4. Is cooking (microwave ovens) allowed in rooms?

## ***Your Individual Questions***

1. Sports, activities, travel, work programs, summer programs, etc.

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2. Security: \_\_\_\_\_

3. Work Study \_\_\_\_\_

4. Housing \_\_\_\_\_

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## GUIDE TO A SUCCESSFUL AND PLEASANT INTERVIEW

**Purpose:** This lesson provides students with information that enhances job interview skills.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 11

### Missouri Comprehensive Guidance Program

**Strand:** Career Development

**Big Idea:** Applying Employment Readiness Skills and the Skills for On-The-Job-Success

**Concept:** CD.9. A Personal skills for job success

CD.9. B Job seeking skills

### ASCA Standards:

**Domain:** Career Development

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

**Materials:** “The Interview and “A Guide to a Pleasant Interview” activity sheets

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 11**

**Unit: Getting a Job!**

**Concept: CD.9. A. B.**



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas<br>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation |
| X | Goal 2: communicate effectively within and beyond the classroom                                                                                                                        |
| X | Goal 3: recognize and solve problems                                                                                                                                                   |
| X | Goal 4: make decisions and act as responsible members of society                                                                                                                       |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)

### Specific Skill(s)

|   |                           |                                                                                                            |
|---|---------------------------|------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) |
|   | Mathematics               |                                                                                                            |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                     |
|   | Science                   |                                                                                                            |
|   | Health/Physical Education |                                                                                                            |
|   | Fine Arts                 |                                                                                                            |

### Enduring Life Skill(s)

|   |              |  |              |   |                 |
|---|--------------|--|--------------|---|-----------------|
| X | Perseverance |  | Integrity    | X | Problem Solving |
| X | Courage      |  | Compassion   |   | Tolerance       |
|   | Respect      |  | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students share one learning experience or insight gained from the lesson.

## Lesson Preparation

**Essential Questions:** How can interview skills help you get the job?

**Engagement (Hook):** Hold up the “Want Ads” section of a newspaper. Explain to students that many of those jobs will require an interview. Ask: Do you have what employers are looking for?

## Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Student Involvement:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Explain the importance of an interview when searching for a job. Explain to students that all job interviews are learning experiences, regardless of whether one actually gets the job.</li> <li>2. Ask if there are students who have had job interviews. If so, ask them how they felt prior to the interview. Relate your own experience.</li> <li>3. State that the purpose of this activity is to assist students in gaining confidence in their ability to interview successfully. Distribute and review “The Interview” student handout.</li> <li>4. Ask students the following questions: a) What kind of information about a company or business is helpful in completing an application? Is the business new or old? What is the company’s history in terms of hiring students? b) If you don’t have job experience, from what other areas of your life experience can you draw? c) Are you aware of your goals? If you are not aware of your career goals, what are your education or training goals?</li> <li>5. Discuss the following: <ol style="list-style-type: none"> <li>a) Discuss why one should plan to arrive 15 minutes early for an interview.</li> <li>b) Discuss what it means and why it is important to “be yourself.”</li> <li>c) Encourage students to give examples of why it is bad to speak poorly of a past employer.</li> </ol> </li> <li>6. Give examples of handling weaknesses positively. For example, “No, I have never been employed as a cashier, but I am good at handling money. I balance our family’s checkbook each month and I have been elected to the office of treasurer for my club three years in a row.”</li> <li>7. Distribute and discuss the “A Guide for a Pleasant Interview” student handout.</li> <li>8. Select volunteers to role-play a job interview at a pizzeria. The two roles needed are the interviewer and the applicant.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students listen</li> <li>2. Students who have had job interviews discuss his or her experiences</li> <li>3. Students receive and review handout “The Interview.”</li> <li>4. Students discuss questions and share experiences.</li> <li>5. Students discuss questions and give examples of why it is bad to speak poorly of a past employer.</li> <li>6. Students listen, share comments, and ask questions.</li> <li>7. Students receive “A Guide for a Pleasant Interview” handout and discuss.</li> <li>8. Students volunteers to participate in role-play and discuss both positive and negative points of views.</li> </ol> |

# *The Interview*

Name \_\_\_\_\_ Date \_\_\_\_\_

## **PREPARING FOR THE INTERVIEW**

- 1. Obtain information relevant to the company to which you have applied through the following sources:**
  - a) public library
  - b) local business organizations
  - c) neighbors, friends
- 2. Review your own qualifications for the job.**
  - a) courses taken in school that apply to this job.
  - b) experience in other part-time jobs or jobs at school
- 3. Review yourself.**
  - a) personally
  - b) interests and abilities
  - c) goals
  - d) plans to obtain goals
  - e) what you can offer to a company
  - f) appearance appropriate for an interview

## **DAY OF INTERVIEW**

1. Plan to arrive at the interview 15 minutes prior to interview time; be prompt.
2. Dress suitably-neither under dress (e.g., shorts or sweats) nor over-dress (e.g., evening [party] clothes); be neat and carefully groomed.
3. Introduce yourself to the receptionist. Tell him or her that you are there for your scheduled interview.
4. Remain as calm as possible when waiting to be called into the interview. If anxious, take several deep breaths.

## **THE ACTUAL INTERVIEW**

1. Greet the interviewer with good eye contact, a firm handshake, and a warm smile.
2. Be yourself.
3. Answer each of the interviewers questions:
  - a) honestly
  - b) briefly
  - c) enthusiastically
  - d) positively



## *A Guide to a Pleasant Interview*

*Listen when the interviewer introduces himself or herself. Remember his or her name.*

*Sit comfortably, but don't slouch.*

*Keep your hands still; don't fidget.*

*Don't place your belongings on the interview's desk.*

*Never criticize a former employer.*

*Know the type of job for which you are applying, but indicate that you are flexible.*

*Let the interviewer begin the interview.*

*Answer questions briefly and completely.*

*Do not interrupt the interviewer.*

*Be prepared to tell the interviewer about your family, school, hobbies, and activities.*

*If you have worked before, be prepared to give a brief and accurate description of your previous jobs.*

*State your qualifications, but don't exaggerate.*

*Be sure you understand the duties involved in the job, the hours you will be expected to work, and the salary.*

*If the interviewer doesn't indicate when you will hear from him or her, ask if you may call in a day or two to learn of his or her decision.*

*Thank the interviewer for his or her courtesy.*

## WRITING A RÉSUMÉ

**Purpose:** This lesson acquaints students with the format and contents of a résumé

**Time Required for Lesson:** 50 minutes

**Grade Level:** 12

### Missouri Comprehensive Guidance

**Strand:** Career Development

**Big Idea:** CD.9. Applying employment readiness skills and the skills for on the job success.

**Concept:** CD.9.A. Personal skill for job success

CD.9.B. Job seeking skills

### ASCA Standards:

**Domain:** Career Development

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

**Materials:** “My Résumé” and “Sample Résumé” activity sheets

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 12**

**Unit:** Getting a Job!

**Concept:** CD 9 A. B.



### Show Me Standards: Performance Goals (check one or more that apply)

|   |                                                                  |
|---|------------------------------------------------------------------|
| X | Goal 1: gather, analyze and apply information and ideas          |
| X | Goal 2: communicate effectively within and beyond the classroom  |
| X | Goal 3: recognize and solve problems                             |
| X | Goal 4: make decisions and act as responsible members of society |

**This lesson supports the development of skills in the following academic content areas.**

### Academic Content Area(s)      Specific Skill(s)

|   |                           |                                                                                                            |
|---|---------------------------|------------------------------------------------------------------------------------------------------------|
| X | Communication Arts        | 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) |
|   | Mathematics               |                                                                                                            |
| X | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                     |
|   | Science                   |                                                                                                            |
|   | Health/Physical Education |                                                                                                            |
|   | Fine Arts                 |                                                                                                            |

### Enduring Life Skill(s)

|   |              |  |              |   |                 |
|---|--------------|--|--------------|---|-----------------|
| X | Perseverance |  | Integrity    | X | Problem Solving |
| X | Courage      |  | Compassion   |   | Tolerance       |
|   | Respect      |  | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Students' completion of “My Résumé” activity sheet.

### Lesson Preparation

**Essential Questions:** What role do résumés play? How can they pave the way to success?

**Engagement (Hook):** State: Your résumé is a “snapshot” of you. Explain that résumés represent your education, training, experiences, activities, and interests.

### Procedures

| <i>Professional School Counselor Procedures:</i>                                                                                                                                            | <i>Student Involvement:</i>                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. Write the word ‘résumé’ and its pronunciation on the board. Ask the following: a) what is a résumé? b) Why is it necessary to have a résumé? c) What kind of information is on a résumé? | 1. Students listen and respond to questions.                                   |
| 2. Define a résumé and explain information that should be included on a résumé.                                                                                                             | 2. Students listen and ask questions.                                          |
| 3. Distribute the ‘Sample Résumé’ to demonstrate the outline of a résumé,                                                                                                                   | 3. Students receive, discuss, and ask questions regarding the ‘Sample Résumé.’ |
| 4. Distribute the “My Résumé” activity sheet and ask students to complete.                                                                                                                  | 4. Students receive and complete “My Résumé” activity sheet.                   |

## MY RÉSUMÉ

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_

### ***Educational and Training***

High School Attended: \_\_\_\_\_

School Address: \_\_\_\_\_

School Phone: \_\_\_\_\_

Special Courses: \_\_\_\_\_

\_\_\_\_\_

### ***Work Experience***

Previous Place of Employment: \_\_\_\_\_

Immediate Supervisor/Title: \_\_\_\_\_

Company Address: \_\_\_\_\_ Company Phone: (\_\_\_\_) \_\_\_\_\_

Dates of Employment: from \_\_\_\_\_ to \_\_\_\_\_

Duties Performed: \_\_\_\_\_

### ***Activities and Interests***

Hobbies: \_\_\_\_\_

\_\_\_\_\_

Organizations: \_\_\_\_\_

\_\_\_\_\_

### ***References:***

Name/Title: \_\_\_\_\_

Work Address: \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_

Name/Title: \_\_\_\_\_

Work Address: \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_

**SAMPLE RÉSUMÉ**

***Gertrude B. Jones***

***445 ELM AVENUE***

***COLUMBUS, MO. 12345***

***(573) 555-1234***

***Education & Training***

Columbus R-1 High School  
10 Hornet Lane, Columbus, MO 12345  
(573) 555-1236

Completed automobile mechanics courses at Columbia Area Career Center

***Work Experience***

Employed as auto mechanic at Harry's Auto Hut, 1997 to present  
PO Box 4971, Sunburn Beach, Missouri 12378, (573) 555-2314  
Supervisor: Harold Rutabaga, Owner  
Duties include repairing automobile engines and exhaust systems.

Employed as a server at Le Fromage Restaurant, 1996 to 1997  
3001 South Fromage Boulevard, Columbus, Missouri 12345, (573) 555-4126  
Supervisor: Michel de Boeuf, Owner/Manager  
Duties included taking orders, serving meals, and setup and clearing of tables.

Employed as lifeguard at The Wave Water Park, summers 1994 to 1995  
PO Box 43-A, Sunburn Beach, Missouri, 12378, (573) 555-5557  
Supervisor: Nosmo King, Water Safety Coordinator

***Activities & Interests***

President of Senior Class 1998; member of SADD, Math Club, girls field hockey team, debate squad, 1997-98. Hobbies include public speaking, swimming, gardening, and travel.

***References*** (List at least three references; include: Name, position, address, and phone number).

Mary K. Jones (Homemaker and family friend [15 years])  
4207 South Avenue; (573) 555-5556  
Columbus, MO, 12345

Leo B. Lion, Retired President of New World Bank (Neighbor, I help him with his yardwork).  
1506 West Street (573) 555-5555  
Columbus, MO, 12345

John D. Judge, Federal Judge, District 102 Court (He was the on-site Supervisor for my American Government class Internship [6 weeks, 2 hours; 2 X per week—often worked more hours])  
201 West Main Street, Suite 201; (573) 555-5656  
Columbus, MO, 12345