

School Counseling Core Curriculum Lesson Plan

Name: Courtney Lloyd, Los Penasquitos Elementary School school counseling trainee

Goal: To support students in identifying their personal strengths in order to begin thinking about possible career plans

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| Lesson Topic | Career Exploration: Discovering Our Strengths |
| Grade Level | 5 |
| Projected Start/End Date | Week of 11/7/2016 |
| Estimated Time of Lesson | 45 minutes |
| Lesson Will Be Presented in Which Class/Subject | During pre-determined weekly school counselor lesson |
| ASCA Mindsets & Beliefs | <ul style="list-style-type: none"> ● M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes ● B-LS 7: Identify long- and short-term academic, career and social/emotional goals |
| Curriculum and Materials | <ul style="list-style-type: none"> ● Counselor-generated lesson ● Counselor-generated presentation slides ● “Color Activity” quiz handouts ● “Color Activity” results packets |
| Process Data: Projected number of students affected | 90 5th grade students |
| Perception Data: Learning objectives to be measured | <p>Attitudes:</p> <ul style="list-style-type: none"> ● Students believe they have strengths that make them unique. ● Students believe that it is important to identify their strengths. ● Students believe that it is important to consider their strengths when thinking about possible careers. ● Students believe that it is important to start thinking about their career plans in 5th grade. <p>Knowledge:</p> <ul style="list-style-type: none"> ● SWBAT define strength as “something that a person is good at or a good quality that a person has”. |

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| | <ul style="list-style-type: none"> ● SWBAT define a career as “a profession requiring special training or education that a person does for a long time”. <p>Skills:</p> <ul style="list-style-type: none"> ● SWBAT name two or more personal strengths. ● SWBAT complete a strengths inventory based off the Myers-Briggs 16 Personalities Test. ● SWBAT use their strengths and interests to identify at least one new career option that they may be interested in. |
| <p>Outcome Data: Achievement, attendance, and/or behavior data to be collected</p> | <p>Achievement:</p> <ul style="list-style-type: none"> ● # of students who met or exceeded standards on the CAASSP (Smarter Balanced) exam <p>Achievement-Related:</p> <ul style="list-style-type: none"> ● # of students who sign up for advanced 6th grade classes |

Procedure:

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| <p>Hook (2 minutes)</p> | <ul style="list-style-type: none"> ● Preview agenda ● Read objectives <ul style="list-style-type: none"> ○ Popcorn reading: Students read objectives, why, standards |
| <p>Introduction to New Material (5 minutes)</p> | <ul style="list-style-type: none"> ● Careers <ul style="list-style-type: none"> ○ Students share possible definitions of “career” to whole group ○ Counselor reads definition of career: <ul style="list-style-type: none"> ■ A career is a profession requiring special education or training that a person does for a long time and that has opportunities for progress ○ Think-pair-share: Students share possible career ideas they may be interested in ● Strengths <ul style="list-style-type: none"> ○ Counselor reads definition of strength: <ul style="list-style-type: none"> ■ A strength is something that a person is good at and enjoys ○ Counselor previews chart with sample strengths |

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| | <ul style="list-style-type: none">■ Counselor gives personal example of 2 of his/her strengths (i.e., organized, optimistic)○ Think-pair-share: Students share 1-2 of their personal strengths |
| Color Activity (15 minutes) | <ul style="list-style-type: none">● Counselor gives information about Color Activity<ul style="list-style-type: none">○ It is a personality activity based on the Myers-Briggs 16 Personalities Test○ It asks about your interests and habits○ There are no right or wrong answers, so pick the answers that are true for you, not the answers that you think are “right”. If you pick the answers that are true for you, your results will be more accurate.● How to do the activity<ul style="list-style-type: none">○ Read each sentence and pick the answer that <u>best</u> fits you - you can only pick one!<ul style="list-style-type: none">■ Counselor reads the first sentence and thinks aloud through the process○ At the end of each part, total up your results for each letter<ul style="list-style-type: none">■ Counselor models: If I had 3 Es, and 2 Is, I would write “3” next to the E on the bottom and I would write “2” next to the I on the bottom.○ Write the “winning letter”<ul style="list-style-type: none">■ Counselor models: If I had 3 Es and 2 Is, which is the winning letter? E. Write E next to where it says “winning letter”.○ Write your winning letter at the top<ul style="list-style-type: none">■ Counselor models: Since E was my winning letter, I’m going to write E on the first line at the top○ Do all 4 parts and repeat○ Wait<ul style="list-style-type: none">■ When you’re finished with all 4 parts, please read or work on an activity quietly until everyone has finished. |

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| | <ul style="list-style-type: none"> ● Hand out Color Activity ● Students complete the Color Activity |
| Results (8 minutes) | <ul style="list-style-type: none"> ● How to find your results <ul style="list-style-type: none"> ○ Write your 4 winning letters at the top ○ Find your combination of 4 letters ○ Circle your “type” and your color <ul style="list-style-type: none"> ■ Counselor models these steps (using animations on the slide) ● Students follow steps to find their results ● Pair-share: students share their results with their partner <ul style="list-style-type: none"> ○ What is your color? ○ What is your type? ● Reminders: counselor gives some reminders about the activity <ul style="list-style-type: none"> ○ This activity is just one way to start thinking about your strengths ○ You have other strengths than just these ○ You may interested in a career that isn’t exactly in your “color” <ul style="list-style-type: none"> ■ Counselor can share personal example, if applicable |
| Color Groups (10 minutes) | <ul style="list-style-type: none"> ● Color Groups (red, blue, yellow, green) <ul style="list-style-type: none"> ○ While introducing each color, ask students in that color group to raise their hand ○ Call on a student in that color group to read the characteristics of that group ○ Call on another student in that color group to read possible careers of that group ● Career Exploration how to <ul style="list-style-type: none"> ○ Find the page for your color and then find your “type”. Read through the careers listed. ○ What are 2 or more careers that you might be interested based on your color or type? Circle them. ○ Pair-share: students share some career interests with their partner |

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| Wrap Up (5 minutes) | <ul style="list-style-type: none">● Reflection<ul style="list-style-type: none">○ Why is it important to think about our strengths?○ Pair-share: students share one time when knowing their strengths could help them in the next week<ul style="list-style-type: none">■ Some students share out to the whole group● Review<ul style="list-style-type: none">○ Counselor asks students what we learned about○ Today we learned about:<ul style="list-style-type: none">■ Our strengths■ Our personality type (color)■ Careers that may fit our strengths |