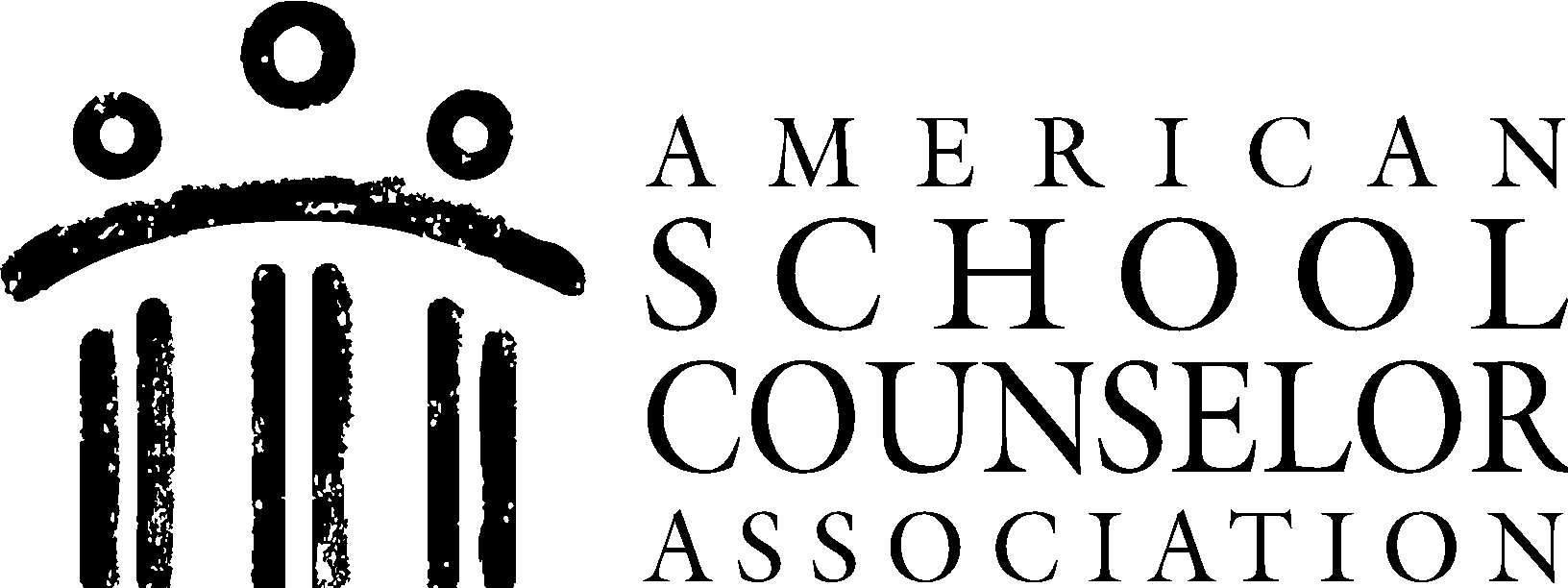
 **Career** **Lesson Plan**

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| Presenter: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Emotion Wheel**  (Created by: Meredith Brown) |

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| **ASCA Student Standards Targeted:** | | **Student Learning Objectives:** |
| Identify 1–2 student standards relevant for this targeted group and goal:  *(Best practice = select one)* | | For each of the selected student standards, write or select 1–2 learning objectives |
| *M&B#* | *Mindsets & Behaviors Statement* | *Student Learning Objectives* |
| 1.  2. | Social-Emotional Learning  Speaking and Listening | Student(s) will:   1. Recognize, understand, and effectively manage their emotions and the emotions of others. 2. Students will effectively engage in a classroom discussion and express their thoughts and feelings. |

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| Materials: |
| a emotions wheel |

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| **Describe how you will:** | |
| Introduce Lesson Topic/Focus: | Review lesson objectives and host an interactive discussion. |
| Communicate the Lesson Objective: | Engage the students' attention/interest, define the objectives, relate to their personal lives, explain why this concept matters, encourage participation, and reiterate. |
| Teach Content: | Have students choose an emotion from the Emotion Wheel and draw a picture in the corresponding section that represents when they have felt that way. |
| Practice Content: | Review the Emotion Wheel, have students create their own (optional), share and reflect, assign homework for students to practice being in touch with their feelings. |
| Summarize/Close: | Recap feelings and emotions and what activity we best used to practice being intuitive. Enhance the value of emotional expression. |

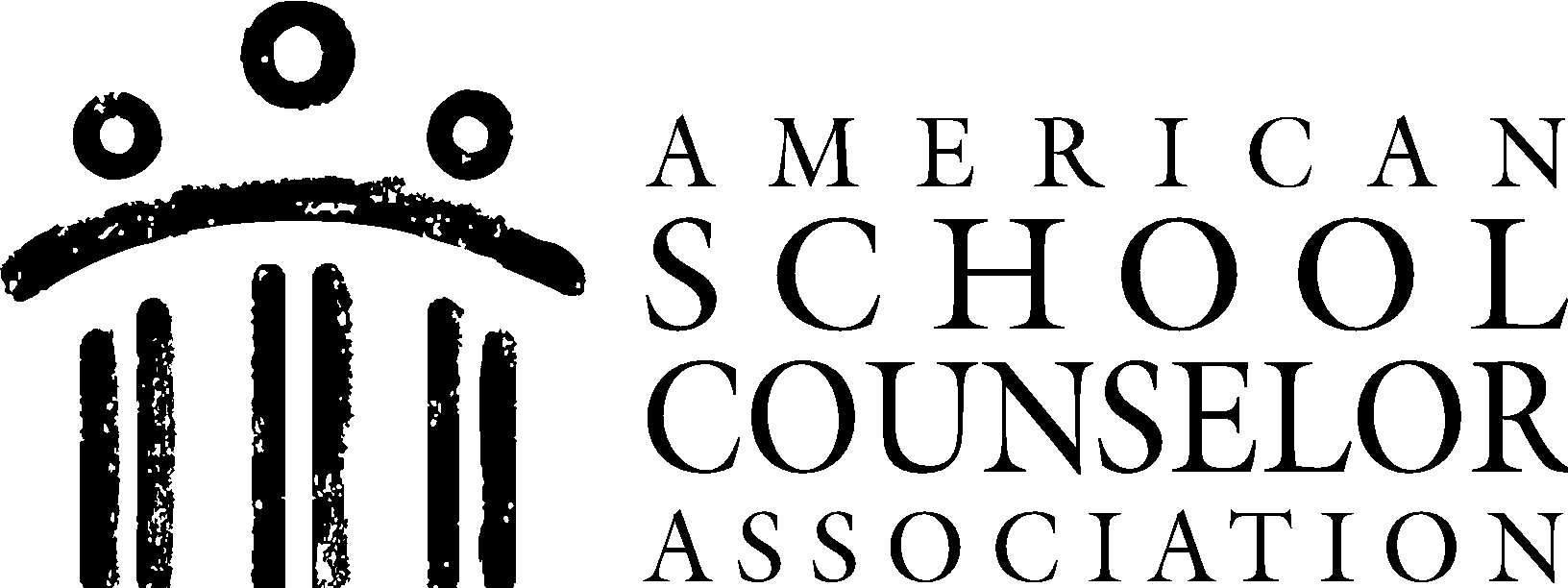
 **Career Lesson Plan**

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| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Positive Affirmations**  (Created by Meredith Brown) |

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| **ASCA Student Standards Targeted:** | | **Student Learning Objectives:** |
| Identify 1–2 student standards relevant for this targeted group and goal:  *(Best practice = select one)* | | For each of the selected student standards, write or select 1–2 learning objectives |
| *M&B#* | *Mindsets & Behaviors Statement* | *Student Learning Objectives* |
| 1.  2. | Social-Emotional Learning  Speaking and Listening | Student(s) will:   1. Develop and apply positive self-talk and self-affirmation strategies to build self-confidence and resilience. 2. Express themselves vividly and respectfully with being able to convey their thoughts and ideas effectively. |

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| Materials: |
| Post-it notes  Jar or container (optional) |

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| **Describe how you will:** | |
| Introduce Lesson Topic/Focus: | Begin with an engaging open-ended question, share real-life examples, define positive affirmations and why they matter, make it interactive, relate this to the lesson, and encourage questions. |
| Teach Content: | Define positive affirmations and the benefits of practicing these on a daily basis. |
| Practice Content: | Students can repeat their affirmations once or twice a day whether it be in the morning when they wake up or before they go to bed. |
| Summarize/Close: | Have a test period and see how they feel once students consistently practice this. Go over their reactions and results. |

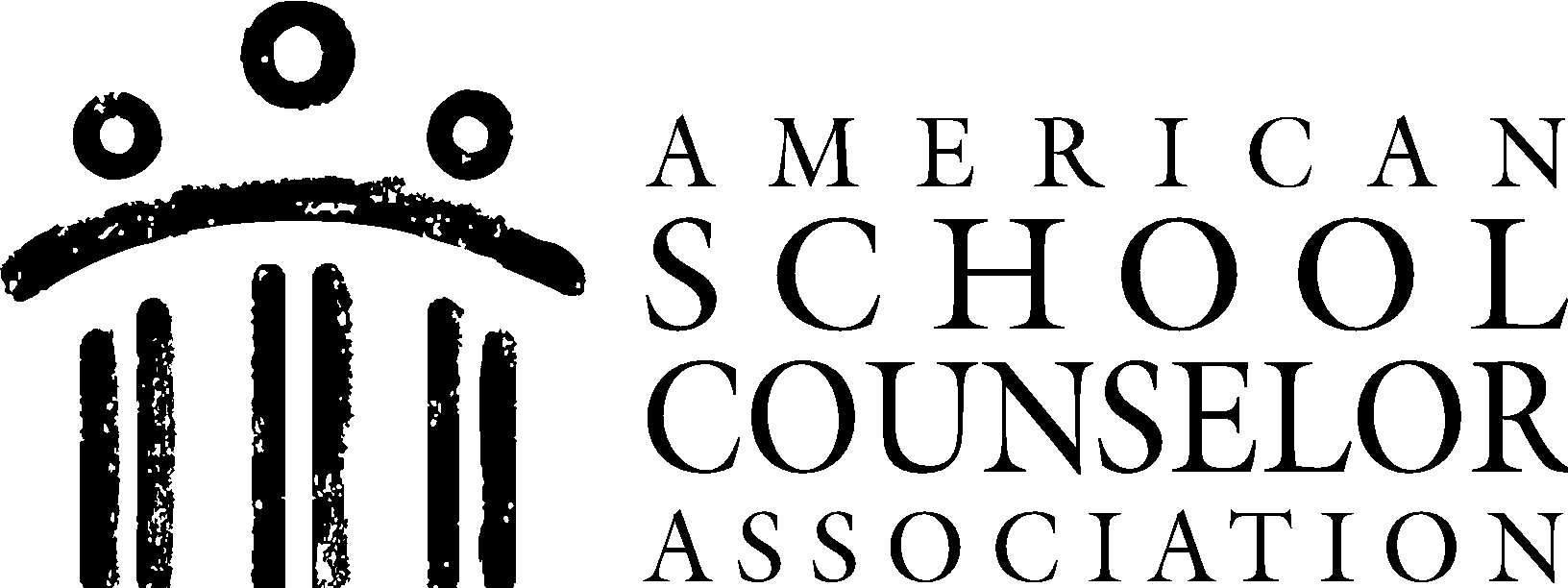
 **Career Lesson Plan**

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| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Career Dress Up**  (By: Meredith Brown) |

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| **ASCA Student Standards Targeted:** | | **Student Learning Objectives:** |
| Identify 1–2 student standards relevant for this targeted group and goal:  *(Best practice = select one)* | | For each of the selected student standards, write or select 1–2 learning objectives |
| *M&B#* | *Mindsets & Behaviors Statement* | *Student Learning Objectives* |
| 1.  2. | Major career development and exploration  Self-management and life skills | Student(s) will:   1. Explore various careers, understand the concept of work attire and dress codes, and recognize work attire. 2. Develop personal skills such as decision-making, self presentation, and how to best dress for their interested role. |

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| Materials: |
| career-related attire (optional)  relevant visual aids |

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| **Describe how you will:** | |
| Introduce Lesson Topic/Focus: | Connect and introduce the concept to the group of students. Have a strong discussion about the importance of dressing for a career while making it interactive throughout. Encourage questions! |
| Communicate the Lesson Objective: | Reiterate the purpose of this lesson with defining the objectives once again. Make a connection with learning and highlight one of the pivotal points; Personal Growth. Welcome questions and active participation. |
| Teach Content: | Prepare whether you wish to have the students purchase clothing or you supply. Host an interactive and engaging discussion while allowing time for a dress-up session. Reflect on the objectives and its importance. |
| Practice Content: | Students can reflect and share their takeaways. (Optional): Students can share and present what it was like to dress up in their careers for the day. |
| Summarize/Close: | Enhance the message of career exploration and learning how to best dress for success. Express the lesson of reaching for the stars and how the future is full of opportunities ahead. |

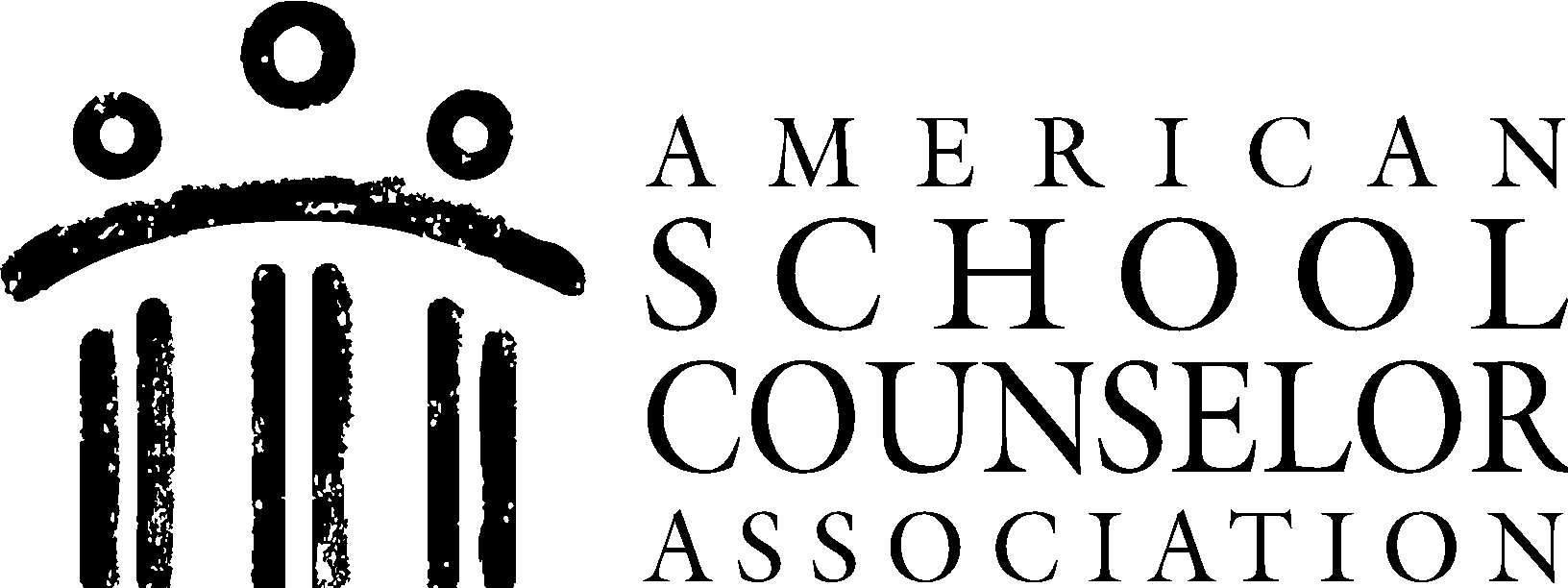
 **Career Lesson Plan**

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| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Beach Ball Activity**  (By: Meredith Brown) |

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| **ASCA Student Standards Targeted:** | | **Student Learning Objectives:** |
| Identify 1–2 student standards relevant for this targeted group and goal:  *(Best practice = select one)* | | For each of the selected student standards, write or select 1–2 learning objectives |
| *M&B#* | *Mindsets & Behaviors Statement* | *Student Learning Objectives* |
| 1.  2. | Self-awareness of their perceptions and  others around them  Social and cooperative skills | Student(s) will:   1. Demonstrate and apply their feelings or recollect their deepest memories. 2. Students will socially collaborate with their classmates and share their insights. |

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| Materials: |
| Beach ball with a sharpie |

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| **Describe how you will:** | |
| Introduce Lesson Topic/Focus: | Review the objectives and what students will gain from this activity. The ability to engage students in an open discussion centered around the idea of self-awareness guided prompts. |
| Communicate the Lesson Objective: | Begin by emphasizing the importance of being present with your emotions and feelings towards experiences students have had. |
| Teach Content: | Explain that you have a beach ball with questions/prompts related to their personal interests or memories. The students can then answer and share these with the group. |
| Practice Content: | Assign a reflection prompt as their homework (optional). Do a check in with what they have learned. |
| Summarize/Close: | Explain the importance of recognizing their likes/dislikes. Fun and engaging activity that allows students to practice their social skills and collaboration skills. |

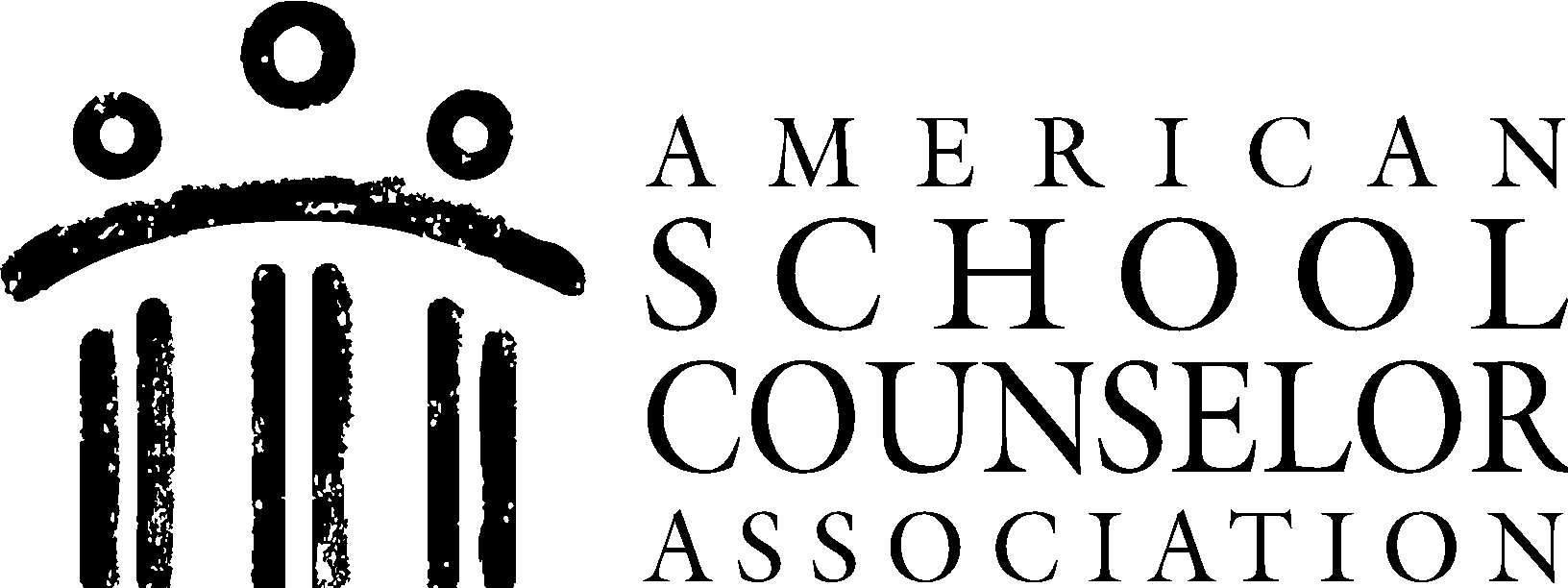
**Career** **Lesson Plan**

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| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Goal Setting- Writing SMART Goals**  (By: Meredith Brown) |

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| **ASCA Student Standards Targeted:** | | **Student Learning Objectives:** |
| Identify 1–2 student standards relevant for this targeted group and goal:  *(Best practice = select one)* | | For each of the selected student standards, write or select 1–2 learning objectives |
| *M&B#* | *Mindsets & Behaviors Statement* | *Student Learning Objectives* |
| 1.  2. | Personal Development and Social-Emotional Learning Standards  Writing and expression | Student(s) will:   1. Set and work toward achieving goals that are specific, measurable, achievable, relevant, and time-bound 2. Write clear and concise sentences, expressing their thoughts and ideas effectively |

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| Materials: |
| paper  pencils |

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| **Describe how you will:** | |
| Introduce Lesson Topic/Focus: | Begin with a thought provoking question related to a time when students wanted to achieve something. Share relative stories and discuss the concept of dreams/goals. Define SMART goals and break them down by providing examples. |
| Communicate the Lesson Objective: | Reinforce the purpose of SMART goals and its aligned objectives. Connect their dreams and aspirations with participation encouraged. Use a simple and enthusiastic tone. |
| Teach Content: | Define SMART goals and create a sample SMART goal as a class. |
| Practice Content: | Throughout the year, highly encourage SMART goals and encourage students to use this throughout their schooling. Students can create their individual SMART goals, frequently share and discuss, and reflect on what they have learned. |
| Summarize/Close: | Recap the concept of SMART goals and apply these to their own aspirations. Review key takeaways and how SMART goals turns dreams into reality. |

 **Career Lesson Plan**

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| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Game of Life- Select a Career for a Day**  (By: Meredith Brown) |

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| **ASCA Student Standards Targeted:** | | **Student Learning Objectives:** |
| Identify 1–2 student standards relevant for this targeted group and goal:  *(Best practice = select one)* | | For each of the selected student standards, write or select 1–2 learning objectives |
| *M&B#* | *Mindsets & Behaviors Statement* | *Student Learning Objectives* |
| 1.  2. | Career Development and Exploration  Social and Cooperative Learning | Student(s) will:  1. ) Explore various careers and understand the roles, responsibilities, and attire associated with different professions.  2.) Collaborate effectively with their peers, communicate, and make decisions. |

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| Materials: |
| The Game of Life |

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| **Describe how you will:** | |
| Introduce Lesson Topic/Focus: | Explain to the students that the choice is theirs. They have decisions to make as they decide what career they will have as an adult. The path to reaching this choice also creates a new path of reaching their dreams. |
| Communicate the Lesson Objective: | Ask a thought provoking question about a specific job that they know about to pick their brains. Introduce the objectives and relate this to their interests. Then, highlight the application by discussing the learning and fun that comes along with this. Encourage active participation. |
| Teach Content: | Discuss major career exploration and how the further they move along with school, their interests will change and develop. |
| Practice Content: | You can have students practice interactive and immersive activities. Sample resource: Career Exploration station (create a station representing different careers), role-play (have students engage in role-play taking on the responsibilities of that profession), have a group discussion, and reflect. |
| Summarize/Close: | Summarize the objective by making this a full circle lesson. Have the students be excited about their curiosity and foster a positive attitude towards job interests. |