**COUNSELOR LESSON PLAN**

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| **Topic: Impulse Control and Emotional Awareness**  **Duration: 35-40 minutes**  **Grade Level**:**7th grade** | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **A:A1.5 Identify attitudes and behaviors which lead to successful learning**  **A:A3.1 Take responsibility for their actions**  **PS:B1.2 Understand consequences of decision and choices**  **PS:B1.3 Identify alternative solutions to a problem** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Objective: Students will learn how to control their impulses and be more aware of their emotions by engaging in self-talk.**  **Essential Questions: How can I control my impulses and be more aware of my emotions, in order to improve my behavior and success in school?** | | Resiliency  Impulse Control  Emotional Awareness  Self-talk | |
| **INTRODUCTION TO LESSON** | | | |
| **Emotional awareness and self-regulation are key concepts of resiliency. Students will learn about the self-talk strategy in order to be aware of their own emotions and control their impulses. The lesson is run through a prezi. Materials needed are a compute/ internet, a blank sheet of lined paper, printout of scenario worksheet, and a small piece of paper or index card for each student.** | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Counselor will pull up Prezi presentation: Counselor will ask the class about resiliency and then provide the definition. | | Students will engage in class discussion about their knowledge about resiliency. | |
| Counselor will teach students about impulse control and then the class will analyze the picture provided and how this applies to impulse control. ( The picture is a traffic light; it shows red light as stopping and taking a deep breath before reacting to the situation, yellow is the next step where you think about what happened and think about what consequences can come about if you engage in a negative action, and green is go with the best choice that will not give you consequences. | | Students will engage in active listening then take part in critical thinking when analyzing the stop light picture provided. | |
| Counselor will teach students about self-talk, a key ingredient of impulse control. | | Students will engage in active listening. | |
| Counselor will present self-talk activity and hand out a blank piece of paper for students to write on (or you can ask the class to type it up on their laptop). Students get about 5 minutes to work individually and 5 minute to share answers with a partner.  After, engage in a class discussion about activity and have a couple of students share their experiences with the class. | | Students will engage in critical thinking skills by working individually on the self-talk activity. Once they are done working individually students share their answers with a partner.  Students will then engage in class discussion about the activity. | |
| Counselor will move on to emotional awareness and teach students about this topic.  Counselor will then engage class in discussion about why it is important to manage emotions.  Counselor will discuss some right answers after class discussion. | | Students will engage in active listening and learn about emotional awareness. Students will then use critical thinking skills and engage in class discussion about the importance of emotional awareness. | |
| Counselor will play Angry birds clip and engage class in a discussion about the clip and how it pertains to emotional awareness. | | Students will watch clip and then engage in class discussion about it. | |
| Counselor will handout scenario activity. Students will work as a group of 2 or as a table to answer the scenario questions. | | Students will engage working as a group to answer the questions.  Students will then engage in class discussion about scenarios. | |
| Counselor will hand out an index card and have student write down one thing they learned. | | Students will write down one thing they learned and this is their ticket out of the classroom. | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Conclude lesson by tying emotional awareness to impulse control. If we can control our impulses we are less likely to engage in negative actions that can cause us consequences.  Counselor will check for understanding with ticket out the door. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| Writing: Students will engage in writing skills when working on the assigned questions.  Inquiry: Students will use critical thinking skills when engaging in class discussion and answering the questions assigned.  Collaboration: Students will collaborate with one another when working on the scenarios worksheet and when discussing their answers on the assigned questions. | | | |
| **RESOURCES** | | | |
| Prezi: <http://prezi.com/bdw3dw7jw7zk/?utm_campaign=share&utm_medium=copy&rc=ex0share>  You tube video already attached on prezi | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Flexible grouping: Students are paired with student volunteers who are at the top of their class. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| Resiliency Anchor Lesson  Learning styles Lesson | | |