**COUNSELOR LESSON PLAN**

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| **Topic: Learning Styles/Self-efficacy**  **Duration: 35-45 minutes**  **Grade Level**:**7th grade** | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **A:A2.4 Apply knowledge and learning styles to positively influence school performance**  **A:B1.6 Use knowledge of learning styles to positively influence school performance** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Objective: The students will improve their self-efficacy by identifying their learning style and learning strategies to achieve their educational goals.**  **Essential Question: What is my learning style? How can I apply my learning style to class lectures and studying?** | | Self-efficacy  Learning Styles  Visual Learner  Auditory Learner  Tactile/Kinesthetic Learner | |
| **INTRODUCTION TO LESSON** | | | |
| **Self-Efficacy is the belief in ones capability to achieve a goal or an outcome. Helping students identify their type of learning, it being visual, auditory, or tactile/kinesthetic is a part of helping students believe in themselves and giving them strategies to achieve educational goals. Through a serious of 3 assessments students will identify their learning style and by the end of the lesson they will know what kind of learner they are and what strategies they can use to make themselves a better student and help them study for tests. The lesson is run through a Prezi. Materials needed are 2 of the same 10 items (example: pencil, paper clip etc), individually put in a small brown bag for the Tactile/Kinesthetic portion, learning styles handout, and computer/internet.** | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Counselor will pull up Prezi Presentation: Counselor will ask students what they know about learning styles. | | Students will use critical thinking skills and engage in a class discussion based on their knowledge on learning styles. | |
| Counselor will lecture on auditory learning then play the short clip. After the video counselor will engage the class in a discussion on how this was an auditory example. You can ask the class if the actor is an auditory learner or not (he is not because he does not seem to be learning the language the way he is being taught.) | | Students will engage in active listening on the information about auditory learning and see a short clip. Students will engage in a class discussion about the video. | |
| Counselor will lecture on visual and tactile/kinesthetic learning and then play a video after both slides. (Stop video after Kung fu Panda example- the third part of the video does not apply)After the video counselor will engage the class in a discussion about the visual part and then tactile/kinesthetic part of the video. (The visual part illustrates the actor observing the cards and being able to memorize them visually thus making him a visual learner. The panda clip illustrates tactile/kinesthetic learning because the Panda learns Kong Fu by moving and doing the moves). | | Students will engage in active listening on the information about visual and tactile/kinesthetic learning. After student will see a short video and engage in class discussion about the video. | |
| Counselor will lead students through a serious of 3 assessments. Hand out worksheet and then have students put their pencils down. Counselor will start with the auditory assessment: slowly read the 10 items on the attached “Teacher Handout”. Once you are done give students a couple of minutes to recall what they remember hearing, you then give students the answers and they get to tally up how many they got right. Repeat process for 2 other assessments | | Students take part in auditory assessment.  Students will take part in visual assessment.  Students will take part in Tactile/Kinesthetic assessment. | |
| Now that students know what kind of leaner they are, counselor can lecture how they can apply their learning style to school and studying. | | Students will actively listen to how they can apply their learning style to school and studying. | |
| Counselor will conclude with tying self-efficacy to learning styles: ask the students how knowing their learning style would help them improve their self-efficacy. | | Students will use their critical thinking skills and engage in a class discussion about self-efficacy and how it applies to their learning style. | |
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| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Conclude by tying self-efficacy to learning styles; asking students how knowing what learning style they are will help them be successful academically. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| Inquiry: Students will use critical thinking skills when answering various questions throughout the lesson.  Collaboration: Students will engage in collaboration with one another when engaging in class discussion. | | | |
| **RESOURCES** | | | |
| Prezi: <http://prezi.com/njyg7c3tmudu/?utm_campaign=share&utm_medium=copy>  Youtube Videos: (already attached on prezi)   1. Student Handout 2. Teacher handout (with auditory list and kinesthetic list) | | | |
| **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  Emotional Awareness and Impulse Control Lesson | | |