**COUNSELOR LESSON PLAN**

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| **Topic: Optimistic, Flexible, & Accurate Thinking**  **Duration: 45 Minutes**  **Grade Level**: 8th | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Personal Social:**  **PS:B1.3 identify alternative solutions to a problem**  **PS:B1.1 use a decision-making and problem solving model**  **PS:B1.4 develop effective coping skills for dealing with problems** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Students will identify the advantages of maintaining an optimistic attitude and an open mind.**  **Am I an optimistic person?** | | Resiliency  Optimism  Pessimism  Flexible Thinking  Accurate Thinking | |
| **INTRODUCTION TO LESSON** | | | |
| **In this a follow-up lesson on resiliency; the characteristics of optimism, and flexible and accurate thinking are focused on. A review of the term resiliency and the seven associated characteristics is presented first.** | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Tell students that they should leave class today a little more positive and determined to solve problems by thinking of a new way to approach them. Ask students to define resiliency. | | Ask for student responses and then have students in small group identify and jot down as many resilient traits as they can remember. | |
| Start the Prezi and explain that the way we think affects how well we respond to a problem. Briefly go through the traits. | | Have groups raise their hands if they wrote down the characteristic you are reviewing. | |
| Pause on the Impulse control slide and ask students what they should do next after controlling an impulse. | | Students answers should include thinking about how to handle the situation in a positive way/figuring out what is actually going on. | |
| Optimism slide=ask students what it means. Have students identify people or characters who are optimistic or the opposite, pessimistic | | Students can give examples of real or fictional characters | |
| After slide 11 (Eeyore) give quiz | | Students complete quiz and rate themselves | |
| Ask students why it would be advantageous to think optimistically. | | Students respond | |
| Accurate thinkers=discuss how our first thoughts are not always correct. We often jump to conclusions.  Flexible thinkers=generate ideas that are different from one another; allows you to get out of a “thinking rut” | | Students collaborate in small group to answer the scenario questions and share | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Give each group a large sheet of paper and have them create an Anchor chart depicting the concepts of optimism, flexible thinking, and accurate thinking. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| Inquiry  Collaboration  Organization | | | |
| **RESOURCES** | | | |
| Psychology For Kids, Jonni Kincher, 2008 (Are you an Optimist…handout)  Scenarios (two pages)  Prezi link: http://prezi.com/njqdpfidm7lo/?utm\_campaign=share&utm\_medium=copy&rc=ex0share | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Small group collaboration/Anchor charts | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| IT’S ALL IN YOUR HEAD worksheet | | |