**COUNSELOR LESSON PLAN**

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| **Topic:** Achievement  **Duration:** 35-45 minutes  **Grade Level**: 4th | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA Standards:**  Academic Domain:  A:A1.3 Take pride in work and achievement  A:A1.5 Identify attitudes and behaviors that lead to successful learning  A:A2.2 Demonstrate how effort and persistence positively affect learning  A:A3.1 Take responsibility for their actions  A:B1.1 Demonstrate the motivation to achieve individual potential  A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities  Career Domain:  C:A2.7 Develop a positive attitude toward work and learning  Personal/ Social Domain:  PS:A1.1 Develop positive attitudes toward self as a unique and worthy person  PS:B1.10 Identify alternative ways of achieving goals  PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills  **Mindsets:**  1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well being  2. Self-confidence in ability to succeed  5. Belief in using abilities to their fullest to achieve high-quality results and outcomes  6. Positive attitude toward work and learning  **Behaviors:**  Learning strategies:  4. Apply self-motivation and self-direction to learning  7. Identify long- and short-term academic, career and social/ emotional goals  Self-management skills  4. Demonstrate ability to delay immediate gratification for long-term rewards.  5. Demonstrate perseverance to achieve long- and short-term goals  7. Demonstrate effective coping skills when faced with a problem  Social skills:  8. Demonstrate advocacy skills and ability to assert self, when necessary | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Students will be able to understand the positive role achievement plays in one’s life.**  **What is achievement? Why is achievement something to strive towards?** | | Achievement  Perseverance | |
| **INTRODUCTION TO LESSON** | | | |
| This lesson is intended to be done after a lesson on goal-setting has been completed with the class. The lesson will begin by reviewing the main points from the goal setting lesson and then introducing the topic of achievement. This lesson provides an age appropriate explanation of achievement and practice of explaining why achievement is important. The lesson consists of a PowerPoint, a story to provide an example of a historical figure that had many achievements, a discussion and worksheet. | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| Begin PowerPoint with first slide that reviews key points from previous lesson. Ask class the following questions and call on students for answers: What is a goal? What are the steps you should take to set a goal? Why is goal setting important? What are some personal qualities and characteristics that help us reach goals? | | Students called upon for responses to each question. | |
| Introduction of topic: Counselor instructs class: “Think of a time you achieved something. Share that story with a partner. Talk about your plan, any challenges you had, what helped you achieve it and what it felt like”. Allow approx. 4 minutes for all students to share with a partner. After counselor as observed this happening, bring class attention back to the front of the room and allow for around 3 volunteers to share with the whole class. | | Think-Pair-Share. After thinking of their own response, students will share with their neighbor. They may raise their hand to share with the entire class after sharing with a partner. | |
| Counselor displays definition of achievement on PowerPoint: ”Achievement is when you succeed at something or reach something that you have been working towards”. | | Students copy definition from PowerPoint for their own notes and future reference. | |
| Counselor introduces the story *Wilma Unlimited* by Kathleen Krull. Counselor tells class: “This story is about a woman named Wilma Rudolph who was once considered the fastest woman alive. Wilma Rudolph had many achievements throughout her life and the story shows us what they were and how she reached them.” | | Students demonstrate active listening. | |
| Read story: *Wilma Unlimited* | | Students will demonstrate active listening; they may ask questions and make comments when appropriate. Student will observe illustrations from the story. | |
| Discussion questions from PowerPoint:   * What are some of the challenges that Wilma faced during her life? * What are the achievements she accomplished during her life? * What qualities and characteristics does Wilma have that helped her in her many achievements? * What effect did Wilma’s achievements have on her and the people around her?   Discussion of story should last 10-15 minutes. | | Students will respond to questions. | |
| Distribution of web worksheets. Counselor displays blank web template on the board for class to see. Counselor reads prompt: “Why is achievement important? Why is achievement something that we want in our lives?”. Students will be called upon to provide answers and counselor will record them on the web. | | Students provide responses to the prompt. Students will fill in their copy of the web as the web is completed on the front board. | |
| Counselor ends lesson with a motivational quote by Wilma Rudolph (displayed on PowerPoint, read by student volunteer). Counselor encourages students to strive to achieve every day and remember the importance of achievement. | | Students will demonstrate active listening and follow along with PowerPoint. | |
| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Have students re-read out loud the definition of achievement. Think-pair-share: “Pretend your classmate is hoping to achieve something. What advice or encouragement could you give them?”. Allow time for students to share with their partners.  Leave class by telling students that they can work to achieve something every day, whether it be a small or large achievement. Encourage them to not be discouraged by challenges and remember the benefits of achievement. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| **W-**Students will complete worksheet by writing responses on a web outline  **I-**  **C-**Students will collaborate to complete the web outline as a class. Student will collaborate by sharing personal experiences of achievement during think-pair-share.  **O-**  **R-**Students will read directions on the PowerPoint. Instructor will be reading the story. | | | |
| **RESOURCES** | | | |
| Book- *Wilma Unlimited* by Kathleen Krull (substitute book may be used as long as the plot centers around a characters journey towards achievement).  Achievement Web Worksheet  Achievemnt PowerPoint | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Web may be completed in groups rather than as a whole class to allow for more student participation. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
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