 **Career** **Lesson Plan**

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

|  |  |
| --- | --- |
| **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 with identifying their feelings and othersSelf-management skills with regulating their emotions and how to process appropriately  | Student(s) will:1. Identify and recognize basic emotions through flashcards.
2. Understand and reflect on their own emotions such as empathy and emotional awareness.
 |

|  |
| --- |
| Materials: |
|  facial expressions [emotions flashcards](https://www.canva.com/design/DAFwxu0-huU/pUFPsB_9K5EfBA0OlhRtPw/view?utm_content=DAFwxu0-huU&utm_campaign=share_your_design&utm_medium=link&utm_source=shareyourdesignpanel)  |

|  |
| --- |
| **Describe how you will:** |
| Introduce Lesson Topic/Focus: | Ask students how do you feel today and why do you feel that way |
| Communicate the Lesson Objective: | Review the importance of wellness and your emotions with your overall being. Review the concept of understanding and managing emotions in early childhood and how this is crucial for career wellness later in life.  |

Teach Content: Review the different types of emotions and how you may feel with each one. Practice Content: Students identify with each emotion card on which one they relate with most for each day. (Optional): They can even take the emotion flashcards home and reflect in a journal on how they felt for the night.

Summarize/Close: Explain how emotions have a huge impact on career development and well being throughout their schooling.

 **Career Lesson Plan**

|  |  |
| --- | --- |
| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Feelings journal**(Created by Meredith Brown) |

|  |  |
| --- | --- |
| **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 Self-management skills  | Student(s) will:1. Develop and learn self-awareness including the ability to identify their own emotions which directs them to keeping a feelings journal
2. Exemplify self-discipline and self-control
 |

|  |
| --- |
| Materials: |
| Purchase feelings journals or paper (optional)Writing utensil (preferably pencils) |

|  |
| --- |
| **Describe how you will:** |
| Introduce Lesson Topic/Focus: | Ask and show students a sample feelings journal. Ask students if they have seen something like this before and explain it’s a place where you can write about how you feel.  |
| Teach Content: | Review the 7 primary feelings and relate this to how it corresponds with your overall well being. |
| Practice Content: | Students reflect or identify which feeling they are experiencing each day. Create an overall class feelings journal.  |
| Summarize/Close: | Reflect on feelings and how this all serves as a pivotal role throughout their schooling as they progress and within their personal lives  |

 **Career Lesson Plan**

|  |  |
| --- | --- |
| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Mindfulness and gratitude activity**(By: Meredith Brown) |

|  |  |
| --- | --- |
| **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 Self-management skills  | Student(s) will:1. Identify and recognize one's emotions, thoughts, and values.
2. Demonstrate the ability to express needs, wants, and emotions in a healthy way.
 |

|  |
| --- |
| Materials: |
| Gratitude jar Post-it notes and jar |

|  |
| --- |
| **Describe how you will:** |
| Introduce Lesson Topic/Focus: | Define Mindfulness * Use child-friendly language to explain mindfulness: "Mindfulness means paying attention to the present moment. It's like giving your brain a little break to rest and be calm."

Share the Benefits * Discuss the benefits of mindfulness in a way that relates to K-2 graders: "When we practice mindfulness, we can feel less stressed and more focused. It's like a superpower for our minds!"

 Explain Gratitude * Define gratitude simply: "Gratitude is when we think about the things that make us happy and say 'thank you' in our hearts."

Share the Purpose * Explain why practicing gratitude is important: "When we practice gratitude, we become even happier because we remember all the good things in our lives."
 |
| Communicate the Lesson Objective: | Begin by the importance of Practicing Mindfulness and Gratitude and how this correlates with overall career development and wellness.  |
| Teach Content: | Studies show that practicing mindfulness and gratitude increases positive feelings. Mindfulness has shown a significant association to improving mental health.  |
| Practice Content: | Students will practice strategic mindful thinking and gratitude on a consistent basis. Mindfulness exercises can be utilized frequently.  |
| Summarize/Close: | Explain how gratitude and mindfulness will help them on a daily basis with handling academic challenges. This will alter their thinking and serve as an asset for their wellness.  |

 **Career Lesson Plan**

|  |  |
| --- | --- |
| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Career dress-up day**(By: Meredith Brown) |

|  |  |
| --- | --- |
| **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 Awareness and Exploration by exploring their interests and skills.Communication and presentation skills by speaking and sharing their career interests.  | Student(s) will:1. Gain awareness of a variety of careers and demonstrate an understanding of what different professionals do.
2. Develop information about their interested careers.
 |

|  |
| --- |
| Materials: |
| Clothing (Optional: you can store a career closet)  |

|  |
| --- |
| **Describe how you will:** |
| Introduce Lesson Topic/Focus: | Ask a few students what they want to be when they grow up and thoughts on what those people wear. |
| Communicate the Lesson Objective: | Begin by reviewing career development and how understanding their areas of interests can guide their future.  |
| Teach Content: | Review the different careers they could have when they get older and the responsibilities that may go along with it.  |
| Practice Content: | Students identify which job they would want to have when they are older and dress up for the day in this role.  |
| Summarize/Close: | Explain how this sparks interests and self development |

**Career Lesson Plan**

|  |  |
| --- | --- |
| School Counselor: | School Counselor/Career Specialist |
| Lesson Plan Title: | **Career and Art (Dream and Draw)**(By: Meredith Brown) |

|  |  |
| --- | --- |
| **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.  | Students use various art forms to express their ideas, feelings, and imagination.Students use descriptive language to communicate their ideas and observations. | Student(s) will:1. USe drawing as a form of creative expression to illustrate their dream jobs with the ability to convey their future aspirations with visual art.
2. K-2 students will be able to practice their verbal skills with using what they have visually created.
 |

|  |
| --- |
| Materials: |
| papercrayons, markers, paint (optional), colored pencils |

|  |
| --- |
| **Describe how you will:** |
| Introduce Lesson Topic/Focus: | Begin with a friendly and engaging opening. Make it imaginative by opening up the floor to something very special; What you want to be when you grow up. You get to dream and draw your job! |
| Communicate the Lesson Objective: | Explain to the students that they will get to draw a picture of what they want to be when they grow up, their dream job. Express the importance of dreams and putting them on paper.  |
| Teach Content: | Make this an engaging and interactive conversation correlated with dreams and what the students want to be when they grow up. Explain the value of brainstorming and allow time for reflection.  |
| Practice Content: | Focus and repeat positivity and encouragement to take this further then the classroom. Students can talk to parents/guardians about their dream jobs or talk about why they chose their career.  |
| Summarize/Close: | Recap the importance of career exploration and imagination with dream jobs. Having a vision, big dreams, and goals to make them come true.  |