**COUNSELOR LESSON PLAN**

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| **Topic: Resiliency**  **Duration: 45 min.**  **Grade Level**: 8 | | | |
| **ASCA COUNSELING STANDARDS** | | | |
| **Personal Social: Acquire self knowledge PS:A1,10 Identify personal strengths and assets**  **PS:B1:3 identify alternative solutions to a problem** | | | |
| **OBJECTIVES/ESSENTIAL QUESTION** | | **TERMINOLOGY** | |
| **Student will understand the relationship between high levels of resilience and personal success.**  **How can I learn to be more resilient?** | | Adversity  Resiliency | |
| **INTRODUCTION TO LESSON** | | | |
| **.**  **This lesson and the corresponding 2 lessons are designed to reinforce the concept of resiliency to 8th graders and investigate the resiliency factors of empathy, optimism, creative and flexible thinking, and connecting with others. This first lesson is an overview similar to the information presented in 7th grade.** | | | |
| **CONTENT KNOWLEDGE | INSTRUCTIONAL DESIGN** | | | |
| **TEACHER ACTIONS** | | **STUDENT ACTIONS** | |
| **Explain that you are presenting a lesson on resiliency. Ask if any student can explain what that might be about. Reinforce correct answers.**  **With student participation, generate a list of some of the difficulties people face. Ask for personal examples. Write responses on the board. At the top, include the title “Adversity” and explain that these are all examples of adversity. Ask students if they can think of any synonyms for this word.** | | Students volunteer definitions of the word resiliency.  Students generate a list of problems they have faced or witnessed.  Students respond with words such as obstacle, problem, stress, conflict etc. | |
| Ask students if all people respond to obstacles in the same way; if not, how do they act differently? Ask Students to give examples | | Discuss this with a partner then share your conclusions with the class | |
| Explain that people develop skills to deal with adversity. Show the roots of the resiliency tree and briefly go over each of the factors. | | Have each group of students make of list of the 10 most stressful problems at school. Share the lists and discuss how students handle these issues. | |
| Ask students to think about the following question and discuss the answer with a partner. Are we born resilient or are these qualities learned? | | Give the students a few minutes to share their ideas with a partner and then have them respond. | |
| Pass out the worksheet “Identify YOUR resilient factors:” | | Students complete the worksheet (allow 5 minutes) and ask for them to share. | |
| Show video clip from “Bug’s Life” | |  | |
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| **CLOSURE|CHECK FOR UNDERSTANDING** | | | |
| Ask students to identify the adversities faced by the ants and the resilient characteristics evident in the video. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| Inquiry  Collaboration | | | |
| **RESOURCES** | | | |
| Prezi link: <http://prezi.com/maw4rczdsuls/?utm_campaign=share&utm_medium=copy&rc=ex0shareYou>  Tube (already attached)  Handout “Identify YOUR resilient factors:” | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Think/Pair/Share | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
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