**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?** | ResiliencyOptimismPessimismFlexible ThinkingAccurate 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** |
| InquiryCollaborationOrganization |
| **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 |