

Month(s) to be completed: August/September **Duration:** 30 minutes

Christina School District
Elementary Guidance Best Practices
Programs and Activities

Title of Activity: Orientation-Piecing Together The Counselor
Grade Level(s): K-3

Standard Competency Addressed (list all by Standard/Competency #):
A:A1.5; A:A2.3-4; A:A3.1-2; A:A3.4-5; A:B1.2; C:A1.4-5; C:A2.1-3; PS:A1.5-9; PS:A1.11;
PS:A2.1-8; PS:B.1-12; PS:C1.5; PS:C1.9-10;

Superintendent's Performance Target Addressed:
Safe and Orderly Environment

Resources/Materials Needed:

Cut out of Body Parts

Various counseling tools from the counselors office

Cut outs of various counseling tools from the counselors office

Procedures/Lesson Plans (See Back of Form)

Benchmark/Goal of Activity:

Students will understand the role of the counselor, recognize his or her responsibility for seeking help when needed, and acquire the skills and knowledge needed to ask for help.

Evaluation (means of determining if benchmark/goal has been met or is in progress):

Pre/Post Survey

Comments:

Submitted by:

Name: Kristin Akers

School: Brader

Procedures/Lesson Plans

Please provide a brief description of how this program/activity works and of any essential factors to its success:

1. Warm Up:
 - a. Tell the students your name and job title. Write your name on the board for them to see how it is spelled.
 - b. Tell students about how you are there to help with problems they might be having at home or school; Tell them you are someone they can talk to about their feelings and problems
 - c. Ask, "What kind of problems might a first grader have?" (use their grade if not in 1st)
2. Action:
 - a. Give each student either a cut-out body part or an item from the counselors office;
 - b. Tape cut-out figure of the counselor on the board;
 - c. Have the students come to the front of the room one at a time with their particular item;
 - d. Explain the reason for the item and how the counselor uses to help students
3. Materials to develop to put onto the counselor "anatomy":
 - a. Heart=for caring for all of the children
 - b. Ears=for listening carefully to you
 - c. Hands=for helping, waving hello, giving high fives
 - d. Arms=for giving hugs
 - e. Sealed lips=for confidentiality (explain this concept)
 - f. Lunch Bunch invitation=to get to know them
 - g. Phone=for talking to their parents about how we work together to help them
 - h. Books (2)=for reading with them to help them with a problem
 - i. Games (2)=for helping them to tell about their feelings
 - j. Puppets (2)=for helping them to act out their feelings
 - k. Drawing of Counseling Office=where they can find you
 - l. Meeting Planner=for attending meetings to help children learn better
 - m. Crayons=for drawing pictures about their feelings
 - n. Test=for giving tests sometimes when we need to find out more about the way they learn
 - o. Newsletter=for letting families know about the counselor's activities
 - p. Picture of a group of children=for group counseling
 - q. Picture of one child=for individual counseling
4. Closure:
 - a. When finished, thank the children for participating
 - b. Ask if there are any questions about my job
 - c. Remind them how they can self-refer for counseling