Counselor Name:  Karen Ward  
Title of Lesson:  Today I Feel Silly  
School:  Counseling Department  
Quarter:  1st

Audience:  ☒ Classroom  ☐ Small Group
Level:  ☒ Primary (K-2)  ☐ Intermediate (3-5)
Target Grade:  1st

Counseling Standards

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.  ☐
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.  ☐
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.  ☐

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.  ☐
5. Students will employ strategies to achieve future career goals with success and satisfaction.  ☐
6. Students will understand the relationships between personal qualities, education, training and the world of work.  ☐

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.  ☒
8. Students will make decisions, set goals, and take necessary action to achieve goals.  ☐
9. Students will understand safety and survival skills.  ☐

Counseling Competency(ies)
Apply effective problem-solving and decision-making skills to make safe and healthy choices.

Arizona Standards for:

Reading:  P.O. Classify common words into conceptual categories (e.g., animals, foods, toys)
Writing:
Math:  

Sheltered Instruction Observation Protocol (SIOP) Strategy
Comprehend and follow simple 1-step (2-to 3-words written directions for classroom activities that are accompanied by picture cues.)

Materials/Resources:
Paint chip cards (the little cards used to decide on colors).
Prepared index cards with each of the feeling words used in the story.
**ACTIVITY:**
Ask students to brainstorm feeling words. Chart the words. Talk about how everyone has these feelings. There are no bad feelings. Pass out the feeling cards. Read the story and tell students as you read the story to listen for the word they are holding. Raise the card in the air for all students to see. Have the class say the word. You can double up on the cards so that each student has one. Then using any feelings faces you may have put students in pairs to match the feeling word with the feeling face. After each pair is done, have them share with the class.

**EVALUATION:**

**Pretest/Postest:**

How did the student change as a result of this lesson? Students will be able to relate feelings in a socially acceptable manner.

**Information/Comments/Follow-up:** Make up some situations for students to role play. Have students name the feeling words from the role play and work on the appropriate solution.