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)
- Demonstrate ways to make and keep friends. Demonstrate ways to make and keep friends.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

MATERIALS/RESOURCES:
The book, Two Cool Coyotes, by Jillian Lund.

ACTIVITY:
Tell students that the lesson is about friendship. Ask: what are some ways to make friends. Record student answers. Ask students to listen for some of their ideas in the story. Read, Two Cool Coyotes. Questions for discussion: how did Frank feel when Angelina moved away; what did Frank do when Larry moved next door; how did Larry and Frank get along; how did Frank and Larry become friends. Have students work together to make a friendship book for the class. (See attached suggestions) As a closure for this session for the next day, play ELEPHANT
AND GIRAFFE GAME. Directions for the game. Form a large circle with yourself in the middle as “it”. Demonstrate ELEPHANT: hands in front of body to make the trunk. GIRAFFE: arms held up and together to make the neck. Practice by pointing to a child and having them make the movement. Teach additional movements: ELEPHANT: The children on either side of the student making the trunk form big ears with two hands held apart. GIRAFFE: students on either side of the one making the big ears, make spots by making “O’s” with their thumb and index finger. Practice this movement. Then begin the game by pointing to a student and saying “ELEPHANT” OR “GIRAFFE”. The student you point to and those on either side must form the animal before you count to five. When this gets too easy, add a KANGAROO. The middle child forms a pouch by folding hands together and holding them in front on their stomach while bouncing gently. The two on either side make big feet while bending over and bouncing lightly. (Option: those on each side can make little kangaroo ears by holding up the slightly bent middle and index finger while lightly bouncing). When one of the three do not appropriately make the movement before the count of five, they become “it”. Next class period, make a coyote friendship chain with the attached patterns. Students could write their name and what makes them a good friend.

EVALUATION:
Pretest/Postest:

How did the student change as a result of this lesson? Students will demonstrate the ability to work well independently and with others.

Information/Comments/Follow-up:

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My name is _______________. I am _________ years old and my birthday is _________________.

I build peace with friends when I _____________________.

I decrease pace with friends when I _____________________.

This is a picture of my family and me.

This is a picture of my family and me.

The names of my friends are ________________, ________________, and _________________.

My friends are important to me because they _________________.

I feel ________________ when I am with my friends.