THE SCHOOL COUNSELOR'S GUIDE

High School Guidance Curriculum Activities

Based on ASCA National Standards

Mark D. Nelson
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The School Counselor’s Guide: High School Guidance Curriculum Activities

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ACKNOWLEDGMENTS

There are many activities and ideas collected in this project. As I attempted to reference the resources, in some cases it became difficult to determine who, when, and where I was introduced to each activity. Wherever possible, I have provided a reference for the source of the activity. There are many activities that I have designed and many that I was introduced to somewhere along my counseling path by someone who designed it or adapted it. I want to acknowledge all of those creative counselors that have come before me and extend my appreciation. All of these activities have been adapted and fit into a standards-based format with the primary purpose to improve the academic, career, and personal/social development of all students within the context of a guidance curriculum.

I would like to thank Corinne Antone for her many hours of editing and formatting as well as for putting up with an author in the family. Second, I would like to thank all of the fine school counselors and students who I have had the honor of knowing or working with over the years. And last, I would like to thank all of the school counseling graduate students who have taught me much about both teaching and learning. I am proud to be a school counselor and a school counselor educator. We accept the challenge of enhancing the lives of young people—this is work worthy of considerable effort.
ABOUT THE AUTHOR

Mark D. Nelson is co-owner of Hyalite, LLC, a training and professional development company for counselors. In addition, he is a Professor and Program Leader for the School Counseling Program in the Department of Health and Human Development at Montana State University. Dr. Nelson began his career as a school counselor working with traditional and alternative education programs. He learned much from students regarding the notions of student success and student development. He has designed and implemented several school counseling programs and guidance curriculum activities for a number of schools. Eventually, Dr. Nelson became a school counselor educator at Montana State University. He teaches and publishes in the areas of group counseling, counseling children and adolescents, adventure counseling, and school counseling. His research interests include Adlerian counseling theory and practice, adventure counseling, supervision, and school counseling.
INTRODUCTION

School counselors are motivated, caring, and responsive professionals whose primary objective is to enhance student development in their schools. Childhood and adolescence are not simply a time of innocence and “growing up,” but a time when young people must address and master a myriad of tasks, such as

- acquiring fundamental academic skills;
- developing a future-oriented focus and an awareness of and readiness for higher education and the world of work;
- building a positive self-concept and an awareness of their abilities, aptitudes, interests, and limitations; and
- learning to get along with their peers while becoming aware and tolerant of individual and group differences.

As counselors in a school setting, it is essential that our work becomes integrated into the educational mission of our schools. We want our students to be successful young people who will find their place in the world, both during their school years and afterwards. One means of organizing our efforts is to shape our work within the framework of a school counseling “program.” A school counseling program is centered on the belief that education provides a series of meaningful learning experiences that serve to prepare our youth to survive, thrive, and succeed in an exciting, challenging, and changing world.

The American School Counselor Association (ASCA, 2003) has published a model for school counseling programs which consists of four interrelated program components: Foundation, Delivery System, Management System, and Accountability System. The Foundation includes the program philosophy, mission, and the standards upon which the three systems interact. A Delivery System describes the activities, interactions, and methods to deliver the program. A Management System outlines processes and tolls necessary to effectively manage the program. Finally, an Accountability System evaluates the program and its outcomes.

The Delivery System characterizes “how” school counselors deliver the program throughout their school. Based on the philosophy, mission, and standards identified in the Foundation, the Delivery System describes the methods of implementing the program and involves teaching classroom lessons (Guidance Curriculum), planning and setting goals with students (Student Planning), counseling with individuals and groups (Responsive Services), and managing the program (System Support).
The School Counselor’s Guide: High School 10 ACADEMIC DEVELOPMENT: STANDARDS AND INDICATORS ADDENDUM A

STANDARDS

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. Students will understand the relationship of academics to the world of work, and to life at home and in the community. INDICATORS K-5

A. Take pride in work and in achievement

B. Use communication skills to know when and how to ask for help when needed

C. Articulate feelings of competence and confidence as a
D. Accept mistakes as essential to the learning process

E. Demonstrate how effort and persistence positively affect learning

F. Take responsibility for their actions

G. Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

K-5 A. Establish challenging academic goals at each grade level
B. Demonstrate the motivation to achieve individual potential
C. Become self-directed and independent learners
D. Understand the relationship between classroom performance and success in school
E. Seek information and support from faculty, staff, family, and peers

K-5 A. Seek co-curricular and community experiences to enhance the school experience
B. Understand the relationship between learning and work

6-8 A. Display a positive interest in learning
B. Apply time management and task management skills
C. Develop a broad range of interests and abilities

6-8 A. Apply the study skills necessary for academic success
B. Use assessment results in educational planning
C. Apply knowledge of aptitudes and interests to goal setting
D. Use knowledge of learning styles to positively influence school performance

6-8 A. Understand how school success and academic achievement enhance future career and avocation opportunities
B. Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

9-12 A. Identify attitudes and behaviors which lead to successful learning
B. Apply knowledge of learning styles to positively influence school performance
C. Demonstrate dependability, productivity, and initiative

D. Share knowledge

9-12 A. Learn and apply critical thinking skills
B. Organize and apply academic information from a variety of sources
C. Develop and implement an annual plan of study to maximize academic ability and achievement
D. Use problem-solving and decision making skills to assess progress toward
educational goals E. Identify post-secondary options consistent with interests, aptitude, achievement, and abilities

9-12 A. Understand that school success is the preparation to make the transition from student to community member B. Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

11 CAREER DEVELOPMENT: STANDARDS AND INDICATORS

STANDARDS

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

INDICATORS K-5

A. Learn how to interact and work cooperatively in teams

B. Learn about the variety of traditional and nontraditional occupations

C. Learn to make decisions

D. Learn how to set goals

A. Develop a positive attitude toward work and learning

B. Develop skills to locate, evaluate, and interpret career information

C. Develop an awareness of personal abilities, skills, interests, and motivations

D. Understand the importance of planning

E. Develop hobbies and avocational interests

F. Utilize time- and task-management skills

6-8 A. Apply decision-making skills to career planning, course selection, and career transitions B. Describe traditional and nontraditional occupations and how these relate to career choice C. Demonstrate awareness of the education and training needed to achieve career goals D. Learn how to use the Internet to access career planning information

6-8 A. Demonstrate how interests, abilities, and
achievement relate to achieving personal, social, educational, and career goals B. Understand the relationship between educational achievement and career success C. Explain how work can help to achieve personal success and satisfaction D. Understand that work is an important and satisfying means of personal expression 9-12

A. Pursue and develop competency in areas of interest

B. Balance between work and leisure time

C. Apply job readiness skills to seek employment opportunities

D. Demonstrate knowledge about the changing workplace

E. Learn about the rights and responsibilities of employers and employees

F. Learn how to write a resume

G. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace

H. Learn to respect individual uniqueness in the workplace

9-12 A. Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences B. Select course work that is related to career interests C. Assess and modify their educational plan to support career goals D. Know the various ways which occupations can be classified E. Use research and information resources to obtain career information F. Understand how changing economic and societal needs influence employment trends and future training G. Maintain a career planning portfolio

9-12 A. Understand that the changing workplace requires lifelong learning and acquiring new skills B. Describe the effect of work on lifestyle C. Understand the importance of equity and access in career choice D. Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT: STANDARDS AND INDICATORS

STANDARDS

Students will acquire the knowledge, attitudes, and interpersonal skills to help
them understand and respect self and

others. Students will make decisions, set goals, and take
necessary action to achieve goals. Students will
understand safety and survival skills. INDICATORS K-5

A. Develop a positive attitude toward self as a unique and
worthy person
B. Identify and express feelings
C. Distinguish between appropriate and inappropriate
behaviors
D. Learn how to make and keep friends
E. Understand the need for selfcontrol and how to practice
it
F. Learn the goal-setting process
G. Recognize personal boundaries, rights, and privacy needs
H. Demonstrate cooperative behavior in groups
I. Identify personal strengths and assets
J. Recognize that everyone has rights and responsibilities
K. Recognize, accept, respect, and appreciate individual
differences
L. Recognize, accept, and appreciate ethnic and cultural
diversity K-5 A. Demonstrate a respect and an
appreciation for individual and cultural differences B.
Understand consequences of decisions and choices C.
Demonstrate when, where, and how to seek help for solving
problems and making decisions D. Know how to apply
conflict resolution skills K-5 A. Demonstrate knowledge
of personal information (i.e., telephone number, home
address, emergency contact) B. Learn the difference
between appropriate and inappropriate physical contact
C. Demonstrate the ability to assert boundaries, rights,
and personal privacy D. Learn techniques for managing
stress and conflict E. Learn coping skills for managing
life events 6-8

A. Identify values, attitudes, and beliefs
B. Understand change as a part of growth
C. Respect alternative points of view

D. Use effective communication skills

E. Know that communication involves speaking, listening, and nonverbal behavior 6-8
   A. Use a decision-making and problem-solving model
   B. Identify alternative solutions to a problem
   C. Develop effective coping skills for dealing with problems
   D. Know when peer pressure is influencing a decision
   E. Use persistence and perseverance in acquiring knowledge and skills 6-8

A. Recognize and respect differences in various family configurations

B. Identify and discuss changing personal and social roles

C. Identify and recognize changing family roles 9-12
   A. Develop an action plan to set and achieve realistic goals
   B. Identify long-term and short-term goals
   C. Identify alternative ways of achieving goals 9-12

A. Learn about the relationship between rules, laws, safety, and the protection of an individual’s rights
B. Identify resource people in the school and community, and know how to seek their help 13

ACADEMICS ADDENDUM B

Please rate how confident you are that you could successfully perform the following academic tasks. 1 = Very Low 5 = Somewhat High 2 = Low 6 = High 3 = Somewhat Low 7 = Very High 4 = Neither Low or High

Circle the number that indicates the level of your confidence for each item.

I AM CONFIDENT: LEVEL OF CONFIDENCE

1. I can identify attitudes and behaviors which lead to successful learning. 1 2 3 4 5 6 7

2. I can apply knowledge of learning styles in order to positively influence my school performance. 1 2 3 4 5 6 7

3. I can demonstrate dependability, productivity, and
4. I am able to share my knowledge with others. 1 2 3 4 5 6 7

5. I have learned and can apply critical thinking skills. 1 2 3 4 5 6 7

6. I can organize and apply academic information from a variety of sources. 1 2 3 4 5 6 7

7. I can develop and implement an annual plan of study to maximize academic ability and achievement. 1 2 3 4 5 6 7

8. I can use problem-solving skills to assess progress toward my educational goals. 1 2 3 4 5 6 7

9. I can identify post-secondary options that are consistent with my interests, aptitude, achievement, and abilities. 1 2 3 4 5 6 7

10. I understand that school success is the preparation to make the transfer from student to community member. 1 2 3 4 5 6 7

11. I can demonstrate an understanding of the value of lifelong learning as it is essential to seeking, obtaining, and maintaining life goals. 1 2 3 4 5 6 7 14

CAREERS

Please rate how confident you are that you could successfully perform the following career planning and exploration tasks. 1 = Very Low 5 = Somewhat High 2 = Low 6 = High 3 = Somewhat Low 7 = Very High 4 = Neither Low or High

Circle the number that indicates the level of your confidence for each item.

I AM CONFIDENT: LEVEL OF CONFIDENCE

1. I know how to pursue and develop competency in my areas of interest. 1 2 3 4 5 6 7

2. I understand the need for balance between work and leisure time. 1 2 3 4 5 6 7

3. I know how to apply job readiness skills to seek employment opportunities. 1 2 3 4 5 6 7
4. I understand that the changing workplace requires lifelong learning and acquiring of new skills. 1 2 3 4 5 6 7

5. I am knowledgeable about the rights and responsibilities of employers and employees. 1 2 3 4 5 6 7

6. I know how to write a resume. 1 2 3 4 5 6 7

7. I understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. 1 2 3 4 5 6 7

8. I have learned to respect individual uniqueness in the workplace. 1 2 3 4 5 6 7

9. I know how to use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experiences. 1 2 3 4 5 6 7

10. I know how to select course work that is related to my career interests. 1 2 3 4 5 6 7

11. I understand how to assess and modify my educational plan to support my career goals. 1 2 3 4 5 6 7

12. I know the various ways which occupations can be classified. 1 2 3 4 5 6 7

13. I know how to use research and information resources to obtain career information. 1 2 3 4 5 6 7 15

14. I understand how changing economic and societal needs influence employment trends and future training. 1 2 3 4 5 6 7

15. I know how to maintain a career planning portfolio. 1 2 3 4 5 6 7

16. I understand that the changing workplace requires lifelong learning and acquiring new skills. 1 2 3 4 5 6 7

17. I understand the effect of my work on my lifestyle. 1 2 3 4 5 6 7

18. I understand the importance of equity and access in career my career choices. 1 2 3 4 5 6 7

19. I can apply academic and employment readiness skills in
work-based learning situations such as internships, shadowing, and/or mentoring experiences.

PERSONAL & SOCIAL

Please rate how confident you are that you could successfully perform the following tasks related to understanding yourself and others. 1 = Very Low 5 = Somewhat High 2 = Low 6 = High 3 = Somewhat Low 7 = Very High 4 = Neither Low or High

Circle the number that indicates the level of your confidence for each item.

I AM CONFIDENT: LEVEL OF CONFIDENCE

1. I recognize and respect differences in various family configurations. 1 2 3 4 5 6 7

2. I can identify and discuss changing personal and social roles. 1 2 3 4 5 6 7

3. I can identify and recognize changing family roles. 1 2 3 4 5 6 7

4. I can develop and action plan to set and achieve realistic goals. 1 2 3 4 5 6 7

5. I can identify long-term and short-term goals for myself. 1 2 3 4 5 6 7

6. I can identify alternative ways of achieving goals. 1 2 3 4 5 6 7

7. I am knowledgeable about the relationship between rules, laws, safety, and the protection of an individual’s rights. 1 2 3 4 5 6 7

8. I can identify resource people in the school and community, and know how to seek their help. 1 2 3 4 5 6 7

ACADEMIC STANDARDS AND INDICATORS

Standard 1

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Indicators:
Students will A. identify attitudes and behaviors which lead to successful learning; B. apply knowledge of learning styles to positively influence school performance; C. demonstrate dependability, productivity, and initiative; and D. share knowledge.

Standard 2f

Students will complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options, including college.

Indicators:

Students will A. learn and apply critical thinking skills; B. organize and apply academic information from a variety of sources; C. develop and implement an annual plan of study to maximize academic ability and achievement; D. use problem-solving and decision-making skills to assess progress toward educational goals; and E. identify post-secondary options consistent with interests, aptitude, achievement, and abilities.

Standard 3f

Students will understand the relationship of academics to the world of work, to life at home and in the community.

Indicators:

Students will A. understand that school success is the preparation to make the transition from student to community member; and B. demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.