



## **Recent Classroom Counseling Lessons: Career Awareness, Social Skills, Dealing with Strong Feelings/Self-Regulation, and Problem-Solving**

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Kindergarten students discussed their job at school as a student, and connected some of their “work responsibilities” with those of other jobs. They discovered that math, reading, and writing are used in many jobs. They discussed the importance of the skills reflected in our school values (*Kindness, Respect, Honesty, Cooperation*) for most jobs, too. They shared what they know about the jobs held by family or community members and their hopes for their own future jobs/careers. This lesson comprises one piece of the K-12 career awareness component of the American School Counselor Association (ASCA) Model and our NH school counseling program standards.

First and Second Grade students are discussing feelings such as frustration, elation, anger, excitement and sadness, and are learning and practicing strategies for emotional self-regulation/control, such as “belly/balloon breathing”; slow counting; and positive self-talk (e.g., “I can calm down;” “I can do it.”) They are beginning to integrate what they know about strong feelings and strategies for dealing with them and what they are learning about problem-solving, learning a process that includes explicit steps, beginning with: *Stop, Name Your Feeling and Calm Down*. They have also reviewed and practiced assertiveness (the skill of asking for what you need or want in a respectful, clear, strong way) and also how to respond appropriately to assertiveness.

Third and Fourth Grade students are practicing social skills, using the *Skillstreaming* curriculum. Working in small groups, they review the steps involved in each skill (e.g., completing assignments, joining in, beginning a conversation, dealing with no, making a complaint, responding to a complaint, dealing with losing, asking for help, deciding what to do after completing work) and role-play the skill for the rest of the class. Students are also reviewing

what they learned about the brain earlier this year (from the *MindUp* and *Second Step* curricula), how the amygdala and prefrontal cortex are involved in strong feelings and rational thoughts, respectively. They are reviewing strategies for emotional self-regulation (what to do when you “flip your lid,” so to speak). They also talked about diversity and the importance of appreciating differences. In addition, they are beginning to discuss strategies for problem-solving, first reviewing the problem-solving steps they learned in previous grades: Stop, Name Your Feeling and Calm Down.