

ST. GEORGE'S COLLEGE

GUIDANCE DEPARTMENT PROGRAM

OFFICE OF THE GUIDANCE COUNSELLOR
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SCHOOL PROFILE

St. George's College is a Catholic High School in the Jesuit tradition. We are a 162 year old institution that is committed to providing the best education that Jamaica has to offer. Our mission is to prepare our students for tertiary education and enable them to become individuals of competence, conscience and compassion, who will assume positive leadership roles in transforming societies.

The students enter the College at 1st Form or Grade 7, where they complete 5 years until they graduate at 5th form or Grade 11. The option is there to matriculate to sixth Form or Pre-University level. Our comprehensive curriculum can be seen online on our website at www.stgc.org.

There is a mixture of students from upper, middle and lower class families. Since the past seven (9) years, our "All Boys" institution has opened its doors to include female students at the Pre-University level. We boast a well rounded curriculum that is child centred, and activities that are fulfilling and worthwhile. We work hand in hand with all stakeholders, for the greater good of all students whom we consider worthy of the best that we have to offer.

With a shared vision and commitment of all stakeholders, St. George's College will continue to provide the optimal conditions for learning and growth, excellent staff, resources and facilities, and will challenge its students to integrate their spiritual, physical, intellectual and

social development, so as to become young men of integrity, committed to academic excellence, rooted in faith and in justice and service to others, while doing all things “*Ad Majorem Dei Gloriam*”- for the Greater Glory of God.

GUIDANCE IN SCHOOLS

As educators continue to seek equity for students through quality programming in all facets of the educational program, this guide describes what constitutes a quality school guidance program--a “developmental guidance program” which provides equal opportunities for all students to receive guidance and counseling. This developmental guidance and counseling program plays a vital role in assisting teachers and other staff in the integration of guidance objectives with other instructional goals.

The implementation of a high quality comprehensive, developmental guidance and counseling program benefits the various populations involved in the program.

- Parents have a fuller understanding of the guidance program and access to guidance services in order to have increased involvement in children’s education and educational and career planning.
- Students increase their knowledge and skills in decision-making, goal-setting, planning, problem-solving, communicating, interpersonal effectiveness, and cross-cultural effectiveness. All students will have access to counselors for assistance with personal-social concerns, as well as academic and career planning.
- Teachers collaborate with counselors to enhance the cognitive and affective development of students and will have a fuller understanding of the guidance program.
- Administrators have a fuller understanding of the guidance program, a basis for determining staff and funding allocations, and a means for evaluating the program and expanding the program to the community.
- Boards of Education have a fuller understanding of the developmental guidance program and will gain a more defined rationale for inclusion of guidance in the school system.
- Counselors benefit from clearly defined responsibilities, elimination of non-guidance functions, and a framework to provide developmental guidance through a balanced, developmental program for all students.

WHAT IS THE SCHOOL GUIDANCE PROGRAM?

The school guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. The plan is drawn up in consultation with all school partners in order to ensure that it reflects the identified needs of students and is an integral part of the school’s overall plan. It is

developmental by design and includes sequential activities organised and implemented as a collaborative effort by guidance counsellors, teachers, school management and the Board of Management, programme teams, students and parents. The school guidance plan outlines and describes the guidance program, that is, the full range of activities through which the school addresses the needs of the students by helping them in their personal, social and educational development as well as and career development. A school guidance plan provides direction - states the objectives and priorities of the provision of guidance in a school ,enhances the provision of guidance by targeting the needs of students, focuses the school's resources to where they are needed most allows staff to contribute to developments and changes in a positive and collaborative way .

Comprehensive, developmental guidance and counselling programs are vital to the achievement of excellence in education for all students. In order to preserve the academic day, team planning is necessary when delivering the developmental guidance and counselling program. The counsellors' primary focus is to facilitate instruction by removing impediments to student learning. It is developmental by design and includes sequential activities organized and implemented by certified school counsellors with the support of teachers, administrators, students, and parents

THE RATIONALE

Many persons have questioned the need for guidance as a component of the school's curriculum and to a lesser extent counselling. It is therefore against this background that a rationale for Guidance and Counselling is necessary.

Each client, whether normal or healthy is able to experience personal meaning and a purpose in life, even though it might be at different levels. There is a need for students to develop a sound identity and achieve a sense of self-actualization; this will motivate them to work to their highest potential whether socially, academically, spiritually or emotionally. The Rationale for Guidance and Counselling is therefore paramount to the holistic development of our school-aged students as it aids in teaching life skills, coping skills, decision-making skills among others. However before any program can be developed one must conduct a needs assessment. A needs assessment is the process of identifying performance requirements and the "gap" between what performances is required and what presently exists. In effect, it is the assessment tool used by counsellors to identify the programs and events needed to meet the needs of all stake holders in their schools.

The counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. The counselor shall design the program to include:

- a guidance curriculum to help students develop their full educational potential;
- a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities. Additionally, the counselor shall:

- participate in planning, implementing, and evaluating a comprehensive, developmental guidance program to serve all students and to address the special needs of students who are:
- at risk of dropping out of school, becoming substance abusers, participating in gang activity, or committing suicide; or
- in need of modified instructional strategies;
- consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;
- consult with school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;
- coordinate people and resources in the school, home, and community;
- with the assistance of school staff, interpret standardized test results and other assessment data that help
- a student make educational and career plans; and
- deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.

To appropriately update school guidance and counseling, services must be integrated into programs and the programs must have a developmental basis that helps all students develop and practice specific competencies. Programs also must be systematically planned and delivered, and include a component that is responsive to students with special needs.

Student Needs. The contributions of school counselors and guidance programs to the educational mission and to the individual student's development are many and varied.

Although the basic goal of school guidance is to enhance the student's educational development, studies show that through guidance and/ or counseling, some students achieve identified results in a range of related areas:

- academic achievement,
- improved school attendance,
- improved school attitudes,
- improved school behavior,
- social skills,
- information to assist in choosing potential careers,
- self-confidence development,
- interpersonal relationships, and life satisfaction.
- Counseling issues that have been identified by students are wide-ranging:
- school attitudes and behaviors,

- test anxiety,

- peer relationships,

- study skills,

- career planning,

- suicide,

- school safety,

- harassment issues,

- bullying & victimization,

- gang pressures,

- conflict resolution,

- college choice,

- death of a family member,

- family divorce,

- substance abuse,

- family abuse,

- scholarships, and

- financial aid.

THE VISION

This programme seeks to meet the individual and developmental needs of the students being served by providing available resources that will motivate students to develop positive self esteem. Its long term goal is to nurture students to enable growth in all aspects of their lives (social, emotional, mental, physical, spiritual and educational) guiding them along the path to holistic development.

THE MISSION

The counsellors working along with this programme will provide the encouragement and motivation students need. This will communicate the belief that will facilitate the behavioural changes they seek. Our mission is also to enhance the effectiveness, productivity, dignity, creativity, self-respect and ambition of our clients (the students). During this process we aim to build positive self esteem and improve the literacy and numeracy levels by the end of the school year.

RESOURCES

The more resources a program has to support it, the bigger the contribution that can be made to students' education and development.

Staff:

- Staff responsibilities: All staff members accept responsibility for guidance program goals and objectives.
- Counselors' qualifications: School counselors should be fully certified either by the Texas Education Agency or by the State Board of Educator Certification and have the special training needed to carry out specialized job assignments.
- Staffing Patterns: For appropriate implementation of the guidance program, the roles of each of the staff members and their organizational relationships must be clearly defined.
- Professional relationships are characterized by respect, collaboration, and cooperation.

Ratios: The counselor-to-student ratio has to be adequate to implement the designed program, or the program has to be designed within the parameters of the ratio.

Program and Staff Development: Time and opportunity need to be provided for guidance programs to be designed and evaluated and for implementation plans and products (e.g., program component resource guides) to be developed. Inservice training to facilitate counselors' achievement of professional growth goals should be provided.

Budget: An adequate guidance department budget should be established to support program needs and goals. Budget sources should include:

- Campus budgets: similar to those of other departments;

Materials, Supplies, and Equipment: These should be easily accessible to support the program. Materials should be relevant to the program, appropriate for the community, and of sufficient quantity to be useful. The counselor should have locked files and private lines on telephones.

Facilities: All facilities must be easily accessible and adequate to allow for implementation of the developmental program; specifically, the counselor must have the following:

- a private office, properly equipped and soundproofed, built with consideration of the students' right to privacy and confidentiality,
- access to facilities for conducting small group counseling and large group guidance,
- adequate space to organize and display guidance materials, and
- storage space.

Guidance Resource Room, Computer, Guidance Offices, VCR, TV, Internet Access, Display Board & Easels, Guidance Library, CD Player, tape recorder, projector, Furniture for the Guidance Room (chairs, carpet, bed, counsellors desk), Funding for programme and activities..

THE SCHOOL GUIDANCE PROGRAM

Guidance is provided through the school guidance programme which is the specific set of learning experiences which a school provides in response to the guidance needs of its students. There are a number of principles that underpin the school guidance programme.

PRINCIPLES:

The school guidance programme should:

1. Be accessible
2. Recognise that guidance is a specialist area within education
3. Recognise that guidance is a whole school concern
4. Be impartial
5. Be student centred
6. Be transparent
7. Be balanced
8. Be inclusive
9. Be responsive
10. Respect confidentiality in counselling and assessment activities
11. Empower participants to take responsibility for their own development
12. Promote equal opportunities
13. Deploy and make full use of available resources
14. Be reviewed on an ongoing basis

PROGRAM STRUCTURE

- Guidance Curriculum
- Referral Services
- Individual Planning
- System Support

To fulfill the basic mission of the guidance program in local schools, program balance must be established to guide the allocation of resources to each component.

GUIDANCE CURRICULUM

The purpose of the guidance curriculum component is to help all students develop basic life skills. It is the foundation of a developmental guidance program. Seven areas have been identified for the guidance curriculum:

- Self-confidence Development
- Motivation to Achieve
- Decision-making, Goal-setting, Planning, and Problem-solving Skills
- Interpersonal Effectiveness
- Communication Skills
- Morals and Values
- Responsible Behavior

The developmental guidance curriculum has a scope and sequence for student competency development. The curriculum is taught in units with planned lessons for small or classroom-sized groups of students. The curriculum is designed for the use of materials and other resources, and requires evaluation strategies.

Parents and the Guidance Curriculum The guidance curriculum reflects knowledge and skills that parents also help their children learn. Indeed, historically, parents have accepted primary responsibility for teaching these life skills. It is critical, then, that parents be invited to provide input to the curriculum that is taught at the school their children attend, that they be aware what is taught and that they be encouraged to reinforce these skills at home.

RESPONSIVE/REFERRAL SERVICES

The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk. Although counselors respond to any concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting. Topics include:

- academic success
- adolescent and child suicide
- child abuse and neglect
- school drop-outs
- severe stress
- substance abuse
- school-age pregnancy
- gang pressures/involvement
- harassment issues.

In addition to the topics identified recurrent topics presented for responsive services, including:

School-based issues, such as

- attendance
- school attitudes and behaviors
- peer relationships
- study skills
- being new to the school
- emergent issues in intervention or postvention of a traumatic event; and
- violence on campus (school safety)

- Personal issues, such as
 - career indecision
 - financial aid
 - college choice
 - death of a family member or friend
 - family divorce
 - family abuse
 - harassment issues, and
 - suicide prevention

Parents Role in the Responsive Services

Parent involvement with and participation in activities of this component are essential to helping children overcome barriers to their educational process. They refer their children for help, work with school staff to specify their children's issues and give permission for needed special services including on-going counseling.

Some responses are **preventive**: interventions with students who are on the brink of choosing an unhealthy or inappropriate solution to their problems or being unable to cope with a situation. Some responses are **remedial**: interventions with students who have already made unwise choices or have not coped well with problem situations.

In this component as in the others, locally identified needs will dictate the priorities for problem topics and for the groups of students to be served. A comprehensive, developmental guidance and counseling program includes supplemental guidance and counseling services for students targeted by special funding sources such as students in compensatory, gifted, migrant, special, or career and technology education programs.

The school counselors counsel individuals or small groups of students, appraise individuals for the purpose of problem identification, consult with teachers and parents, refer students and/or their parents and teachers to other specialists or special programs, coordinate programs and services with other specialists, and follow-up with students to monitor their progress toward resolution of their problems. If applicable, they train and supervise peer facilitators. Often they conduct guidance sessions in response to teachers' requests to address problems of particular groups, such as competitiveness or stress with classroom groups of gifted students.

Individual Planning System

The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Schools can systematically use a variety of resources-staff, information, and activities-and to focus resources toward the students and to assist individual students to develop and implement personalized plans. Through the individual planning system, students can:

- Set challenging educational, career, and personal-social goals that are based on self-knowledge and information about school, the world of work, and their society;
- Make plans for achieving short-, intermediate-, and long-term goals;
- Analyze how their strengths and weaknesses enhance or hinder the achievement of their goals;
- Assess their current progress toward their goals; and
- Make decisions that reflect their plans. As part of the developmental guidance program, the individual planning system includes:
 - age-appropriate, objective-based activities;
 - relevant, accurate, and unbiased information; and
 - coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents. Parent involvement is essential.

Parents Role in Individual Planning Educational and career decision-making, planning and goal setting are primarily the responsibility of the students and their parents. Thus, parent involvement in the individual planning system is essential to students' successful development and implementation of educational and career plans. Parents are provided accurate and meaningful information in a timely manner as school-based activities are implemented

THE MAIN COUNSELLING APPROACHES

1. Cognitive Behavioural Counselling will be done individually and in groups.
2. Structural family Therapy
3. Holland's, Parson's, Rogers' and also other Vocational Counselling Approaches
4. Eclectic Integrative Counselling

Attached to this programme is a system of counsellors who will listen actively, communicate clearly and execute the various guidance services offered in an effective and professional manner.

GOALS OF THE PROGRAMME

1. To implement and endorse the guidance programme within the school community and the home.
2. To provide support services that will help students in their development and enable them to function effectively in society.
3. To expose the students to a variety of career options. This will enable them to have knowledge of the many careers accessible to them and their requirements and to choose one that will best suit their personality, lifestyle and ability.
4. To provide relevant intervention to assist students in coping with and successfully tackling their personal circumstance and societal challenges.
5. To convey information and channel students towards information sources that will prepare them to make responsible and informed decisions as well as achieve academic excellence.
6. To liaise with the staff to help them better understand and appreciate the various personalities, temperaments and needs of their students.
7. To equip staff with the necessary social and academic skills, knowledge and attitude to achieve their highest level of functioning.

OBJECTIVES

1. To provide support and intervention for the benefit of all members of the school community where possible.
2. To acquire internal and external support for the effectiveness of the school.
3. To aid students in formulating, planning and implementing realistic and achievable goals.
4. To refer students to other sources of help and provide follow-up (as the need arises).
5. To help students to empower themselves by developing the following areas:
 - Personal Strengths
 - Talents
 - Social Skills
 - Academic Skills
 - Creativity
 - Ability to be resourceful
 - Leadership Skills
 - Proper work ethics
 - Their sense of purpose and personal self-worth
6. To facilitate the development of the following life skills in students:
 - Goal Setting
 - Decision making
 - Problem solving methodology
 - Values Clarification
 - Study Skills
 - Coping Skills (these skills train students to deal with issues such as, peer pressure, drugs, how to handle put downs or other forms of verbal abuse, how to seek help from various sources to meet their needs)
7. Executing group and individual counselling sessions to facilitate the total growth of the students; spiritual, physical, mental, emotional, academic and social skills development.
8. To provide interventions to help parents to enhance their parenting skills. We also encourage networking and support through family therapy approaches.

COUNSELOR'S RESPONSIBILITIES

When a fully certified school counselor is employed, the administration, faculty, parents, and community should expect the counselor to carry out eight basic responsibilities competently and in a professional and accountable manner. The eight responsibilities are:

- Program Management
- Guidance
- Counseling
- Consultation
- Coordination
- Student Assessment
- Professional Behavior
- Professional Standards

1. **Individual Counselling:** this form of counselling addresses interpersonal concerns, attitudes, conduct, personal development, and behavioural problems within an individual. Individual counselling helps a person to develop self-management, anger and academic management and instil good habitual practices.
2. **Group counselling:** Working with groups of students to address similar concerns that will enable each individual at the end to build their self-esteem and also to help them develop better coping skills. This will be achieved as students will be able to share problems and concerns that are unique to them yet similar in nature. Group counselling helps individuals realize that they are not alone in their problems. By establishing groups, new and creative ways of dealing with ones' problems can be realized as each individual shares, gives ideas and suggestions through the facilitation of the counsellor. The group will range from 6-9 members.
3. **Study skills:** Help students to plan individual programmes to enhance their academic success, this can be achieved by creating study schedules. Study schedules will help students prioritize their time thus enabling them to satisfactorily create a balance between school time, study time, recreational time and so on. With this balance they should be on their way to academic success. Study skills provide the central structure for the acquisition of knowledge. The development of these skills is crucial to becoming an independent reader. Information from various content materials will equip students with the means to continue learning throughout their lives after formal schooling has been completed. Study skills also serve as a means which the individuals use to explore their learning style.
4. **Group Guidance & Life Skill Programmes:** guidance/life skills classes conducted by counsellors and other teachers, include personal development and career guidance for all. This aims to enhance students self-concept, it aims to teach them how to set goals, how to cope with life's challenges, how to be leaders, how to make the right decisions, that includes their career paths, sexuality, friends, drug abuse and so on and knowing what is socially acceptable behaviour.
5. **Orientation of New Students:** The orientation programme is one in which the counsellor meets with students to help them make the transition from the primary level to the high school level. The counsellor familiarizes them with the school as it relates to what is expected of them, rules and regulations, resources available to them and how they can achieve academic success. Meeting with staff members (which includes new and senior members) to discuss their concerns and those of the students in their care and also setting plans for the academic year.

6. **Parenting Education:** Meeting with parents, to enhance collaboration between the school and the community. Parenting education will assist in fostering better relationships between children and parents, by helping parents to better understand their child/children. Parents will be informed on services that are available and the various institutions available island wide. Parenting education will also familiarized parents with the culture of the school, and how they can be involved in the life of the school. They will also be educated on how they can use their resources wisely so as to save for their child/children's future education. Most importantly, they will be educated on how to be better parents.

7. Peer counselling programme: trains peer counsellors to increase networking among students and assists their peers in coping with a variety of concerns. Referrals and reports are to be made to the guidance counsellors.

SUPPORTIVE PROGRAM

1. Career Education During the yearlong process different aspects of career education will be explored. This will enable the students to develop self-awareness for their future goals and required information needed to learn about the world of work. This will be achieved using the following mediums: Individual counselling, research, creation of career portfolios, personality inventories and the use of Holland's theory, evaluation and decision-making.

❖ Career Education

- a. Defining careers/ goals/ career clusters
- b. Facts to consider before choosing a career
- c. Marketable Skills
- d. Career Exploration: knowledge, skills, talents, requirements, required attitude.
- e. Understanding the world of work.
- f. Career Day/Week

2. Community Service Selected/volunteers students will be required to do Programme at least 10 hours of community service per semester.

This will enable them to develop a deeper understanding and appreciation for those less fortunate than them. This will possibly allow them to develop a giving and supportive heart, as well as gaining invaluable experiences.

3. Counselling Services Each student will possess different needs which will be addressed accordingly. Issues will require individual or group counselling and family counselling.

4. Students Welfare Students who are in need of financial assistance will Programme have a means of financial support from various activities that will be held at the school. The activities will be as follows: Tie Day, Hat Day, Barbeques, Jeans Day, breakfast programmes etc.

5. Book Club Students who have old books whether novels or text they could donate them to this venture. The books will be recycled for those who may be interested. However, a greater emphasis will be placed on texts that cannot be afforded by other students. Books on career and life skills will also be at their disposal.

6. Big Brother/ Big Sister Students in older grades will take another younger Programme student to show them the 'ropes' of the school system. Also, the utilization of Past Students will be appointed to selected students to guide them along the road of life. They will have seminars on leadership training, motivation and career exploration.

7. Staff Development The counsellor will have one (1) seminar per year with the staff (teachers, ancillary, administration, etc.). These sessions will be focused on their needs and their need for wellness so that they can work at their best.

They will learn:

- a. How to deal with each student's individuality
- b. Be able to identify signs that will require counselling.
- c. Know how to identify mental, behavioural and academic problems.
- d. HIV/AIDS awareness and prevention
- e. The need for self-assessment and appropriate behaviours.
- f. Universal precautions for the classroom and school environment.
- g. Develop an awareness of self and effective coping strategies in order to avoid burn out.

8. Government Assistance Students in need of this programme will be assisted Programme (P.A.T.H) thoroughly with inclusion of home visits and proper assessment. The counsellor will process forms and prepare the final cost to the Ministry of Education.

9. The Guidance Committee will be comprised of at least five (5) teachers (senior and junior), the Principal, Vice-Principals and three (3) parents.

10. Orientation Programme The counsellor will have a welcoming session with the students to bring them to date about the schools culture, rules, and expectations. They will also have tours from volunteering senior students and staff. This programme will be in association with the Counsellor, Principal, Vice-Principal(s), Deans, etc. (depending on the school).

IIINTERVENTION PROGRAMME

PASS Program- :

Programme alternate students' supper referrals to MOEC the Ministry of Education and Culture of conduct, disorder and other students. Rehabilitative and behaviour modification counselling intervention helps students on probation, or suspension, or who display conduct problem. We encourage the involvement and support of the family and the Ministry's Guidance Unit.

1. Crisis Intervention: Rape, theft, violence, aggression, and anger management, child abuse. Counselling: conflict resolution, post-traumatic stress.
2. Grief Management: Students who suffer trauma from motor vehicle and other accidents, illnesses, hospitalization and death of their close relative or family members and friends.
3. Critical Incidence: Referral to MOEC – to get assistance in managing critical incidents in the school.
4. Substance Abuse: To recognize that drug abuse is a symptom of underlying problems, unless these problems are Continuous solved, it is unlikely that the abuse of drugs will be Counselling including overcome. To assist through referrals to help

5. Safe School Programme

ADMINISTRATIVE PROGRAM

Programme Development and Management

- Assessment and Reporting
- Log Book and other - Record Keeping
- Referrals and follow up
- Evaluation – ongoing in programme

Professional Development

- - Counsellor and committee members where necessary will attend training seminars
- workshops, and case conferences.

-They will attend additional training endeavours put on by the Ministry of Education, the Jamaica Association of Guidance Counsellors in Education, the University of the West Indies and the American School Counsellors Association etc.

Prevention Activities

- Study skills help students to plan their individual programme to enhance their academic success e.g. study schedule, time resource management.
- Confer with principal and vice principals to plan for students' needs.
- Meeting with parent about students' socio-economic concerns that can affect their school experience.
- Conferring with teachers and administrative staff, giving suggestion for addressing students' needs. --- Working with students in small group counselling. - Student advocacy and to promote students' rights.

Intervention Activities :

- Counselling students on a wide range of areas and issues.
- Academic counselling – review school report, set goals, new ways of doing things, time management, study skills etc.
- Counselling students referred for disciplinary and conduct disorder/problems.
- Helping students to manage interpersonal and intrapersonal concerns.
- Counselling students on school rules, uniform, attendance, and punctuality.
- Meeting with parents about students' concerns.
- Conferring with teachers to identify and help resolve student issues.
- N.B. As common problems are identified among the students, small groups will continue to be established for group counselling. There will be continued concerns and to supplement individual counselling, which will continue to be ongoing, referral will be provided where necessary to facilitate assessment.

THE PROGRAM DEVELOPMENT CYCLE

1. ORGANIZING

- a. Commit to action
- b. Identify leadership for the program improvement efforts

2. PLANNING

- a. Adopt the developmental guidance and counseling program model and the program development process to be used
- b. Assess the current program

3. DESIGNING

- a. Establish the desired program design
- b. Publish the program framework
- c. Plan the transition to the desired program
- d. Develop and implement a master plan for changed implementation

4. IMPLEMENTING

- a. Make program improvements
- b. Make appropriate use of the school counselors' competencies

5. EVALUATING

a. Evaluate the developmental guidance and counseling program

Grades 7-9

Self-confidence Development

- Have accurate self-concepts
 - evaluate their progress toward the development of an accurate self-concept
 - use self-appraisal skills
 - describe how the way they manage school/learning is an expression of self concept
 - identify personal learning style
- Appreciate their uniqueness
 - acknowledge, accept, and appreciate uniqueness in themselves
 - analyze what contributes to their feelings of self-worth
 - analyze their personal standards
 - identify their work beliefs
 - describe methods they use in caring for their physical, intellectual, and emotional health
 - distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health
- Manage their feelings
 - describe the benefits of expressing their feelings to an adult
 - describe the benefits they derive from taking time for themselves
 - analyze how they manage their feelings

Motivation to Achieve

- Develop their own academic potential
 - analyze what contributes to their feelings of competence and confidence
 - analyze the impact on their school performance of their preferred learning style, their study skills, and habits
 - analyze the benefits they derive from learning
 - analyze how their current educational performance will enhance/hinder their achieving desired goals
 - express the importance of developing their academic potential
 - understand the attitudes necessary for success in work and learning
- Take advantage of the educational opportunities afforded them in elementary and secondary school
 - identify the school's graduation requirements
 - describe which of the opportunities available to them in the high school is important to them
 - describe the variety of opportunities available to them in the school setting
 - analyze the relationship between educational achievement to potential career opportunities
 - predict how they will use knowledge from certain subjects in future life and work experiences

- Recognize careers that will allow them to fulfill their potential
 - describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices
 - analyze past achievements in relation to possible career choices
 - describe the process of career exploration and planning
 - identify how their personal interests match with/are expressed through hobbies, extracurricular activities, initial work experiences, and career choices
 - analyze society's attitudes and beliefs toward work and their own attitudes and beliefs toward work
 - • Develop their leadership skills
 - analyze their leadership skills and qualities
 - analyze when they take/do not take responsibility

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
 - analyze the importance of each of the steps in the decision-making process
 - evaluate their skills for making decisions
 - analyze how past decisions influence present decisions and project how present decisions will influence future decisions
 - accept responsibility for decisions they have made and analyze the consequences
 - demonstrate understanding of the concept of risk and risk-taking
 - demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals
- Develop a plan of action
 - analyze the importance of the steps in the planning process
 - evaluate their skills in using a planning process
 - analyze the impact planning/lack of planning has had on their lives
 - assess the results of some previously implemented plans
 - analyze their time management skills and ways to improve them
- Set goals
 - demonstrate the ability to set priorities
 - analyze goals they have previously set
 - analyze the consequences of consistently setting realistic/unrealistic goals
 - describe what they envision as their preferred quality of life
 - set some personal short- and long-term goals
 - describe the importance of integrating their belief system into the goal-setting process
- Gather information
 - analyze the information they have about themselves that is relevant to educational and career decision-making and planning
 - demonstrate having skills for locating, understanding, and using career information
 - research potential careers
 - demonstrate conceptual understanding of the work world
 - demonstrate understanding of factors which constitute the work world
 - identify various education/training routes which lead to the work world
- Solve problems
 - analyze the importance of each of the steps in a problem-solving process

- expand their capacity to generate alternatives for solving problems
- analyze how they manage stress
- Manage change
 - analyze how life's roles, settings, and events impact their quality of life
 - identify internal/external factors which have caused their beliefs, interests and capabilities to change
 - explain the interrelatedness of personal and environmental changes
 - demonstrate understanding that the future work world may be much different than the present one
 - demonstrate understanding that a changing world demands life-long learning
- Manage the transitions from one school level to the next
 - analyze/evaluate how changes in the school environment have affected them
 - describe how the people who are available can help them when needed
 - explain how they have adjusted/adapted to the high school without giving up their belief standards
 - analyze how they are managing the transition to high school

Interpersonal Effectiveness

- Respect others
 - appreciate uniqueness in others
 - analyze how differences among people contribute to a richer environment
- Relate well with others
 - understand how to assess relationships
 - demonstrate the ability to get along with a variety of people
 - analyze how people help each other feel good about themselves
 - analyze situations in which they have helped/been helped by others and those in which they have not helped/been helped
 - demonstrate social skills with peers
- Maintain their personal integrity while participating in groups
 - analyze their ability to handle responsibility and conflicts arising from peer group involvement
 - analyze the importance of their participation in various groups
 - develop personal criteria for group affiliation
 - analyze the positive and negative effects of group participation
- Develop healthy friendships
 - distinguish between the characteristics of healthy and unhealthy friendships
 - evaluate the importance of having friendships with peers and adults
 - analyze the skills they have for maintaining friendships
- Function effectively as group members
 - evaluate how and why people organize to satisfy basic social and economic needs
 - analyze their strengths/limitations in functioning in groups
 - identify/list behaviors which help /hinder group cooperation and effectiveness
 - describe the benefits of working with a team to get a job done

Communication Skills

- Understand basic communication skills

- analyze their use of the basic communication skills
- use listening and expression skills to manage peer pressure
- evaluate how listening and expression skills help them to make decisions, set goals, and solve problems
- analyze how use of communication skills contribute/hinder a group's progress toward task completion
- Express themselves
 - understand the theory behind assertion
 - evaluate the effect of expressing appreciation
 - analyze their skills at interpreting their feelings to others
 - develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups
- Listen to others
 - appreciate the importance of listening in order for communication to occur
 - analyze their own ability to listen
 - manage the emotional reactions of others

Cross-cultural Effectiveness

- Appreciate their own culture
- identify characteristics of the groups to which they belong because of their background, their family, and their heritage
 - analyze the cultural practices their families appreciate and how they affect their feelings of self-worth
- Respect others as individuals and accept them for their cultural membership
 - respect the rights of others regardless of their heritage
 - analyze what respecting others as individuals and as members of cultural groups means to them
- Relate effectively with others based on appreciation for differences/similarities in cultural membership
 - analyze similarities/differences among various cultural groups
 - analyze conflicts resulting from culture-related beliefs and biases
 - analyze how understanding/appreciating differences of heritage help their and others' self-concepts and social relationships
 - analyze how cultural differences among people enrich the people's individuality and the total group
 - analyze their own comfort in associating with people from cultures different than their own
 - demonstrate consideration and respect for cultural differences
- Evaluate how stereotyping affects them and their relationships with others
 - know criteria for when to generalize and when not to
 - distinguish between valid generalizations and stereotyping
 - analyze how prejudicial actions that they have seen are hurtful to individuals

Responsible Behavior

- Behave responsibly
 - demonstrate understanding that the environment they are in influences their behavior

- discuss the policies and procedures regarding appropriate behavior in the new environment of the high school
- demonstrate understanding that the purpose of school rules is to guide their behavior
- evaluate the ways they contribute to the educational environment
- Take responsibility for their own behaviors
- analyze the consequences of using appropriate/inappropriate behaviors in various environments
- analyze how their behaviors affect others' behaviors, emotions and decisions
- identify how their beliefs affect their attitudes and behaviors
- behave so as to demonstrate respect for others
- Be self-disciplined
- analyze when they do/do not control themselves
- analyze their behaviors that express recognition of human worth and dignity in relating to others
- analyze how they behave in a variety of situations
- compare/contrast the consequences that occur when they are/are not self-disciplined

GRADES 10-12

Self-confidence Development

- Have accurate self-concepts
 - demonstrate acceptance of themselves, including strengths and limitations; analyze/evaluate their strengths and limitations
 - describe how the way they manage school/career is an expression of self concept
- Appreciate their uniqueness
 - analyze when they take responsibility for themselves and when they do not
 - make decisions and plans based on understanding of their unique qualities
 - evaluate their personal standards
 - respect their rights
 - evaluate the benefits to them of taking time for themselves
 - identify their personal limits and boundaries needed for good self-care
- Manage their feelings
 - evaluate how they manage their feelings

Motivation to Achieve

- Develop their own academic potential
 - evaluate the benefits they derive from learning
 - evaluate ways they presently learn and predict how learning may continue in the future
- explain what motivates individuals
- analyze/evaluate what motivates them
- express positive attitudes toward work and learning
- evaluate how the use of various learning styles improves their school performance
- predict how their feelings of competence and confidence will help them in the future

- Take advantage of the educational opportunities afforded them in elementary and secondary school
 - assume responsibility for meeting school's graduation requirements
 - predict how they will use knowledge from school in future life and work
 - explain the relationship between educational achievement and career planning, training, and placement
 - evaluate how they have used the educational opportunities available in school
- Recognize careers that will allow them to fulfill their potential
 - analyze the relationship between career choices and quality of life
 - understand and appreciate the rewarding aspects of their work
 - identify personal reasons for their selection of a career
 - describe how societal needs and functions influence the nature and structure of work
- Develop their leadership skills

Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
 - evaluate how well they use the decision-making process when making real-life decisions
 - accept responsibility for decisions they have made
 - evaluate some personal decisions that they have made
 - demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals
- Develop a plan of action
 - base future education/training/employment plans on analysis of their academic experiences
 - evaluate how well they use a planning process in making real-life plans
 - describe the steps they need to take in order to attain their post-high school education/training/ employment goals
 - predict the influence planning will have on their future
 - evaluate their use of time management skills
- Set goals
 - assess their ability to achieve past goals and integrate this knowledge for the future
 - describe the importance of re-using a systematic goal-setting process when revising goals
 - evaluate how well they use a goal-setting process in setting real-life goals
 - evaluate the importance of setting realistic goals and striving toward them
 - evaluate the relationship between goal-setting and planning
 - evaluate the importance of setting high standards and expectations
- Gather information
 - demonstrate skills for locating, evaluating, and interpreting information about career opportunities
 - explain how occupations relate to the needs and functions of society as well as their personal needs
 - analyze the various factors which constitute the work world
 - analyze the multiple career/educational options available to them upon completion of high school
 - summarize the relevant knowledge about themselves
- Solve problems

- formulate their own process for solving personal, interpersonal, and/or situational problems
- evaluate their use of a problem-solving process when faced with actual problems
- evaluate their ability to manage stress
- Manage change
 - analyze their feelings when wanted/unwanted changes occur
 - analyze how their beliefs, interests, and capabilities have changed and are changing
 - analyze how career concerns change as situations and roles change
 - assess the interactive effects of life roles, settings, and events and how these make-up their quality of life
 - assess the effects of important events, both those that can and cannot be controlled, upon quality of life
 - demonstrate understanding of the need for personal and occupational flexibility in an ever changing world
 - explain how a changing world demands life-long learning
- Manage the transitions from one school level to the next
 - predict how they will manage the change in their lives that will occur after leaving high school
 - anticipate the changes they will experience as they enter post-high school education/training/ employment
 - summarize how planning will help them make the transition

Interpersonal Effectiveness

- Respect others
 - relate experiences that demonstrate their ability to empathize with others
 - evaluate their ability to respect others' uniqueness
 - respect others' individual rights
 - respect others' rights in group interactions
 - evaluate how individual differences contribute to a richer environment
 - Relate well with others
 - evaluate how people help each other feel good about themselves
 - identify their social behaviors which allow them to function effectively with others
 - analyze cooperative and competitive relationships/situations
 - evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement
 - predict the role(s) of relationships in their adult lives
 - Maintain their personal integrity while participating in groups
 - demonstrate their ability to manage conflicts arising from peer group involvement
 - Develop healthy friendships
 - evaluate the effectiveness of their friendships
 - explain (1) why they appreciate friendships, (2) how effective friendships are maintained
 - predict how friendships will contribute to their life in the future
 - Function effectively as group members
 - evaluate their basic group affiliations
 - analyze the role(s) they play in various groups

- evaluate group dynamics

Communication Skills

- Understand basic communication skills
 - analyze how beliefs affect interpersonal communication
 - develop the communication skills needed for participating effectively within group settings
 - analyze how they use communication skills to improve their mental health
 - evaluate their and others' use of communication skills in problem situations
- Express themselves
 - have a variety of ways to express themselves
 - interpret their feelings
 - use assertion skills
 - Listen to others
 - understand and communicate their understanding of what another person has said
 - use reflective listening skills
 - interpret feelings shared by friends

Cross-cultural Effectiveness

- Appreciate their own culture
 - evaluate their participation in groups to which they belong because of their background, their family, and their heritage
 - evaluate their culture's practices and how they affect their feelings of self worth
 - Respect others as individuals and accept them for their cultural membership
 - assess their beliefs regarding the rights of others regardless of their heritage
 - evaluate how respecting others as individuals and as members of cultural groups enhances interpersonal relationships
 - Relate effectively with others based on appreciation for differences/similarities in cultural membership
 - manage conflicts resulting from culture-related beliefs and biases
 - evaluate their own role in conflicts resulting from culture-related beliefs and biases
 - evaluate how appreciating their own heritage enhances their self-concept and social relationships
 - analyze their own comfort in associating with people from cultures different than their own
 - Evaluate how stereotyping affects them and their relationships with others
 - evaluate their own culture-descriptive generalizations about themselves and others
 - evaluate the impact of stereotyping
 - evaluate stereotypes they still hold; describe former stereotypes and how they have changed
 - evaluate how prejudicial actions that they have seen are hurtful to individuals

Responsible Behavior

- Take responsibility for their own behaviors
 - assess how taking responsibility for their own actions enhances their lives
 - analyze the consequences of unacceptable/irresponsible behavior
 - understand the tendency toward reciprocity of behavior between individuals
 - articulate a personal theory of why people behave the way they do
 - accept responsibility for adhering to the goals of the basic group
- Be self-disciplined
 - evaluate the benefits of being self-disciplined
 - maintain self-discipline and rational behavior in dealing with emotional conflicts and stress

First Form - Grade 7

Personal/Social Development

Personal Hygiene

General Objective: Students should develop positive attitudes towards their health.

Specific Objectives: Students will be able to:

1. Share ways in which they maintain good personal hygiene.
2. Identify ways to keep the school environment clean.
3. State three benefits of practicing good personal hygiene

Sub-Topics

- Good Grooming and Hygiene
- Maintaining Personal Health
- Keeping the School Environment Clean

Activity:

In groups think of and dramatize a situation which depicts ways in which we can keep our environment clean.

Personal Development

General Objective: 1. To develop awareness of self

2. To develop an appreciation of the self.

Specific Objectives: Students will be able to:

1. List at least four factors which influence personal development.
2. Share their futuristic goals.
3. Define friendship
4. Explain the different life stages.

Sub-Topics

- Discovering Yourself
- Factors Influencing Personal Development
- Goals and Ambitions
- The role of friendship in personal development
- Life Stages

Activity:

The students will individually make friendship cards, which will have the name of their closest friend who has had a great impact on their lives. It will also allow them to express how they feel about that other person.

Safety

General Objective: To have students exercise caution in everyday life situations.

Specific Objective: Students will be able to:

1. Demonstrate safety rules in their day-to-day activities.
2. Discuss four (4) safety rules in their day to day activities
3. Explain the importance of practicing safety rules

Sub-Topics

- Road Safety Rules
- Home
- Personal
- School

Activity:

In pairs the students will compose and present a song about the importance of safety.

Development of Our Work Ethic

General Objective: To help students develop positive work attitudes.

Specific Objectives: Students will be able to:

1. Identify effective tips for studying.
2. Construct a simple time table.

Sub-Topics

- Basic Study Skills Tips
- Making a Simple Time Table/ Home Study Guide

Activity

The students will individually construct a study time table.

Puberty

General Objective: To increase the awareness of the changes which take place at this stage in life.

Specific Objectives: Students will be able to:

1. Explain the term maturation.
2. List both the male and female reproductive organs.
3. Identify changes in boys/girls
4. Discuss the terms menstruation and nocturnal emission.

Sub-Topics

- Development and Maturation
- Male and Female Reproductive Organs
- Changes in Boys
- Changes in Girls
- Menstruation/Nocturnal Emission

Activity:

The students will in groups of three find the answers to a crossword puzzle.

Conflict Resolution

General Objective: To develop skills that will help them to solve conflicts non-violently.

Specific Objectives: Students will be able to:

1. Practice appropriate ways of solving conflicts.
2. Identify different causes of conflicts within the school setting.

Sub-Topics

- Identifying Ways We Resolve Our Conflicts As a People
- Conflict in Schools
- Causes of conflicts

Activity:

The students will write about a conflict they have had and how they solved it.

Our Dining Culture VS Dining Etiquette

General Objective: For students to acquire skills necessary to exhibit good social graces.

Specific Objective: Students will be able to:

1. Practice proper dining etiquette.

Sub-Topics

- Do's and Don'ts of dining etiquette
- How, When, and Where to dine.
- Public Eating

Activity:

Using the area provided, the students will demonstrate the correct way of behaving around the dining table.

Educational Development

Drug Prevention Education

General Objective: To make students aware of the dangers associated with the misuse and abuse of substances.

Specific Objectives: Students will be able to:

1. Define the term abuse.
2. List common substances.
3. Discuss the consequences associated with substance abuse.
4. Share ways to say 'no to drugs'.

Sub-Topics

- Use and Abuse of Substances
- Common Substances and Their Sources
- Consequences of Substance Abuse
- The Law and Substance Abuse
- 101 Ways to say "No To Drugs"

Activity:

In groups of five the students will make a poster that illustrates the positive benefits of staying drug free.

First Aid Tips We Need To Know

General Objective: To sensitize students of the common emergencies and their treatment.

Specific Objectives: Students will be able to:

1. Identify common emergencies.
2. Discuss the treatment of at least five common emergencies.

Sub-Topics

- Common Emergencies and how we Treat Them
- Burns & Scalds
- Choking
- Bleeding
- Bites & Stings
- Electric Shock

Activity: The students will demonstrate through role-play, first aid scenarios.

Cultural Identity

General Objective: To develop an appreciation for our cultural heritage.

Specific Objectives: Students will be able to:

1. Practice the national anthem and pledge.
2. Discuss the different types of music found in Jamaica's cultural heritage.
3. Share the impact Jamaican musicians have on their lives.

Sub-Topics

- We as a People (Jamaicans)
- Our National Anthem/ Our National Pledge
- Our Music/Folk, Popular (Ska-Reggae)
- Our Music/Religious, Classical
- How Our Music and Lyrics Reflect Our Values and Attitudes
- The Impact of Our Musicians on Our Lifestyles, Values, Attitudes and Dress Codes

Second Form - Grade 8

Educational Development

Teenage Pregnancy

General Objective: To make students aware of the implications associated with bad decisions.

Specific Objectives: Students will be able to:

1. Identify consequences of teenage pregnancy.
2. List reasons for teenage pregnancy.
3. Discuss ways to achieve goals after teenage pregnancy.

Sub-Topics

- Consequences of teenage pregnancy
- Life After teenage pregnancy
- Abstinence
- Contraceptives

Activity: Discuss giving examples consequences associated with teenage pregnancy.

STIs and HIV/AIDS

General Objective: To help students become aware of the dangers of irresponsible sexual activity and develop ways to limit STIs.

Specific Objectives: Students will be able to:

1. Identify at least five common types of STIs.
2. Tell symptoms associated with each type of STI.
3. Share ways in which STIs are transmitted.
4. Discuss treatment associated with each type of STI.
5. Explain the impact of STIs/AIDS on the Society.

Sub-Topics

- Types of STIs
- Signs and Symptoms of STIs
- Transmission of STIs
- Treatment of STIs

Activity:

The students will role play a scene which highlights the dangers associated with STIs.

Environmental Issues

General Objective: 1. To sensitize students to the dangers of natural disasters
2. Assess strategies available for response.

Specific Objectives: Students will be able to:

1. Share their experiences of natural disasters.
2. List the responsibilities of the ODPEM.
3. Practice disaster drills
4. Discuss precautionary measures for different types of natural disasters.

Sub-Topics

The impact of disasters on:

- People
- Countries and Institutions
- Role/ Responsibility of the ODPEM
- How to prepare for disasters

Response Plans- Disaster Drills

Activity

The students will watch a film on the various environmental issues in our society and hold a panel discussion on what they have seen.

Black History Month

Projects/Evaluation

General Objective: In an attempt to develop greater Caribbean integration and awareness, students will participate in Black History Month activities and use these for fundraising.

Sub-Topics

- Research on Countries in the Region –Religion, Culture, Contributions, History, Heritage, Food, and Dress.
- Present findings through Drama, Music, Poetry, Shows and Culinary Displays
- Sell Culinary and other Products including their Talents/ Performances
- Our National Heroes and their Contributions
- Their Significance in Today's Society.

Home and Family Life

General Objective: To guide students in becoming mature responsible individuals capable of managing home and family situations.

Specific Objectives: Students will be able to:

1. Identify coping strategies for handling death and illness.
2. Tell different types of child abuse.
3. Discuss the effects of child abuse.

Sub-Topics

- Managing Family Resources
- Child Abuse- Types, Effects, Know your Rights
- Coping with Illness (Self and Others)
- Coping with Loss of Loved Ones

Activity

The students will dramatize scenes which depicts the different child abuses.

In groups students will discuss the effects of child abuse.

Career Development

General Objective: To assist students to make decisions about career choices.

Specific Objectives: Students will be able to:

1. List the steps in decision-making.
2. Share their career interest.

Sub-Topics

- Steps in Decision Making
- Exploring Different Careers
- Where to find help Re-Occupations

Activity

Students will dress themselves depicting the career they wish to pursue. They will find other persons with the same career interest and form groups to facilitate a discussion.

Personal/Social Development

Conflict Resolution

General Objective: To help students develop skills necessary to deal with conflicts effectively.

Specific Objectives: Students will be able to:

1. Identify both negative and positive emotions that they display.
2. Discuss the influence of peer pressure.
3. Share ways in which they can resolve conflicts non-violently.

Sub-Topics

- Understanding Negative & Strengthening Positive Emotions

- Peer Pressure
- Getting Along.
- Resolving Conflicts Non-Violently
- Respect for the Rights and Property of Others

Activity

The counsellor will read the students a story about a conflict which three students had. The students will give the story an ending and share their responses.

Nutrition and Health

General Objective: To assist students in understanding the benefits of proper nutrition and develop ways to effectively maintain one's health.

Specific Objectives: Students will be able to:

1. Discuss the impact of nutrition on relationships.
2. Identify ways to correct bad eating habits.

Sub-Topics

- Good Health Tips
- Nutrition and Achievement (Relationship)
- Correcting Bad Eating Habits

Activity

Students will develop a diet plan and in groups discuss its positives.

Our Work Ethics as a People

General Objective: To assist students in acquiring the necessary skills to integrate themselves effectively in the world of work.

Specific Objectives: Students will be able to:

1. List characteristics of a good worker.
2. Identify bad work attitudes.

Sub-Topic

- Good Work Ethics VS Bad Work Attitudes

Study Skills Tips

General Objective: To assist and provide students with the necessary skills to study effectively.

Specific Objectives: Students will be able to:

1. Practice proper note taking.
2. Discuss time management techniques.

Sub-Topics

- Proper Note Taking
- Time Management
- Physical and Mental Preparation
- Understanding and Answering Questions

Personal Development

General Objective: To develop skills necessary to cope with stress.

Specific Objectives: Students will be able to:

1. Identify common stressors.
2. Demonstrate ways to cope with stress.

Sub-Topic

- Managing Stress

Third Form - Grade 9

Educational Development

Prevention Education

General Objective: To help students deal with existing and prevent new problems associated with substances.

Specific Objectives: Students will be able to:

1. Tell what they know about substances.
2. Explain how the abuse of substances affects the body
3. List some of the long-term effects of substance abuse
4. Identify ways in which the abuse of substances can impact on their academics.

Sub-Topics

- Use of Substances (recap grade 8)
- Immediate and long-term effects of Substance Abuse

Activity

In groups students will discuss the long term and short term effects of substance abuse.

Teenage Pregnancy

General Objective: To make students aware of the setbacks associated with irresponsible decisions concerning sexual behaviour.

Specific Objectives: Students will be able to:

1. Discuss the impact of teenage pregnancy on education.
2. Share ways in which teenage pregnancy can affect one's personal development.

Sub-Topics

- Teenage pregnancy and Education
- Teenage pregnancy and personal development
- Abstinence
- Contraceptives

Activity

The counsellor will facilitate a discussion on the impact of teenage pregnancy on education and personal development.

STIs, HIV/AIDS

General Objective: To make students more aware of the dangers of STIs and implement ways to control its increase.

Specific Objectives: Students will be able to:

1. Identify ways to prevent STIs
2. Discuss the effects of STIs on relationships.
3. Debate the economic implications of STIs.

Sub-Topics

- Preventing and Controlling STIs
- Effects of STIs on Relationships
- Economic Implications of STIs

Activity

Students will watch a video on HIV/AIDS and in groups discuss its effects on relationships.

The Jamaican Family and Family Concerns

General Objective: To help students become aware of various family problems and identifying and implementing ways to deal with these problems.

Specific Objectives: Students will be able to:

1. Identify characteristics of each parenting style discussed.
2. Explain the impact of incest on the family.
3. Discuss coping strategies for managing stress.

Sub-Topics

- The Absentee Parent
- The Abusive Parent
- The extended family
- The nuclear family
- Incest
- Helping students Cope with Stress
- Helping students cope with neglect

Activity

Students will have a panel discussion on the different family forms in Jamaica, which is the most popular one and why.

Sexual Harassment

General Objective: To sensitize students to the issue of sexual harassment and how to deal with it.

Specific Objectives: Students will be able to:

1. Explain what is meant by sexual harassment.
2. List some of their rights in regard to sexual harassment.
3. Identify strategies to effectively handle sexual harassment.

Sub-Topics

- How Sexual Harassment Affect Both Sexes
- Sexual Harassment and the Rights of the Individual
- Strategies for Dealing with Sexual Harassment
- Places to get Help in Case of Sexual Harassment

Black History Month

General Objective: To further increase student's awareness of their cultural heritage, where they're from and where they're going.

Specific Objectives: Students will be able to:

1. Identify issues relating to blackness.
2. Research Garveyism.
3. Discuss the importance of black history to our Caribbean identity.

Sub-Topics

- Issues Re: Blackness
- Marcus Garvey – Garveyism, (Birth, Struggles, Motivation and Achievements)
- Black History and Caribbean Identity

Personal/Social Development

Anger Management

General Objective: To help students acquire the necessary skills to deal with anger effectively.

Specific Objectives: Students will be able to:

1. Identify at least five anger management techniques.
2. Demonstrate in groups one method of controlling anger.

Sub-Topic

- Managing your Anger

Social Code for Introduction

General Objective: To provide students with the skills to behave appropriately in social settings.

Specific Objective: Students will be able to:

1. Model appropriate dating behaviours.

Sub-Topic

- Dating and Appropriate Behaviours

Social Skills

General Objective: Students will acquire the skills necessary to build good character.

Specific Objectives: Students will be able to:

1. Discuss the importance of developing healthy friendships.
2. Share some negative and positive pressures they experience in their peer groups.

Sub-Topics

- Friendship
- Peer Groups

Coping Skills

General Objective: Students should be able to recognize personal strengths and weaknesses and develop ways to overcome problems.

Specific Objectives: Students will be able to:

1. Construct a problem solving model.
2. Share problems and related issues affecting them.
3. Explain the impact of needs on decisions.
4. Discuss the importance of budgeting.

Sub-Topics

- Problem Solving Model
- Problems and Related Issues
- How our Needs Affect our Decisions
- Choices, Consequences and Risks in Decision Making
- Budgeting
- Test Taking
- Other Famous Black Achievers (Unsung Heroes)

The Jamaican Family and Family Concerns

General Objective: To help students become aware of various family problems and identifying and implementing ways to deal with these problems.

Specific Objectives: Students will be able to:

1. Identify characteristics of each parenting style discussed.
2. Explain the impact of incest on the family.
3. Discuss coping strategies for managing stress.

Sub-Topics

- The Absentee Parent
- The Abusive Parent
- Incest
- Helping students Cope with Stress
- The extended family
- The nuclear family
- Helping students cope with neglect

Personal Development

General Objective: To recognize personal strengths and weaknesses and to devise strategies to maintain such for self-fulfilment and self-actualization.

Specific Objectives: Students will be able to:

1. Identify one person that has influenced their lives positively.
2. Share challenging experiences
3. Discuss ways to overcome challenges

Sub-Topics

- The impact of role models on personal development
- Setting Goals and the individual
- Facing Challenges
- Overcoming Struggles
- Achieving Goals
- Pace Setters

Career Development

Communication

General Objective: Students will acquire the skills to enable them to communicate effectively at all levels.

Specific Objectives: Students will be able to:

1. State at least five barriers to effective communication.
2. Identify different modes of communication.
3. Discuss the role of communication in building confidence.

Sub-Topics

- Effective Communication
- Barriers to Effective Communication
- Modes of Communication
- Building Confidence through Communication

Resource and Funding

1. Ministry of Education Youth & Culture- Guidance & Counselling Unit.

-Resource and funding will be sought from the above mentioned place to help in the many programmes and activities that will be put on by the school. Resource and funding will be in the form of resource persons speaking at special functions put on by the guidance department of the school for e.g. boys or girls day, parents day and child's month. Funding will also be sought by asking for assistance with cash donations to help with above mentioned activities.

2. Fund raising

-Fund raising will be done in the form of barbecues, tag drives, bake sale and book sale

3. Community

-Community members will be asked to help with the various activities, to help to see to the smooth running of whatever activity is put on. They will also be asked to help with the funding of these activities.

4. Local and External Organizations (Business, educational, health ect).

- Local and external organizations will be contacted to solicit funding as well as having various resource persons come and give talks. Nurses, doctors, business men and women and other prominent figures will be contacted to come in and make a contribution to the various programmes and activities put on by the guidance and counselling dept. of the school.

Strategies for Teaching

Methods

Question and answer- This technique is done in the form of the counsellor asking questions and the students are called upon to answer usually in a discussion session. Question and answer is useful in helping students to focus on important details, clarifying information and encourage thinking on the part of the individuals answering the questions.

⊖ Brainstorming- This is a technique for problem solving. It is a creative technique which encourages students to use their imagination rather than reasoning for suggesting solutions to a particular problem. Brainstorming sharpens the wits of students, it encourages spontaneous response as solutions to a problem and also acquires a number of ideas for discussion later.

⊖ Role playing- Role play is spontaneous dramatization which is not rehearsed and where lines are composed on the spot. This technique is used to show emotional reactions of those who are assuming the role of a designated person. Role playing is used to identify attitudes of different people, it is used to study human relations problems and group behaviour as well as gain insight into one's own behaviour, it also helps students to look at their own personal problems in an impersonal manner. Role playing helps students to see that other people have similar problems as well as provide an interesting way of handling a problem situation. Role playing helps students to develop interpersonal competence, give an outlet for emotional feelings, discuss values, provide a basis for discussion, foster group cooperation and stimulate involvement and active participation of students.

⊖ Skits- Skits contribute a written script designed to dramatize a situation related to class objectives and acted out by students. This technique differs from role play in that it is pre-designed whereas role plays are spontaneous. Skits are used to add variety and interest to a lesson. It is used to emphasize certain points previously covered in a lesson or new points not yet covered and also encourages creativity of students by having them write scripts.

⊖ Large group discussion- The class examines a significant problem with the goal of trying to reach the best solution possible. The technique is suitable for students at the upper level (Grades 9-13). Large group discussion is used to consider new goals and possible directions of the group. It also develops a topic of interest to the whole class as well as pulls ideas following a resource person or small group discussion.

⊖ Lecture- This is a presentation given by the counsellor to a class. The lecture technique is used to inspire, motivate and stimulate the students. It is also used to introduce a controversial subject before a discussion or present an overview of a topic. It relates relevant experiences to others. Lectures are used to report, research, review and summarize topics.

⊖ Buzz group discussion- In buzz group discussion the large class is divided into smaller groups with about 6-8 students in each group. Each group is given a specific topic to discuss in a short time. Buzz group is used to plan class activities when it is important to get student input. It stimulates individual thinking and promotes individual discussion as well as gets a discussion started following a speaker, film or storytelling.

⊖ Circular response- This is a technique used to encourage everyone in the group to participate in the discussion by having members sit in a circle and make contributions as their turn approaches. It is also used to initiate discussion and prevent a few students from monopolizing the discussion. This also gets the students that are shy to speak out and participate in the lesson.

Methods of Evaluation

Formative Assessment

Frequency----end of session, end of unit

1. Completing Worksheets
2. Group work

3. Homework assignments

Summative Assessment

1. Quizzes
2. Multiple Choice, Short Answers
3. Designing Posters and Slogans
4. Drawing and Labelling
5. Projects
6. Crosswords Puzzles
7. Research

Special Activities

- Drug March- This take place during drug awareness month. Students, parents, and teachers will participate in a march bearing a banner denouncing the use of drugs.
- Talent Search----boys and girls – The guidance dept. of the school will hold concerts, art and craft competitions, creative writing competitions in order to seek out students with exceptional talents.
- Child Month Activities- Child month activities will be held during the month of May. Parenting workshops will be held, children will be taken on special trips that will educate as well as entertain them.
- Parents Day- Parents day will feature activities that will educate parents about the way they should treat their child/children as well as participating in activities put on by the parents themselves.
- Career Expo- Career expo will feature the various careers that can be chosen by the students as well as having various professionals from the different careers come in and give talks on what is required to go into that chosen field as well as what it is like working in that field.

Safety Week- Safety week will feature different professionals from the police station, fire brigade, nurses from the health clinic coming in and giving talks on how be safe and putting safety first.

Mentoring- Different parents and teachers will be ask to adopt a child and mentor that child and a bi-monthly report will be required by the counsellor as to the progress of the child that they are mentoring.

Peer Counsellors' Training- Workshops will be set up to train students as peer counsellors. This will aid the students to relate to their fellow classmates especially those that teachers and counsellors cannot reach. Peer counsellors will be an example to their peers.

Quiz Competition- Quiz competition will be held to test the knowledge of the students as well as giving them exposure to various aspects of their culture.

Peace Day- Students as well as parents and teachers will participate in a peace day activities such as March, concerts and poster competitions.

Debate- Debates on various topical issues will take place among the students. This will allow them to do research and to come up with applicable solutions to various problems.

Parents Month Activities- Parents month activities will showcase parents being treated extra special by their children as well as being hosted by the teachers of the school that their children attends. There will be special functions put on by the school as well as having the children participate in activities put on by them just for parents.

COURSE OUTLINE ST.GEORGE'S COLLEGE

First Form

Topic	Objectives
1. Orientation to High School	<ul style="list-style-type: none">• <i>Adjustment to St. George's College</i>• Difference between previous school and STGC• History of St. George's College• Rules-School & Classroom• Expectations from: Self, Parent, School, and Society• Responsibility
2. Time Management	<ul style="list-style-type: none">• Home Work Schedule• Extra-Curricular Activities• Goal setting- Character counts...6 Pillars• Prioritizing and Alternatives• Evaluation and Achievement
3. Study Skill Techniques	<ul style="list-style-type: none">• Preparation for Examinations- Psychological and Mental• Techniques-<ul style="list-style-type: none">- How we learn- Listening- Note-Taking- Writing assessment
4. Coping with emotions and Stress	<ul style="list-style-type: none">• <i>Stress Management</i>• Conflict Resolution and Reduction• Anxiety /Tension• Skills for increasing internal locus of control
5. General Educational Development Strategies	<ul style="list-style-type: none">• Reading Books- joining the library• Watching debates-listening and watching Talk Shows• Acquiring computer skills• Join Clubs and Societies
6. Career Awareness	<ul style="list-style-type: none">• Self -awareness, interpersonal skills development, educational awareness, and economic awareness.• Development of attitudes and appreciation for various careers
7. Personality Development	<ul style="list-style-type: none">• Identity-<ul style="list-style-type: none">- Who am I?- Where am I going?- What do I look like?• Self Concept-

- Self-esteem-motivation, achievement
- Self-confidence-social competence, self-awareness
- Peer Relations-friendships, cliques, gang, possess a peer pressure
- Social and interpersonal skills including communication, assertiveness and empathy skills.
- Cognitive skills including decision making, critical self-evaluation.
- Social Graces

8. Family life

- Function of the Family
- Family Tree
- Role of each member of the family
- Types of Family-nuclear, extended, and adopted family, stepfamily, etc.

9. Physical Development

- Puberty
- Reproductive System
- Adolescence

10. Values and Ethics

- Rules
- Societal Influences
- Role Models
- Civic responsibility
- Values relating to self, others and the environment

11. Human Sexuality

- Love-Relationships
- STD
- Drug awareness

Second form Topic

Objectives

1. Adjustment to Second Form

- Characteristics of a first and Second Form
- Expectations and Requirements-
- School- skills developed
- Self- personal attributes
- Parental expectations and self-fulfilling

2. Time Management

- Home Work Schedule
- Extra-Curricular Activities
- Goal setting
- Prioritizing and Alternatives
- Evaluation and achievement
- Time Tabling

3. Study Skill Techniques

- Preparation for Examinations- Psycho
- Techniques-
 - How we learn
 - Listening
 - Note-Taking
 - Writing
 - Assessment
 - Learning Styles

4. Coping with Stress

- Stress Management
- Conflict Resolution and Reduction
- Anxiety /Tension
- Skills for increasing internal locus of control
- Grief and loss

5. General Educational Development Strategies

- Reading Books- joining the library
- Watching debates-listening and watching
- Acquiring computer skills
- Join Clubs and Societies

6. Career Exploration

- Self-awareness, interpersonal skills d awareness, and economic awareness.
- Development of attitudes and appreci
- Decision making and beginning comp
- Employability skills
- How to select careers based on comp

7. Personality Development

- Identity-
 - Who am I?
 - Where am I going?
 - What do I look like?
- Self Concept-
 - Self-esteem-motivation, achieveme
 - Self-confidence-social competence,
- Peer Relations-friendships, cliques, ga pressure
- Decision making and problem solving
- Social and interpersonal skills includin refusal, assertiveness and empathy
- Social Graces

8. Family life

- Function of the Family
- Family Tree
- Role and responsibility of each memb
- Types of Family-nuclear, extended, an stepfamily, etc.

9. Physical Development

- Puberty
- Reproductive System
- Adolescence
- Hygiene
- Sexual Awareness

10. Values and Ethics

- Rules
- Societal Influences
- Role Models
- Values relating to self, others and the
- Civic responsibility to school and wide

11. Human Sexuality

- Developmental stages
- Relationships-nature, stages and types
- Sensuality
- STD
- Drug Awareness

Third Form

Topic

Objectives

1. Adjustment to Third Form

- Characteristics of a First Former, Second Former, Third Former
- Self Assessment
- Expectations and Requirements-
- School- skills developed
- Self- personal attributes
- Parental expectations and self-actualization

2. Time Management

- Home Work Schedule
- Extra-Curricular Activities
- Goal setting
- Prioritizing and Alternatives
- Evaluation and Achievement

3. Study Skill Techniques

- Preparation for Examinations- Psychology
- Techniques-
 - How we learn
 - Listening
 - Note-Taking
 - Assessment
 - Test anxiety
 - Test taking

4. Coping with Stress

- Stress Management
- Conflict Resolution and Reduction
- Choices, consequences and Risks in decision making
- Anxiety /Tension

- Skills for increasing internal locus of control

5. General Educational Development Strategies

- Reading Books- joining the library
- Watching debates-listening and watching
- Acquiring computer skills
- Join Clubs and Societies

6. Selection of Subjects

- Interest inventory (Personality Test, etc.)
- Aptitude
- Ability

7. Career Preparation

- Self –awareness, self-development and educational awareness, and economic awareness
- Development of attitudes and appreciation of careers.
- Career decision-making.
- Valuing work
- Exposure to Career Fairs and Career-related job-related

8. Personality Development

- Identity-
 - Who am I?
 - Where am I going?
 - What do I look like?
- Self Concept-
 - Self-esteem-motivation, achievement
 - Self-confidence-social competence,
- Peer Relations-friendships, cliques, peer pressure
- Critical thinking skills
- Grooming-Personal Hygiene
- Social Graces

9. Family life

- Function of the Family
- Family Tree
- Role of each member of the family
- Relationship
- Types of Family-nuclear, extended, and stepfamily, Single Parent, etc.

10. Physical Development

- Puberty

- Reproductive System
- Adolescence
- Personal Development

11. Values and Ethics

- Rules and consequences
- Societal Influences(Community)
- **Role Models**
Respect

.Character Counts-6 Pillars of Character

12. Human Sexuality

- Relationships-Nature, stages and typ
- Communication
- STD
- Drug Awareness

SAMPLE LESSON PLANS

Lesson Plan

Subject: Guidance

Topic: Study Skills

Grade: 8

Duration: Seventy-Five Minutes

Date:

General Objective: At the end of the lesson, students will be able to adopt more effective study habits.

Specific Objective: At the end of the lesson, students will

- Formulate a working definition for study skills
- Discuss the importance of study on their personal development
- Distinguish between good and poor study habits
- Create a personalized Study Time Table

Instructional Material: Chart, paper, pen, sample of dub-poem and pamphlets.

Previous Knowledge: Students are aware that study is important for their academic achievement

and they practice some form of study skill or strategy of their own.

Content: What are Study Skills?

These are skills or strategies used to enhance study. These strategies are used to help individuals comprehend the material that they read.

(Personal Definition)

- How to prepare for study
- Choose a comfortable time for study
- Proper lighting should be present
- Little or no distractions
- Comfortable environment, eg. Scenery, seating, sound, smell, etc...

Comprehension Strategy

S-Survey Q-Question 3R-Read, Recite and Review

Methodology:

Counsellor Activity Student Activity (Expected Responses)

Introduction:

Dub-poem. Counsellor will recite dub-poem entitled "Study time" by: Cadianne Williams.

From this the following questions will be asked and Counsellor will tell students the topic of the lesson afterwards.

Questions:

1. What is the poem about?
2. What did the person say about studying in the poem?

Development:

Step 1: Students will be asked to tell what comes to their minds when they hear of the term "study skills." From this Counsellor will help students to formulate a definition for study skills by allowing students to define the words study and skills.

Step 2: Counsellor will give students two scenarios to evaluate what is right or wrong in each. Scenarios will depict good and poor study habits. Discussion follows.

Step 3: Based on the responses in step 2, Counsellor will ask the following questions:

1. What time of the day do you feel most comfortable to study?
2. How many hours do you spend on study?

3. Which do you study first-easy or hard subjects

4. How do you prepare for study?

- Environment

- Self

-Resources

Responses will be noted on the board and Counsellor will facilitate guided discussion where students will share how effective their study approaches are. After which, Counsellor will highlight and explain some of the recommended study habits to students.

Step 4: Counsellor will introduce the SQ3R Comprehension strategy to students with the aid of the chart and by reading a paragraph and using each step in the strategy to analyze the paragraph.

- Miss, time to study
- Miss, pressuring our book
- Miss, settling down
- Miss, study is important
- Miss, study will help you to get good grades
- Miss, study is good
- Miss, how you study
- Miss, I don't know
- Miss, studying properly
- Miss, Night
- Miss, Morning
- Miss, Evening
- Miss, one hour
- Miss, two or more hours
- Miss, I don't know
- Miss, easy
- Miss, hard
- Miss, any one of them
- Miss, fix up the place first
- Miss, get some sleep and eat first
- Miss, make sure I have the right books that I need

(Forty-Seven Minutes)

Culminating Activity: Students will be asked to create a study time table for themselves.

Counsellor will discuss feasibility of the study plan.

(Twenty-five Minutes)

Summary: Students and counselor will recap lesson highlighting the main points.

(Three Minutes)

Evaluation:

Introductory Activity: Dub-Poem

Topic: Study Skills

“Study Time”

By: Cadianne Williams

Verse 1

A time fi mi study

A time fi tek mi book

Time fi stap di ramping

An tek a look inna mi book

Mi waan fi duh mi bes
Fi get a "A" pan di tes
Mi a go sekkle dung
Caz di fun time dun

Verse 2

English "A," Science "A," Mathematics "A,"
A suh mi waa mi report fi stay
Suh book, book, book
Mek mi presha fi mi book
Mi a go wuk haad
An gi miself ah chance

Topic: Study Skills

Activity used in the development of the lesson by: Cadianne Williams

Scenario 1

Today is Mitchell's Birthday. She is very excited about how she is going to spend the day. She knows that in the next three days she will be getting her Science test and she has not started to study as yet. However she has promised to allocate some time tomorrow to start study, maybe before she goes to bed. Today she will party all night and enjoy her Birthday. The Next day Mitchell had to go to school. All through the day she was tired. When night came she lay in bed and took up her book to read. The next thing she knew was that it was morning!

Questions:

1. What special day was it for Mitchell?
2. How much time did she have to study?
3. If Mitchell had three days left to study but has not started as yet, what do you think she has been doing all along?
4. What is her intention regarding study?
5. What happened when she did this?
6. Why do you think this happened?
7. What should she have done instead?

Scenario 2

Stacy has always been a responsible girl. She is always on time for class and finishing her assignments. In the next week she will be getting her monthly tests. Stacy sets aside two hours for study each day. She tries to get as much rest as possible. After class Stacy reads over her notes. She studies under the Mango tree where it is cool, quiet and nice. She will do this for the next couple of days.

Questions:

1. Why is Stacy considered to be responsible?
2. How much time does Stacy have before the test?
3. This means that Stacy is.... unlike Mitchell.
4. How does Stacy prepare herself for study?
5. What else could she have done in preparing for study?

Topic: Study Skills

Paragraph used to explain the SQ3R Comprehension Strategy

"A World of Darkness"

At the end of each day, when darkness falls, many creatures are just waking up. The se creatures are nocturnal animals. They are active at night, and they sleep during the day. Other creatures live in places that are dark all the time, such as deep caves, or the bottom of the ocean.

(Pearson J., Bryan P. (1995). *Creatures of the Dark*. Mimosa Publications Pty Ltd. Hawthorn, Australia.)

Lesson Plan

Subject: Guidance

Topic: Personal Development

Sub-Topic: Conflict Resolution

Grade: 7

Duration: 35 minutes

Date:

Specific Objectives: At the end of the lesson students will be able to:

- Define the term conflict
- Identify the importance of conflict resolution
- State three methods of solving conflict creatively and nonviolently
- Express how they feel about conflicts

Previous Knowledge:

- Students are aware of conflicts and some methods of resolution through the program peace and love in schools (PALS)
- The information students obtained in their previous classes (e.g Guidance class and Home Management Classes)
- Student's personal experience with conflict, in their daily interaction at home and at school.

Content:

A conflict is a disagreement through which the parties involved perceive a threat to their needs, interests or concerns. Conflict is not always negative. In fact, it can be healthy when effectively managed. Healthy conflict can lead to, growth, innovation, new ways of thinking and additional management options.

If the conflict is understood, it can be effectively managed by reaching a consensus that meets both the individual's and society's needs. This results in mutual benefits and strengthens the relationship. Conflict management and resolution strategies include collaboration, compromise, competition, accommodation and avoidance

Causes of conflict are, needs, perceptions, power, values and feeling and emotions.

Instructional Material: Charts, strips of paper

Methodology: Questioning, Brainstorming, scenarios, creative writing

Introductory Activity: Students will listen to a story based on a conflict. The counsellor will ask the students what was happening in the story. The students will be asked to give one word that could describe the situations in the story.

Developmental Activity:

Step One: The counsellor will ask the students what caused the conflict in the story.

Step Two: The students will be asked to tell other ways the conflict in story could have been resolved.

Step Three: Students will be asked to share what they think the term conflict means. Students and counsellor will read the definition mounted on the board.

Step Four: The students will be asked to share any experience they have had with a conflict and how they handled it.

Step Five: These experiences will be discussed. The counsellor will ask other students to state the impact solving the conflict in a violent manner had, and suggest an effective non-violent way the student could have solved the conflict. Their responses will be written on the board.

Culminating Activity:

Students will be asked to write another ending to the story by stating how the wise men could have discovered what the elephant really looks like. Counsellor will ask student to share their responses

Summary: Students and counsellor will summarize the lesson, using questioning.

Questions will be asked based on the lesson.

These are questions such as:

-Define the term conflict.

-What are some causes of conflicts?

-Why is it important to solve conflicts?

-What are three creative and non-violent ways to solve conflicts?

Evaluation:

Lesson Plan

Subject: Guidance

Topic: Drug Abuse

Subtopic: Staying Drug Free

Grade: Seven

Duration: 30 minutes

General Objective: Analyze the importance of staying drug free.

Specific Objective:

Construct a definition for the term drug abuse

Distinguish two types of drugs

Discuss the various ways drugs affect people

Instructional Material:

Samples of drugs

Handouts

Previous knowledge:

Students have information on drugs based on personal experience, information from media, parents, teachers and peers.

Content: (1) Drug abuse is the use of any chemical substance licit or illicit which results in an individual's physical, mental, emotional or social impairment.

(2) A drug is a chemical substance that brings about physical, emotional or behavioral changes in a person taking it.

Methodology:

Poetry

Questioning

Grouping

Introduction:

Lesson will be introduced by passing around a box that has a cigarette, a bottle of rum, representational bag of cocaine (on the front of the box will be a picture of some cookies) students will be asked to open the box and look inside.

Development: (counselor activity)

Step1: After the box has been passed around counselor will ask students to state how they felt when they saw the cookies on the top of the box only to discover it was drugs inside.

Step2: (counselor activity) Counselor will ask students to give their definition of the term drug abuse, overuse, misuse and drugs. Counselor will then read the following poem on marijuana.

(1) Juana is my name

Messing with teenagers is my game

I get you hooked

Then in the twinkling of an eye

You're looked down upon.

(2) Many want to meet me

Some look down on me

But if we ever hook up I guarantee

You'll love what you feel.

(3) 'Cause' I make you feel good

You make me feel high

And you'll even look cool 'cause' ill give you red eyes.

(4) Your parents or teachers may even hate me

But that's all right, 'cause' when others forsake you ill be your friend indeed

Some call me herb, pot, weed, dope, grass, hemp

But whatever you choose to call me

Ill take you to another level my friend

After reading the poem counselor will ask students the following questions:

(1) What aspect of the poem grabbed your attention?

(2) What are the effects of marijuana that were highlighted in the poem

(3) How does the poem make you feel

Step3: (student activity) students will be given pamphlets with information on cocaine, they will read the information in groups. They will then give a brief report on what they read.

Step4:(student activity) students will be placed in groups and asked to come up with various reasons why persons take drugs, responses will then be taken and recorded on the board.

Culminating activity:

Students will be asked to do a poem or song on any on of the substances that were presented.

LESSON PLAN

Subject: Guidance
Topic: Personal Development
Sub-Topic: Anger Management
Grade: 9
Duration: 40 minutes
Date:

General Objective: For students to learn how to control their emotions.

Specific Objectives: At the end of the lesson, students will be able to:

- demonstrate anger management techniques
- express how they feel when they are angry.

Instructional

Materials: Chart, strips of paper, activity sheet, and markers.

Previous Knowledge: The students know about anger from daily experiences, however, not all students are aware of anger management techniques.

Content: Anger is the emotion that is expressed when an individual is upset about something. When frustration is not resolved, we often become angry. Anger is a natural emotion that all people feel. When we get angry, it is more difficult to think clearly and evaluate options. We act impulsively without considering the consequences of our behaviour. Anger serves as a clue to tell us that there is something unjust, frustrating, threatening or annoying going on. We need to learn how to become more in touch with our bodies and learn to monitor our anger arousal cycle. When we feel ourselves becoming too intense, it's time to take a time out; time out to cool down and think about the situation so that we can return ready to work on the problem together.

Introduction: Counsellor will begin the lesson by doing a dramatization of an individual who is angry with someone and decides to hurt the individual. The students will be told to observe what is happening and to write down any thought that comes to mind.

Feedback questions:

- ⊞ What did you observe?
- ⊞ What are some of the emotions that were displayed?
- ⊞ What do you think was going through the person's mind?
- ⊞ What would happen if the lady had taken a different approach?
- ⊞ Could there be another way of handling the situation?

(8 minutes)

Development

Counsellor's Activity Students' Activity

Step 1 The counsellor will hand out strips of paper and markers to groups of students and place a chart on the board with a picture of an angry face.

The students will be asked to write ways to help the individual to get rid of the anger and to calm down. These will be placed in the pockets which will be provided on the chart.

(10 minutes)

Step 2

Counsellor will guide students in a discussion as to how they feel when they are angry. Students will express themselves freely

(4 minutes)

Culminating Activity:

The counsellor will divide the class into two groups and give each group a scenario to role play which can either have a positive or a negative ending. One group will be asked to show how to resolve the dispute positively, while the other will show how it can escalate and remain unresolved.

(16 minutes)

Summary: Students will summarize the lesson. (2 minutes)

Evaluation:

Lesson Plan

Subject: Guidance

Grade: 8

Topic: Conflict Resolution

Sub-Topic: Conflict Resolution

Duration: 1 hour 10 mins

General Objectives:

1. Students should be able to understand conflict and how to deal with it.

Specific Objectives:

Students should be able to:

1. State at least two things that lead up to conflict.
2. Explain why persons should avoid dealing with conflict in an irrational manner.
3. Illustrate the appropriate way of handling a conflict.

Previous Knowledge: each student knows about conflicts because they experience it from time to time and are exposed to others who have conflict.

Content:

Conflict this is a disagreement between two or more persons.

Conflict Resolution this is the act of coming to an agreement between two or more persons never to have a grudge or argument with the other person so that peace may rein between them.

Causes of conflict:

1. Cultural differences
2. Personal Values
3. Misunderstanding

Negative results of conflicts:

- Malice
- Fights
- Deaths
- Destruction of property
- Mistrust
- End of friendship
- Unwanted secrets revealed

How to Handle Conflicts

1. Change the subject and refrain from bringing it up again.
2. Avoid looking into their eyes and turn away.
3. Listen to the other person try and understand their point of view.
4. Pretend as if you accept what they are saying to avoid further confrontation.
5. You and the other person can agree to disagree.
6. Share ideas and beliefs and come to a mutual agreement as to how to solve the problem.

Instructional Materials: case study, black board, chalk and chart

Methodology: discussion, role play, case study, question and answer

Introduction:

a. The class will be placed in groups of six and given a case to read and act out.

The case is as follows:

There are two best friends. On a typical Saturday one of them told a secret that the other had vowed him/her not to tell. Now he/she has heard it and is very, very, very upset. They have a very nasty dispute.

Instructions: It is your duty to act out what has happened.

b. From the role play the students will define “what is a conflict?” and together the counsellor and students will discuss the definition. 10 mins

Development:

Step 1: The counsellor will reinforce the meaning of a conflict using a chart. The students will be instructed to read it aloud and then to write it in their notes.

5 mins

Step 2: They will then reflect on the previous skit and asked to identify the causes of the argument displayed. The counsellor will write them down on the blackboard and use the chart to highlight the broad headings of what can cause a conflict. The counsellor will give

them a sheet of paper that has two conflicts on it they will in groups determine the cause of each conflict. 10 mins

Step3: The counsellor will sensitize the students that conflict does not always bring good results but negative with the help of the students. 5 mins

Step 4: The counsellor will next share information on some of the ways in which a person can avoid a conflict or deal with it. The students will then individually list what are other ways of handling a conflict and share it with the class. 10 mins

Culminating Activity:

The students will be instructed to write a creative piece (song, poem) about conflict, what causes it and the negative results of conflict. 15 mins

Summary:

The students will be thrown a ball and whomever it lands on in ten seconds will share with the class one thing they have learnt. 5 mins

Lesson Plan

Subject: Guidance
Grade: 8
Topic: Teenage pregnancy
Duration: 55 minutes
Date:

General Objective: Students should become aware of the impacts of teenage pregnancy.

Specific Objective: Students will be able to:

- ⊗ explain the reasons for teenage pregnancy
- ⊗ identify the effects of teenage pregnancy
- ⊗ express their feelings about the statistics related to teenage pregnancy

Instructional Materials: case study, paper bag, sentence strips, CD player, CD, and scrambled

word.

Previous Knowledge: Students are familiar with the topic through the media and other forms

of socialization.

Content: Teenage pregnancy is the impregnation of a female in her teen years. Teenage pregnancy is one of the leading causes of high school dropout in Jamaica. The high rate of teenage pregnancy reflects the nonuse of contraceptives among sexually active teens. Perhaps the most unfortunate part of all this is that the high rate of births to teens continues to occur in a day and age when highly effective means of birth control are available. Some causes of teenage pregnancy include sexual abuse, unstable family, poverty, promiscuity, illiteracy etc.

A teen who is pregnant can have complications such as postnatal depression, recurrent yeast infections, abdominal cramps, hemorrhoids etc.

Introductory Activity: The counsellor will begin the lesson by placing students in groups of four and giving each group a handout with true story about a

Jamaican

teenage couple. Each group will read the story and answer the

question(s) which follow. A large group discussion will ensue where each small group will share their responses. (15 minutes)

Development

Counsellor's Activity Students' Activity

Step 1 The counsellor will ask the following questions to stimulate a discussion about the reasons and risk factors associated with teenage pregnancy.

Questions:

1. What are some of the reasons for the high rate of teenage pregnancy in Jamaica?
2. What are some of the risks teenagers face becoming pregnant so early? The students will participate in the discussion and express their feelings about the topic.

Expected Responses: (1) poverty, sexual abuse, unstable family, lack of parenting skills, (2) cramps and depression, unemployment, being thrown out of the house
(10 minutes)

Step 2 The counsellor will place facts related to teenage pregnancy in a bag to play a game called 'hot bag' with students. A song will be played while the bag is passed around. The students will pass the bag around while the song is playing. When the song stops, the student with the bag must take out a piece of paper and read the facts to the class and say whether he/she agrees with it or not and why. (15 minutes)

Culminating Activity: The students will be asked to unscramble a word given and volunteer students will give one example in relation to teenage pregnancy.

Word: qnceoncsuese (consequences).

(15 minutes)

Summary: The student who gives the first correct answer will summarize the lesson.
(5 minutes)

Evaluation:

PUBERTY WORKSHEET

1. What are some changes that you notice?
2. What are some of the emotional changes you are going through?
3. Discuss some possible effects of puberty.
4. What are some of the changes that girls experience at puberty?
5. What are some of the changes that boys experience at puberty?
6. How do you feel about the changes that you are going through? Write responses in shape below.

SELF-ESTEEM ACTIVITY SHEET

Instructions: Complete the following sentences.

- 1) Today I feel very. . .
- 2) I enjoy. . .
- 3) I am unhappy when. . .
- 4) I feel good when. . .
- 5) I wish my teacher(s). . .
- 6) My classmates think I. . .
- 7) I like myself best when. . .
- 8) At school I am. . .
- 9) If I had a choice, I would. . .
- 10) I wish. . .
- 11) Tomorrow I would like to. . .
- 12) I want to do my best, but. . .

(Taken from 101 ways to enhance self-concept in the classroom)

Teenage Pregnancy – Case Study

Janet is an average teenager growing up in Jamaica. She has known her boyfriend Dave since grade 7 of high school. Janet is generally a quiet, shy girl of 13 years and her parents are strict Christians who insist on attending church every Saturday. Janet and Dave were both good students and were well behaved in school. Dave's male friends at school kept pushing him and boasting about how many girls they have slept with. They all reminded him that Janet wouldn't wait forever and maybe she even thinks he is gay, so it was time to make a move.

Dave and Janet began spending more and more time alone together and Dave finally decided to have sex with Janet. They did not plan for the moment they just got carried away with the petting and necking; they did not use a condom.

When Janet got pregnant Dave said it wasn't his even though she was a virgin when they had sex. After the fourth month Janet could not hide the pregnancy anymore and she had to tell her parents. Dave's parents reacted the same way he did; they said they didn't know if it was his baby. Janet and her parents had to plan for the baby on their own. By the time she was five months pregnant Janet could no longer go to school. She dropped out in grade 8 and has not been able to go back.

By the time the baby came along Dave realized that he had to own up to it because Janet kept putting pressure on him to be responsible. Dave dropped out of school by grade 9; he has not been back to school either because he has to work to support his new baby.

Questions:

1. What do you think was Janet's reason for having sex with Dave?
2. What do you think was Dave's reason for having sex with Janet?
3. How do you think both of them felt when they found out she was pregnant? Why?
4. How do you think Janet's parents responded to the news?
5. How would your parents respond?
6. How many people were affected by the pregnancy? In what ways?
7. What does this tell you about unplanned pregnancies?

(Taken from the book 'preparing for the vibes in the world of sexuality')

Lesson Plan

Subject: Guidance

Topic: Setting Goals the Smart Way

Grade: 7

Date:

Duration: 1hour

General Objectives: Students will be able to realize the benefits of setting goals.

Specific Objectives: At the end of the lesson students will be able to:

1. Explain the importance of setting goals.
2. Practise using the Goal Setting Technique S.M.A.R.T.
to evaluate your goal.
3. Outline three basic steps needed to achieve one's goal.

Instructional Material: Papers, markers, chart, cards, wool,

Previous Knowledge: Students have set goals and are planning on setting goals.

Content:

⊗ A goal is something you plan to be, do, or have, and you are willing to work for it. The importance of setting goals are that goals give individuals a sense of direction, motivate persons and promote positive feelings.

⊗ A Goal Setting Technique S.M.A.R.T can be use to examine one’s goal.

S- Your goals should be Specific. Goals should be straightforward and emphasize exactly what the individual need. It should be clear.

⊗ M- Goals should be Measurable. It should show specific target to be measured. For example. I want to be a good reader is not measurable. I want to read three chapters every other day is measurable.

⊗ – Goals should be Attainable. Goals that are set which are too far to reach may eventually not get done.

⊗ R – Goals should be Realistic. This means that the goal is workable. It can be achieved. For example I will be working in the next two years is unrealistic at grade seven level as the individual should be in grade 9. I want to do well in my CXC in the next four years is realistic.

⊗ T- Goals should be Timely. Set a time frame for your goal, example by next week, three months, the next two years, in five years time etc. Without a limit there is in fact no urgency to take action.

⊗ In achieving one’s goal one needs to be develop a positive attitude, define and develop your goal, visualize your goal, learn how to recognize opportunity and become your goal.

Methodology

Introduction: Students will read a story – “When They Grow Up”

Development:

Steps Counsellor’s Activity

Students’ Activity

Step 1

Counsellor will ask students to complete the following statements based on the story read.

1. Marge wanted to be a doctor when.....
2. Charlie thought he would become.....
3. Bob’s dream was to.....
4. The people Marge would take care of are called..... Individual responses will be shared.

1. she grows up
2. an actor
3. be a famous Musician
- 4.patients

Step 2

Counsellor will give students in groups of fours an activity sheet to decide on a long term goal and write down three short term goal in order to accomplish their long term goal.

Responses will be shared.

Long term goal – Pass 8 CXC

Short term goal - form a study group, stay in school, pass all my tests with a average of 80% and above.

Step3

Counsellor will ask students the following questions:

- 1.Is it a good idea to set goals? Why, what do goals do for you?
- 2.How do you decide what your goals are?

Expected responses:

1. Goals give individuals a sense of direction, goals motivate persons, and promote positive feelings.

2. By examining your values

By looking at your options Knowing what is important to you

Step 4

Counsellor will introduce to students the goal setting technique (SMART) on a Chart to demonstrate to students how this technique can be used to evaluate their goal to ensure that it meets the criteria of SMART.

Students will examine the goal that was written down previously and using the goal setting technique examine their goal to see if it meets the criteria of SMART.

Step 5

Counsellor will ask students in pairs to outline three basic steps they need to use in order to achieve their goals.

Counsellor will then introduce Chart.

Expected Responses:

Develop a positive attitude, Define and develop your goal,

Visualize your goal, learn how to recognize opportunity

Become your goal

Culminating Activity: Students will write down one personal goal on cards and the technique used to evaluate their goals.

Summarization: Students will be randomly asked the following questions:

a. Why do people set goals?

b. Explain the goal setting technique SMART

Evaluation:

Subject: Guidance

Topic: What Do You Know About Sexual Transmitted Infections?

Grade: 9

Date:

Duration: 1 hour

General objectives: Students will gain an in depth knowledge of the different sexual transmitted infections.

Specific objectives: At the end of the lesson students will be able to:

1. Categorize Sexually Transmitted Infections under two headings giving examples of each.

2. Describe three symptoms of two of Sexually Transmitted Infections

3. Discuss three important steps one should take if an individual has symptoms of a Sexual Transmitted Infections.

Previous knowledge: Students are already aware of how they can contract these diseases.

Instructional materials: Paper, Marker, pamphlets, Charts, DVD Player, Television

Content:

⊗ Sexual Transmitted Infections are disease that can be transmitted by sexual contact: oral, anal and or genital sex.

⊗ Gonorrhoea is a germ transmitted through sexual contact with an infected person.

The symptoms include: Burning feeling while passing urine, Thick creamy discharge from

the sexual organ which may be yellow or green in colour. If not treated quickly may cause sterility or arthritis in both men and women.

⊗ Chlamydia: Painful watery discharge from penis, pain when urinating, discharge from the cervix.

⊗ Syphilis: painless sore on the genital, fever, swollen lymph, rash, slurred speech.

⊗ Herpes: painful blisters like sores around the mouth or genital, swollen glands, muscle aches, fever, mild burning during urination, vaginal discharge.

⊗ Bacterial Vaginosis (BV): moderate discharge from the vagina with an unpleasant smell, which is noticed especially during sex, discharge is grayish and may be frothy but seldom causes irritation unless another infection is present.

⊗ HIV/AIDS: persistent swollen glands, unexplained weight loss of more than 10 lbs, fever or night sweats and persistent diarrhoea.

⊗ Trichomonas (Tric.): itching and inflammation of the vulva and outer vagina, yellowish or grayish discharge which may be slimy or foamy or blood stain, pain during sex.

⊗ Chancroid – one or several painful pimples on the penis or vagina, painful glands in the groin which may become an abscess if not treated quickly.

⊗ Tips on how to protect oneself from Sexual Transmitted Infections – use a condom when having sex, abstain, avoid having sex with several persons, pay attention to personal hygiene, keep fit by exercising regularly, eat a balanced diet and get enough rest.

⊗ Steps to be taken when experiencing symptoms of a Sexually Transmitted Infection are: See your doctor immediately, persuade your partner to have a check up, to take the full course of medication prescribed by doctor, do not have sex until you are cured, revisit your doctor to make sure you are fully cured.

Methodology

Introduction:

Students will watch a DVD on Sexually Transmitted Infections

Development

Steps Counsellor's activity Student's activity

Step 1

Based on the DVD the following questions will be asked by the questions.

1. What were three types of STI's mentioned in the video last week?
2. Which Sexually Transmitted Infection had symptoms similar to that of Gonorrhoea?
3. Give three tips on how one should protect him/herself and partner from Sexual Transmitted Infections?
4. What are the effects of having a Sexual Transmitted infection untreated? Students will respond individually.

Expected Responses:

1. Gonorrhoea, Chlamydia, Syphilis
2. Chlamydia
3. Abstain, use a condom every time you have sex, have only one faithful partner, pay attention to person hygiene, eat a balanced diet and get enough rest.
4. Cervical cancer, arthritis, deformity of the sex organ, infection of the eyes in babies, low birth weight in infants

Step 2

Counsellor will ask students the following question:

1. What are the categories in which Sexually Transmitted Infections are placed? Give two examples for your answer.

Students will respond individually.

Expected Responses:

1. Sexually Transmitted Infections that cause discharge are Gonorrhoea, Chlamydia, Trichomonas Bacterial Vaginosis, Yeast/thrush.

2. Sexually Transmitted Infections that cause genital sores:

Syphilis, Herpes, Chancroid, HIV/AIDS

Step 3

Counsellor will give students some scenarios for them to read about the symptoms of Sexual Transmitted Infections.

Based on the scenario given:

Identify the Sexual Transmitted Infection (STI) and mention the symptoms of the STI.

How did the person contract the infection?

How could they have prevented themselves from getting the infection?

Students in groups of four will share their responses with the class.

Expected Responses:

Yellowish whitish discharge, burning when urinating, unexplained weight loss, painful sores on genitals

By sleeping with an infected person

By using a condom, by sticking to one faithful partner, by abstaining

Step 4

Based on the scenario counsellor will ask students the following:

How do you think these infections may affect their social, physical and emotional needs.

Students in their groups will share their responses with the class.

Expected responses:

Persons may withdraw from them, carry an odour, look sick and weak, feel sad

Step 5

Based on the DVD shown Counsellor will ask students to write down three steps an individual can take if he/she has symptoms of a Sexually Transmitted Infection.

Counsellor will introduce Chart to reinforce the steps to be taken.

Students in groups of four will list three steps individuals should take if they experience symptoms of a STI.

1. See your doctor immediately

2. Persuade your partner to have a check up

3. Take the full course of medication prescribed by the doctor

4. Do not have sex until you are cured

5. Revisit your doctor to make sure you are fully cured.

Culminating activity: Students in pairs will be given a worksheet to match column A which has the infections to column B that contains the symptoms.

Summary: Students will be selected randomly to answer the following question:

1. State the categories under which Sexually Transmitted Infections fall

2. Describe the symptoms of one Sexually Transmitted Infection

3. List three steps one should take if they are infected with a Sexual Transmitted Infection

Lesson Plan

Subject: Guidance
Topic: Teen Pregnancy
Grade: 9
Date:
Duration: 1 hour

General objectives: Students will become aware of the negative effects of teen pregnancy.

Specific objectives: At the end of the lesson students will be able to:

1. Express their views on the negative effects of teen pregnancy
2. Select four reasons to account for teenage pregnancy
3. Propose three ways for reducing the incidence of teenage pregnancy

Previous knowledge: Students are already aware some of the negative effects of teenage pregnancy.

Instructional materials: Paper, Marker, Chart

Content:

⊗ Teenage pregnancy happens as a result of teens engaging in unprotected sex. Teenage pregnancy has several challenges being a single-parent, financial strain, school drop-out, health complications of mother and child, premature baby, child neglect and abandonment.

⊗ Teenagers invariably lack the social and psychological maturity to raise children effectively; Education and training are curtailed, leading to the cycle of poverty, Teenagers do not always possess the financial resources required to maintain children Offspring suffer from all of the shortcomings of a single-parent family if the biological parents do not form a permanent union

If pregnancy occurs in the early teens, the health of the mother is jeopardized

The character of unwed parents is tarnished

Pressure is put on society to care for off-springs through welfare programmes.

⊗ Factors that contributes to Teenage Pregnancy

o Broken homes where the impact of socialization of children by both parents is weakened; lack of education on the disadvantages of sexual act, the influence of television where many shows project sexual licence and liberty, Individuals with poor self esteem sometimes tend to prove their manhood/womanhood through early sexual activity, Poor role models in society, Peer pressure.

Methodology

Introduction:

Poem – Teenage Pregnancy. (See Activity Sheet)

Development

Steps Counselor's activity Student's activity

Step 1

Students will be questioned about the poem

1. What causes teenage pregnancy?
2. Why has this happen to teenagers?
3. How is the poet feeling?

4. According to the poet what are teenagers when they do bring forth new souls into the world?

1. Sexual activity
- 2.
- 3.
- 4.

Step 2

Students will be asked to get in groups of fours and based on the poem

1. Give three consequences of teenage pregnancy.
2. What are some of the other consequences of that are not listed in the poem. Expected

Responses:

Careers being jeopardized

Infants not being socialized

Teenage parents treated with disdain, inability to take care of children, children being abandoned, and baby in jeopardy

2. Lack the social and psychological maturity to raise children effectively; Education and training are curtailed, leading to the cycle of poverty, health of the mother is jeopardized, mother being depressed, high school dropout, unemployed.

Step 3

Counsellor will ask students to look at the Chart and reflect on how this teenager may be feeling at this time.

Expected Responses:

Sad, frustrated, depressed, upset, embarrassed, afraid,

Lonely, hopeless etc

Step 4

Counsellor places students in pairs and asked them to write down the responses to the following question:

What are the factors that contribute to teenage pregnancy?

Expected Responses:

Broken homes, lack of education on the disadvantages of sexual act, the influence of television where many shows project sexual licence and liberty, Individuals with poor self esteem, Peer pressure

Step 5

Counsellor will place students in pairs and asked to write down

Three ways to reduce the incidents of teenage pregnancy:

Abstinence, Educating the students, address some of the social problems that exists, have seminars in building students' self-esteem

Culminating activity: Students will be asked to write a letter to their friend on one of the following:

The Negative Effects of Teenage Pregnancy, Factors which contribute to Teenage Pregnancy and Ways of Reducing the Incidence of Teenage Pregnancy.

Summary: Students will be selected randomly to answer the following question:

1. What are the consequences of teenage pregnancy?
2. State three things you can do to reduce the incidents of teenage pregnancy.

