

Internship Project: Classroom Guidance Unit

Internship Student Name: Linnea Puckett

Internship Site: Brookhill Elementary

Internship 1: X **Internship 2** _____

Internship Site Supervisor: Melitta Malone

Please note: The following classroom guidance lesson unit is to align clearly with the standards for school counseling and is to be related to improving student academic achievement (aligned with state academic standards). Collaborate with your site supervisor to ensure the project is beneficial to K-12 students and meaningful for you. Your classroom guidance unit must have a minimum of four lessons and will need to align with the standards listed on the **Advanced Internship Assessment (AIA Internship Competencies)** and the **ASCA Mindsets and Behaviors (ASCA, 2021)**. Your classroom guidance unit can align with more than one standard listed on the AIA, as well as align with more than one **ASCA Mindsets & Behaviors** standard. List all standards that align with your classroom guidance unit.

Grade Level of Classroom Guidance Unit: 1st

Briefly Describe Goal of Classroom Guidance Unit: Students will exhibit self-control, perseverance, and respect in the classroom and identify personal values, interests, and skills.

Topic/Title of your Classroom Guidance Lesson Unit: Respecting myself and others

Please identify the title/focus of each classroom guidance lesson in the unit.

Classroom guidance lesson 1: Understanding Me (Identifying personal interest, values, and skills)

Classroom guidance lesson 2: Perseverance (what do we do when things are too hard)

Classroom guidance lesson 3: My words matter (think it or say it?, expressing needs, right time, right place)

Classroom guidance lesson 4: Classroom Control (self-control: listening + following directions, ignoring distractions, feeding off our friends)

1. Provide at least two existing outcome data sources to identify and support the need for this classroom guidance unit at this internship student's particular site. **Needs Assessment data:** Recently finished, fresh data containing the Need for these four subjects. and **Behavior report data:** Supports the Needs Assessment data, providing reports of behavior that indicate a lack of control or respect for classmates/teachers.

2. Needs Assessment: Discuss who will be surveyed to support the need for this classroom guidance unit at this internship student's particular site: **Faculty, administrators, counselor advisory committee.**
3. Identify which AIA Standard(s), ASCA Mindsets and Behavior Standards, and state academic standards the classroom guidance unit aligns with and supports. Provide a rationale for the identified alignment.
 - a. **FOUNDATIONS:** demonstrates ability to apply and adhere to ethical and legal standards in school counseling. **COUNSELING PREVENTION & INTERVENTION:** Provides classroom guidance lessons to promote social emotional and career development of students
DIVERSITY & ADVOCACY: demonstrates multicultural competencies in relation to diversity, equity, and opportunity. **ASSESSMENT:** selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. **RESEARCH & EVALUATION:** apply relevant research and analyze, and use data. **COLLABORATION & CONSULTATION:** adheres to ethical and legal standards.
 - b. **ASCA Mindsets and Behaviors:** M 3. Positive attitude toward work and learning. M 4. Self-confidence in the ability to succeed. B-LS 2. Creative approach to learning tasks and problem-solving. B-LS 4 Self-motivation and self-direction in learning. B-SMS1. Responsibility for self and others. B- SMS 2. Self-discipline and self-control. B-SMS 5 Perseverance to achieve long and short-term goals. B-SS 1 Effective oral and written communication skills and listening skills. B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them. B-SS 4. Empathy. B-SS 6. Effective collaboration and cooperation skills. B-SS 8. Advocacy skills for self and others, and the ability to assert oneself when necessary. B-SS 10. Cultural awareness, sensitivity, and responsiveness.
 - c. **State Academic Standard(s) supported:** ELA21.1.1 Engage in collaborative discussions about topics and texts with peers and adults in small or large groups, utilizing agreed-upon rules. ELA21.1.36 with prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source, and providing a sense of closure.
4. Identify how the classroom guidance unit is culturally sensitive. Identify strategies included in the classroom that promote a positive, caring, and safe learning group environment for all students. **Teaching students how to communicate effectively and to respect themselves and others is culturally sensitive teaching. Some strategies I would use to make it more culturally aware would be using lecture notes that express different values of cultures and how that can affect the way others communicate. Adding games or activities is another source. Inviting multicultural ties into the lessons will help teach students about respect others, connection and inclusion of each other, and empathy with a deeper understanding of peers. (Naz, Afzal, & Khan, 2023).**

5. Describe how you plan to evaluate your classroom guidance unit for data to show success as well as areas to enhance and/or improve: **The behavior data report and needs assessment point out the importance of improving the social skills and the emotional skills of the students at Brookhill. During the Lessons, I will use informal assessments such as verbal question/answer to establish an understanding. The formal assessments will be in worksheets or in activities that allow students to demonstrate their understanding through writing, oral communication, or acting out. After every Lesson I will highlight the important aspect of the lesson and mention them again when we meet the next time to establish longevity in processing the information taught.**
6. References.

Internship Student Signature *Linn Fickett* Date 9/5/25
(Signature required. Typed name not accepted.)
Internship Site Supervisor Signature *Metitta Mplone* Date 9/5/25
(Signature required. Typed name not accepted.)

Reference

American School Counselor Association (2021). *ASCA Student Standards: Mindsets and Behaviors for Student Success*. Alexandria, VA: Author

Naz, F. L., Afzal, A., & Khan, M. H. N. (2023). Challenges and Benefits of Multicultural Education for Promoting Equality in Diverse Classrooms. *Journal of Social Sciences Review*, 3(2), 511–522. <https://doi.org/10.54183/jssr.v3i2.291>

Standards Satchel. (2025). alabamastandards.org.

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