

		6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.
 Students will be asked how they will improve their skills.
 Students will explain how they can do better at following directions.
 Students will identify what they need to listen for.
 Students will be able to determine skills needed to get along with others.

Lesson Preparation

Essential Questions:
 Why is it important to follow directions?
 Why is it important to listen?
 Why is it important to get along with others?

Engagement (Hook):
 Bring in three paper airplanes numbered 1, 2, 3. Counselor will ask which student has paper airplane #1 then say that it stands for following directions. Counselor will ask which student has paper airplane #2 and say that it stands for listening. Counselor will ask which student has paper airplane #3 and say that it stands for you getting along with others.

Procedures

1. Counselor comes in and soars the three paper airplanes in the air.	1. Three students will catch the paper airplanes.
2. Counselor will ask the students which one got the airplane with the #1.	2. Student with plane #1 will raise her/his hand.
3. Counselor will read what skill plane #1 stands for and write it on the board.	3. Students will observe the counselor writing the word on the board.
4. Counselor will ask the students which one got the airplane with the #2.	4. Student with plane #2 will raise her/his hand.

<p>5. Counselor will read what skill plane #2 stands for and write it on the board.</p> <p>6. Counselor will ask the students which one got the airplane with the #3.</p> <p>7. Counselor will read what skill plane #3 stands for and write it on the board.</p> <p>8. Counselor will ask the student what the first letter from each of the three skills spells.</p> <p>9. Counselor hands out the Handout of the FLY airplane and explain it to the students.</p> <p>10. Counselor will ask the students to honestly rate themselves in each of these areas.</p> <p>11. Counselor will let the students know that if they rated themselves a 1 on any of the areas that is an area that they need to work on.</p>	<p>5. Students will observe the counselor writing the word on the board.</p> <p>6. Student with plane #3 will raise her/his hand.</p> <p>7. Students will observe the counselor writing on the board.</p> <p>8. Students will respond by saying, “fly”.</p> <p>9. Students will receive the FLY handout.</p> <p>10. Students will complete the FLY handout individually.</p> <p>11. Students will reflect on their ratings and develop a self-development plan.</p>
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Teacher Follow-Up Activities

The teacher may review the list of effective work habits, and students will put those habits into practice by completing the next assignment.

Counselor reflection notes (completed after the lesson)

FLY

Rate Yourself on the FLY Skills

1 = Poor 2 = So So 3 = Good

Listen Well _____

Follow Directions _____

You Get Along with Others _____