

**Missouri Comprehensive Guidance Program**  
**Content Standards**  
**CONCEPTS**

**PERSONAL AND SOCIAL DEVELOPMENT**

CG 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Concept(s): A. Self concept                      B. Balancing life roles                      C. Citizenship within a diverse community

CG 2 Interacting With Others in Ways That Respect Individual and Group Differences

Concept(s): A. Quality relationships                      B. Respect for self and others                      C. Personal responsibility

CG 3 Applying Personal Safety Skills and Coping Strategies

Concept(s): A. Safe and healthy choices                      B. Personal safety of self and others                      C. Coping skills

**ACADEMIC DEVELOPMENT**

CG 4 Applying Skills Needed for Educational Achievement

Concept(s): A. Lifelong learning                      B. Self-management skills for educational achievement

CG 5 Applying the Skills of Transitioning Between Educational Levels

Concept(s): A. Transitions

CG 6 Developing and Monitoring Educational Plans of Study

Concept(s): A. Lifelong educational planning

**CAREER DEVELOPMENT**

CG7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.

Concept(s): A. Integration of self-knowledge into life and career plans

B. Adapting to changing economy                      C. Respect for all work

CG 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Concept(s): A. Career decision making                      B. Education and career requirements

CG9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.

Concept(s): A. Personal skills for job success                      B. Job seeking skills



**OVERVIEW OF EACH OF THE COMPREHENSIVE GUIDANCE PROGRAM STRANDS,  
BIG IDEAS AND CONCEPTS**

**Personal And Social Development (PS) Strand**

The knowledge, skill, and “positions-of-the-mind” developed via the lessons in the Personal and Social Development Strand of the Guidance Curriculum form the foundation for learning in the Academic Development and Career Development Strands. The Big Ideas and Comprehensive Guidance Standards provide the framework for understanding and respecting self as an individual and as a member of family, school, and community groups. The concepts which serve as K-12 guides for the Comprehensive Guidance Curriculum emphasize personal responsibility, respect and social responsibility as a part of living and working with others—the rights and privileges of being a contributing citizen of the local and global community. Students are supported as they become advocates for the well-being of themselves and others.

**PS STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE STANDARDS AND CONCEPTS**

**Big Idea1/CG 1      Understanding self as an individual and as a member of diverse local and global communities**

**Concepts:**      PS 1/CG 1 A.    Self concept  
                         PS 1/CG 1 B.    Balancing life’s roles  
                         PS 1/CG 1 C.    Citizenship and contribution within a diverse community

**Major Points:** \* Personal characteristics \* Interrelationship of thoughts, feelings and actions in daily life \* Each person is important in/to his or her extended (global) as well as immediate community \* All people of the world are inter-related

**Big Idea2/CG 2      Interacting with others in ways that respect individual and group differences**

**Concepts:**      PS 2/CG 2 A                      Quality relationships  
                         PS 2/CG 2 B                      Respect for self and others  
                         PS 2/CG 2 C                      Personal responsibility in relationships

**Major Points:** \* Respect is the right and responsibility of each individual \* Each person is like all other people in some ways \* Each person is like some other people in some ways \* Each person is unlike all other people in some ways \* Similarities and differences contribute to people working together in our diverse world

**Big Idea 3/CG 3      Applying personal safety skills**

**Concepts:**      PS 3/CG 3 A                      Safe and healthy choices  
                         PS 3/CG 3 B                      Personal safety of self and others  
                         PS 3/CG 3 C    Coping skills

**Major Points:** \* Physical and psychological safety \* Peer pressure influences individual choices  
\* External influences interact with individual factors in the decision-/choice- making process \*  
Advocacy for self and others \* Seeking help when external or internal conflict threatens well  
being (e.g. suicidal thoughts) \* Respond to personal concerns as well as the needs of peers \*  
Develop skills to cope with “happy” and/or “unhappy” events—expected/unexpected

### **Academic Development (AD) Strand**

Embedded in the Academic Development Strand are three critical aspects: Self-efficacy, attribution, and empowerment. Self-efficacy refers to each student’s belief in his or her ability to set and attain goals. Attribution refers to the individual’s belief that his or her own behavior and effort can directly impact success and/or failure. Empowerment refers to the educational system equipping the individual with the skills and tools necessary to achieve goals—throughout the lifespan. Test taking skills are systematically and intentionally taught to every K-12 student. Students are taught to recognize the need for academic assistance, and that assistance is available and accessible to all students. Students learn that transitions are a part of life. They learn that anticipating transitions and what is expected in the next phase of academic life will make transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to career) easier. Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the personal changes transitions require. The Missouri School Improvement Program requires that all students engage in the on-going development of Personal Plans of Study beginning no later than 8<sup>th</sup> grade. The Academic Development Strand places emphasis on the knowledge, understanding and skills K-12 students need in order to develop meaningful Personal Plans of Study.

#### **Big Idea4/CG 4            Applying skills needed for educational achievement**

**Concepts:**        AD 4/CG 4 A    Lifelong learning  
                         AD 4/CG 4 B    Self-management for educational achievement

**Major Points:** \* Academic self efficacy \* Set and attain academic goals \* Self-management \*  
Study and test taking skills\* Recognize need for academic assistance and where and how to  
get help

#### **Big Idea5/CG 5            Applying the skills of transitioning between educational levels**

**Concept:**        AD 5/CG 5 A    Transitions

**Major Points:** \*Acquire the information necessary to make smooth transitions from grade to  
grade and setting to setting \*Know and understand expectations of teachers and requirements  
of subject areas \* Know and understand the personal changes required to make successful  
transitions

**Big Idea6/CG 6            Developing and monitoring personal educational plans.**

**Concept:**            AD 6/CG 6 A    Educational Planning for Lifelong Learning

**Major Points:** (The Missouri School Improvement Program requires all students to have a Personal Plan of Study initiated no later than 8<sup>th</sup> grade.) \* Develop a meaningful educational plan. \* Set goals \* Develop plans to reach goals \* Know and use sources of information and assistance \* Review, re-think and revise plans

**Career Development (CD) Strand**

The over-arching purposes of learning and understanding within the Career Development Strand are: to help students develop an awareness of the world of work and workers; to understand the role and meaning of work in our lives and society, and making career decisions. Specific skills and understanding include: individual planning processes, knowing and using sources of career information, post-secondary options, employment readiness skills and personal skills that lead to job success. The developmental aspect of career exploration, planning and decision-making is addressed through systematic and sequential K-12 strategies. Underlying themes include the dignity and necessity of all work and workers; the role of one's preferences and skills in overall job satisfaction, the inter-relationship of all parts of ones' life (e.g. family, community, work, and leisure) across the life span, and knowledge of and access to career information. The real test of effective learning and understanding in the Career Development Strand is getting and keeping a job! The focus on personal character helps K-12 students develop individual skills of: Responsibility taking, dependability, punctuality, integrity, self-management and effort. Employment readiness skills include appreciation and respect of other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

**Big Idea7/CG7 Applying career exploration and planning skills in the achievement of life career goals**

**Concepts:**            A.            Integration of self knowledge into life and career planning  
                              B.            Adaptation to world of work change  
                              C.            Respect for all work

**Major Points:** \* Career exploration \* Individual planning skills \* Dignity and necessity of all work and workers \* Preferences and skills influence overall job satisfaction \* A "balanced life" \* Inter-relationship of all parts of one's life across the life span \* Life career planning \* Know and understand skills required in the world of work and daily living

**Big Idea8/CG 8            Knowing where and how to obtain information about the world of work and post-secondary training/education.**

**Concepts:**            A.            Career decision making  
                              B.            Education and Career Requirements

**Major Points:** \* Seeking and using information that is credible, age-appropriate, and unbiased \* Know and understand the level of preparation required for various occupations (e.g., apprenticeships, vocational and technical education, 4-year and 2-year college or university). \* Career information resources (e.g., print/electronic/personal interviews) \* Ability to access information \* Self-advocacy as a career decision-maker.

**Big Idea9/CG9 Applying employment readiness skills and the skills for on-the-job success**

**Concepts:** CD 9/CG 9 A Personal skills for job success  
CD 9/CG 9 B Job seeking skills

**Major Points:** Employment readiness \* individual responsibility, dependability, punctuality, integrity, self-management \* Work ethic and effort \* Appreciation and respect for co-worker differences \* Working as a team member to accomplish the goals of the organization \* Understand these skills as contributing to work performance and effectiveness in the classroom and in the workplace.

## ACKNOWLEDGEMENTS

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*MISSOURI COMPREHENSIVE GUIDANCE PROGRAMS: LINKING SCHOOL SUCCESS WITH LIFE SUCCESS*

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X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	4. Writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes). 6. Participating in 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	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Once students have completed lessons from the unit, the counselor may check for student understanding by reviewing concepts with the students throughout the year to check assess progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties with the unit concepts. The counselor may consider offering individual or small group sessions for students not able to apply concepts..

**Brief Summary of Unit:**

Lesson 1: Students will participate in a web activity to understand the importance of relationships and how one's actions determine the strength of relationships.  
 Lesson 2: Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities.  
 Lesson 3: Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.

**Unit Goals:**

- 1) Students will understand the skills needed to participate as a member of a team, family, school and community.
- 2) Students identify and develop personal planning strategies to cope with the various responsibilities to themselves, their families, and school.
- 3) Students will identify personal values that are important to them, while recognizing the perspectives of others.

**Student Prior Knowledge: What prior knowledge do students need to be successful in this unit (e.g. the steps to solving a problem)?**

The counselor may need to review group discussion skills (such as respecting the rights of individuals to express ideas, disagreeing in an appropriate manner, etc). The third lesson incorporates the Think-Pair-Share technique, so the students may need to be coached on the purpose and desired outcome if they are not familiar with the concept.

<b>Unit # 1 Title: TEAMS: Together Everyone Assures My Success</b>	
<b>Lesson Title:</b> Getting Caught in the Web	<b>Lesson # 1 of 3</b>
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation (GLE):</b>	
PS.1.B.06.a.i: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.	
PS.1.C.06.a.i: Demonstrate skills needed to participate in team building.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	

**Materials (include activity sheets and/ or supporting resources)**

A large ball of yarn, a pair of scissors, soccer or similar-sized ball, human knot directions.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	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
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Question/answer after activity in group format, reflection worksheet (see below)

**Lesson Preparation**

**Essential Questions:** How can a person's actions effectively contribute to their community?

**Engagement (Hook):** The Human Knot (see attached directions)

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. The counselor relates the following instructions: "We are going to start with Jane. She will hold the loose end of the ball of yarn, and then toss the ball to someone else in the group. He or she in turn will hold on to the string and throw the ball to someone else. You can throw the ball to anyone in the group, except the person to your immediate right or left."</li> <li>2. Once the web is formed, the counselor clips the ball of yarn away from the web. The counselor asks the students to hold the web tightly enough that it can support a soccer ball, which is placed in the middle of the web. The group's job is to keep the ball</li> </ol>	<ol style="list-style-type: none"> <li>1. All students are to gather in a circle for this activity. Beginning with the first student, the ball of yarn is tossed around the group to form a giant web.</li> <li>2. Students work together to keep the ball balanced in the web.</li> </ol>

<p>from falling through the web.</p> <ol style="list-style-type: none"><li>3. The counselor then asks one student to drop his/her hold on the web.</li><li>4. The counselor then asks two more students to drop their hold on the yarn.</li><li>5. The counselor should consider the names of the students who make up the group. Choose an initial that will constitute a greater portion of the students. For example, "If your name begins with the letter J, drop your hold on the yarn."</li><li>6. Finally, ask all the students to drop the yarn, leaving the collapsed web in the middle of the group. Have the students sit around the web in a circle on the floor to begin discussion. Possible questions for the students in the group:<ul style="list-style-type: none"><li>• To the group: "When the first student dropped the yarn, how hard was it to take up the slack?"</li><li>• To the first student to drop the yarn: "How did you feel when you first dropped the yarn?" and "How did you feel as everyone else was still participating, and you weren't part of the group?"</li><li>• To the group: "How did those of you who had to take up the slack feel as the others dropped out? How many of you wanted the chance to drop out as the job got harder?"</li><li>• To the group: "This yarn web is an analogy for what we have to do in life to be part of a team. Can you explain how this web activity relates to being part of a team?"</li><li>• To the group: "Other than a sports team, where else are you part of a group in which you expected hold up your 'end of the yarn'?" (Examples might include family, friendships,</li></ul></li></ol>	<ol style="list-style-type: none"><li>3. One student drops his/her part of the yarn, and other students have to take up the slack and keep the ball from falling.</li><li>4. The two students in question loosen their hold on the yarn. The other students will continue to take up the resulting slack.</li><li>5. Once the other students drop the yarn, the remaining students will have difficulty maintaining control of the web and the soccer ball.</li><li>6. Students will participate in the group discussion.</li></ol>
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<p>classroom, and school.) As the students offer their suggestions, discuss how they are expected to “hold their end of the yarn.” What are their responsibilities to themselves and to those within each of those groups?</p> <ul style="list-style-type: none"><li>• To the group: “Now that everyone has dropped the web, what has happened to the shape? Can we get the shape and strength of the web back? What does that say about our relationships within the groups we find ourselves? If we try to pick up the web from the floor and use it again, what will happen? How does this relate to restoring damaged or broken relationships? When is it easiest to fix the web? How does this apply to our relationships?”</li></ul>	
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**Teacher Follow-Up Activities**

When working in groups, the teacher can use the web analogy to encourage students to work cooperatively and to put their best effort into the process.

**Counselor reflection notes (completed after the lesson)**

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## Activity Reflection

NAME: \_\_\_\_\_

Take a moment to think back on the activity we just completed. Mention feelings, thoughts and concerns you may have had while doing the activity.

1. How did you feel when either you or someone else had to let go of their string?

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2. If you were one who was asked to let go of the string, how did it feel to be removed from the “community” of students who were still participating?

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3. What did you learn about yourself by doing the activity? What did you learn about other students? Did the group work well together? Did members respect each other’s ideas and allow everyone to suggest ideas? Were there members who dominated the group?

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This is a version of <http://www.wilderdom.com/games/descriptions/HumanKnot.html> as it looked when our crawler examined the site on 6/17/2006. The page you see below is the version in our index that was used to rank this page in the results to your recent query. This is not necessarily the most recent version of the page - to see the most recent version of this page, [visit the page on the web](#).

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## *Human Knot*

Description of Icebreaker, Name Game, & Teambuilding Activity

[James Neill](#)  
Last updated:

### Human Knot

- a get-to-know-you icebreaker
- involves close physical proximity
- can be used as a name game
- helps a group learn about how to work together
- can also focus on group understanding of communication, leadership, problem solving, teamwork, trust, persistence, etc.



**Equipment:** None.

**Time:** ~15-20 minutes

**Brief Description:** Standing in a circle, group members reach across and shake hands - use hand connecting to a different person.

The group then tries to unravel the "human knot" by unthreading their bodies without letting go of each other people's hands.

**How to Run a Human Knot Session**

[Set up & instructions \(1st round\)](#)

[Facilitator notes](#)

[Links to other descriptions](#)

## Set up & instructions

- Be aware that the activity involves close physical proximity and touch potentially in sensitive places! It can be used as a first activity in an adventurous program with volunteers (e.g., the start of an Outward Bound program). However, if the program is less adventurous, or group members potentially will have significant problems with such proximity, e.g., due to culture, or social or psychological problems, then Human Knot could be introduced later in a program.
- Ideal group size is approximately 10, but it can be done with anywhere from about 7 to 16. Much higher or lower and the task doesn't really work. The more in a group, the more difficult the task, partly because of the complexity, and partly because there is physically less room to move.
- Ask participants to form a circle, shoulder-to-shoulder. Encouraging/urging participants to all stand closer can be a subtle way of helping to prepare them for what is about to come.
- Ask participants to each place a hand in the middle of the circle and to grasp another hand.
- Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
- Don't let participants let go of hands - some will be tempted to think the activity might then be over - but it is only just starting.
- Explain to participants that what you'd like them to do is untangle themselves, without letting go of hands, into a circle.
- There will be a mixture of reactions, often including nervous laughter, fun amusement, excitement, trepidation, strong suspicion that it can't be done, and others who may view the task as a somewhat sadistic or inappropriate joke. Often some group members will have done the task before, but this doesn't really matter, each time the task is unique.
- Participants may change their grip so as to more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.
- If you want name-learning emphasized, then explain that whenever the group is talking to someone, or about someone, that the person's first name must be used. This usually requires supervision and reinforcement by the instructor, but once enforced, is excellent for learning names. It also usually helps the group to work together and find solution, because their communications are more accurate with names involved.
- Stand back and see what happens.
- Be prepared to see little progress for quite some time (up to 10 minutes). However, once the initial unfolding happens, the pace towards the final solution usually seems to quicken.
- However, because each occasion is unique, there are also odd times when a very fast solution falls out - too easy. In such cases, you ask a group to try the task again - it's usually a bit harder second time around. Occasionally, the task seems too hard and participants seem to make almost no progress. Let them struggle for about 10 minutes, then you can offer the group one unclasp and re-clasp - they

need to discuss and decide what unclasp-reclasp would be most useful.

- Most of the time a full circle falls out, but occasionally there are two or even three interlocking circles. So, really the task is to sort the knot out into its simplest structure.

### **Facilitator notes**

- A switched-on facilitator can get a lot of information about participants in a short space of time with this activity. For this reason, the activity is commonly used in group-based selection processes for jobs which involve closely working with others.
- Stay at a moderate distance, allowing the group to handle the activity with feeling like they're being too closely observed; but maintain good hearing contact and be ready to step in to help answer questions or change the direction of the activity quickly when appropriate.
- Slowly wander around the circle, moving in and out as appropriate, e.g., if you want people to use names in every communication, then this needs to be reinforced in a friendly, but firm way, several times.
- It is relatively easy to notice who's talking, who's not, who seems comfortable, who doesn't. Also note that sometimes the natural leaders are not in a good position to lead - do they try to dominate inappropriately or do they sit back appropriately and just do what they can. Sometimes, a new leader emerges from being in an opportune position in the knot. This can offer this person a significant boost. Also, almost everyone gets a positive sense of having played his or her part. Some people have difficulty enjoying the activity due to their uncomfotableness physically (e.g., obese, very tall, or inflexible people may find the activity particularly awkward).
- It is important to provide appropriate help if the activity proves too difficult. This might be encouragement that it can be done (some groups lack confidence and would give up too early), helping a couple of people communicate to find a solution to part of the knot, etc. Or this might be allowing an unclasp-reclasp. How much to give is a fine balancing act. The task should be challenging, but especially as an initial activity, it should give the group some initial confidence and momentum in being able to work together to solve problems.

### **Essential questions:**

1. You knew that if you let go of your partner's hands, the circle would be broken. What did you do to avoid this from happening?
2. How did your role contribute to keep the circle together?
3. How well did you think the group worked together?
4. What do you think you've learned from this activity which can be applied in future activities?"

**Unit # 1 Title: TEAMS: Together Everyone Assures My Success**

**Lesson Title:** So Much to Do, So Little Time: How Do I Tie All of the Loose Ends Together?

**Lesson # 2 of 3**

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**  
 PS.1.B.06.a.i: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.  
 PS.1.C.06.a.i: Demonstrate skills needed to participate in team building.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

“How Do I Tie It All Together?” activity sheet (counselor may want to copy the activity sheet as a transparency or otherwise reproduce the activity sheet in larger form to work through with students)  
 “Assessing My Time Management Skills” assessment worksheet  
 Pencils, pens, or markers

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	4. Writing formally (such as reports, narratives and essays) and informally (such as outlines, notes)
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):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Question/answer during classroom activity.

Before the lesson:

1. How do you plan out your day?
2. How do you feel when you plan your day and you are not able to accomplish your plan?
3. Do you review what you would do differently?

After the lesson:

1. How might you plan differently after completing these activities?
2. How might your day flow better after applying this activity?
3. Find two words that tie together the concepts of “my time” and “my responsibilities”.

Performance Task: Complete and follow the weekly schedule (“How do I tie it all together?” worksheet-see attached). Students will review their results with the teacher and class.

Assessing My Time Management Skills worksheet (see attachment).

**Lesson Preparation**

**Essential Questions:** How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community?

**Engagement (Hook):** Previously we discussed the ways in which we are part of various groups: family, friends, teams, clubs, classrooms, etc. How do we tie up any loose ends that might cause us stress as we try to keep our relationships together?

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Review web activity from Lesson 1. Discuss all the groups with which the student may be involved, such as family, friends, teams, clubs, classes, etc.</li><li>2. “Today, we are going to brainstorm ways that we can work to keep things tied together. In other words, how do we manage individual, family, school, and community responsibilities?”</li><li>3. Hand out “How Do I Tie It All Together” activity sheets. Class discussion might be as follows:<ul style="list-style-type: none"><li>• If we plan things that we <u>must</u> do, then we have more time for the things we <u>want</u> to do. This activity can help you with keeping your commitments”</li><li>• First of all, block out time for sleep. You should get at least 8 hours of sleep each night in order to be properly rested for your day.</li><li>• Now, block out time for breakfast, lunch, and dinner. Do you eat three meals a day? Why is proper nutrition important?</li><li>• When do you shower/bathe? Block out the time that you normally use.</li><li>• Block out your time on the bus or otherwise spend getting to and from school.</li><li>• Fill in your class schedule.</li><li>• Fill in regularly scheduled activities, such as team practices, after-school tutoring, piano lessons, Scout meetings, church activities, chores that you have at home, etc.</li><li>• Put in time for homework and study.</li><li>• How much time do you have left? What are some things that you enjoy doing in your free time? Write in those activities.</li></ul>(Monitor student progress, helping those who have difficulty. The counselor may</li></ol>	<ol style="list-style-type: none"><li>1. Students will participate in small group (no more than 6 per group) discussion.</li><li>2. Students will suggest time management strategies that can balance their various responsibilities. Counselor will write strategies on the board as students mention them.</li><li>3. Students will participate in discussion and fill out the activity sheet as the class goes through their daily and weekly schedules.</li></ol>

<p>also want to pair up students who need help with other students to complete this activity.)</p> <p>4. As a counselor, you probably have some means of tracking your time and appointments. You may wish to share that you, too, have to plan your day and week in order to meet your commitments to your family, your students, and your community. In other words, planners aren't just for students. Ask, "How do adults in your lives keep track of their commitments? How many of you have planners that you use regularly? Do you keep track of classroom assignments, or do you use it to keep track of other commitments as well?"</p> <p>5. Offer this suggestion to the students: "Your challenge is to follow your plans on the activity sheet and to determine whether planning and scheduling your time can help you get the most out of your time. Once you have completed the week, review how you might want to change the schedule in order to best suit your "have-to" activities with your "want-to" activities.</p>	<p>4. Students participate in discussion by talking with peers and asking peer questions.</p> <p>5. Students will follow their plans and review how and why the plan worked or didn't work. Discuss what changes must be made for the plan to work?</p>
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**Teacher Follow-Up Activities**

Teacher will work with students to maintain planners. The teacher may want to refer students who have difficulty with planning their time to the counselor for remediation of the skill.

**Counselor reflection notes (completed after the lesson)**

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### How Do I Tie It All Together Activity Sheet?

Time	Monday	Tuesday	Wednesday	Thursday
6:00-7:00 a.m.				
7:00-8:00 a.m.				
8:00-9:00 a.m.				
9:00-10:00 a.m.				
10:00-11:00 a.m.				
11:00-Noon				
Noon-1:00 p.m.				
1:00-2:00 p.m.				
2:00-3:00 p.m.				
3:00-4:00 p.m.				
4:00-5:00 p.m.				
5:00-6:00 p.m.				
6:00-7:00 p.m.				
7:00-8:00 p.m.				
8:00-9:00 p.m.				
9:00-10:00 p.m.				
10:00-11:00 p.m.				
11:00-Midnight				
Midnight-1:00 a.m.				
1:00-2:00 a.m.				
2:00-3:00 a.m.				
3:00-4:00 a.m.				
4:00-5:00 a.m.				
5:00-6:00 a.m.				

**How Do I Tie It All Together Activity Sheet? (continued)**

Time	Friday	Saturday	Sunday
6:00-7:00 a.m.			
7:00-8:00 a.m.			
8:00-9:00 a.m.			
9:00-10:00 a.m.			
10:00-11:00 a.m.			
11:00-Noon			
Noon-1:00 p.m.			
1:00-2:00 p.m.			
2:00-3:00 p.m.			
3:00-4:00 p.m.			
4:00-5:00 p.m.			
5:00-6:00 p.m.			
6:00-7:00 p.m.			
7:00-8:00 p.m.			
8:00-9:00 p.m.			
9:00-10:00 p.m.			
10:00-11:00 p.m.			
11:00-Midnight			
Midnight-1:00 a.m.			
1:00-2:00 a.m.			
2:00-3:00 a.m.			
3:00-4:00 a.m.			
4:00-5:00 a.m.			
5:00-6:00 a.m.			

## Assessing My Time Management Skills

NAME: \_\_\_\_\_

Take a moment to think back on today's lesson. Share what you have learned about yourself.

1. How do you plan out your day?

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2. How do you feel when you plan out your day and do not accomplish your plan? What do you do when your plans are changed by others? What positive changes, if any, could you make in how you react to failed goals?

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3. What did you learn about yourself by doing the activity? Will this activity affect the way you plan your day and how you manage your time?

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4. Write a sentence using words that tie together "My time" and "My responsibilities."

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**Unit # 1 Title: TEAMS: Together Everyone Assures My Success**

**Lesson Title:** What Is Important to Me? **Lesson# 3 of 3**

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**  
 PS.1.A.06.a.i: Identify individual strengths and areas for personal growth and good citizenship.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

“What Is Important to Me?” activity sheet

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
	Communication Arts	
	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)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Instructor will review activity sheet responses from “What Is Important to Me?” sheet to identify and assess indicators or personal awareness. Students participate in question/answer/discussion during classroom activity.

**Lesson Preparation**

**Essential Questions:** How do people feel and act if they have a positive self-concept?

**Engagement (Hook):** If there were a fire in your house, what three things would you pick up in 15 seconds to take with you?

**Procedures**

**Instructor Procedures:**

1. Counselor brings in items of value to him or her, such as pictures of children, wedding ring, \$100 bill. Then the counselor asks, “Why do you suppose these items are important to me?”
2. How do you measure value or worth?
3. Counselor continues with the following information: “Everything has some sort of value. In our country, we often think of money as a way of measuring worth. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. If we lived in India, something may be determined by cattle’s worth.

We also place importance on things because they fill a need. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.

Many of the things of value cannot be seen or measured. Honesty is one of those. If

**Student Involvement:**

1. Students respond to prompt with awareness of personal value of possessions..
2. Individually students will list the criteria used to determine worth.
3. Students will actively listen and ask questions or add comments. They will check their own measures of value with those the counselor identifies.

<p>you are honest, if you want others around you to be honest, and you “choose” to be honest over and over then honesty is something you value. Things of value may change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Things of value to us are often different from what our friends value. This difference may cause conflict, and you may have to make choices about your friendship or what you value.</p>	
<p>4. Counselor provides students with “What Is Important to Me?” activity sheet. Review the directions with students. (Before continuing, the counselor may wish to read each item to the students, explaining the terminology.)</p>	<p>4. Students complete the “What Is Important to Me?” activity sheet, making sure to following the directions carefully.</p>
<p>5. The counselor pairs the students, instructs them to discuss their responses, then invites the student-pairs to share the results of the discussion with the class.</p>	<p>5. Students explain the results of their paired discussions.</p>
<p>6. As a follow-up activity with the parents/guardians, the counselor may wish to attach a note explaining the activity and inviting parents/guardians to discuss the worksheet with their child.</p>	<p>6. Students will take the activity home for discussion with family.</p>

### **Teacher Follow-Up Activities**

Discuss the counselor activity with the social studies teacher, so that whenever discussion of cultures occurs, the class can discuss the values that different cultures hold. It is important to emphasize that there are cultural “differences,” but that no one culture should be held in higher esteem than any another.

### **Counselor reflection notes (completed after the lesson)**

## What Is Important to Me?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

Directions: With a partner, reading the following list of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions, just understand them.

Select the five important items that you think would make the world a better place if everyone on earth had these five important items. Mark them with an "M" for "me," then tell your partner why you chose these. Listen very closely as your partner tells you his/her choices. Mark his/her choices with a "P" for "partner." When you have both discussed your choices, introduce your partner to the class and explain his/her choices and why they are important to him/her.

- |                   |                            |                           |                  |
|-------------------|----------------------------|---------------------------|------------------|
| ___ religion      | ___ safety                 | ___ family stability      | ___ education    |
| ___ a home        | ___ physical appearance    | ___ respect for authority | ___ admiration   |
| ___ honesty       | ___ health                 | ___ tradition             | ___ justice      |
| ___ change        | ___ love                   | ___ loyalty               | ___ fitting in   |
| ___ money         | ___ free time              | ___ good grades           | ___ maturity     |
| ___ nature        | ___ sticking up for others | ___ equality              | ___ freedom      |
| ___ dignity/worth | ___ wisdom                 | ___ children              | ___ true friends |
| ___ the elderly   | ___ saving for future      | ___ rules/laws            | ___ marriage     |
| ___ initiative    | ___ clubs                  | ___ clothing              | ___ skill/talent |
| ___ career        | ___ good values            | ___ responsibility        | ___ power        |
| ___ knowledge     | ___ achievement            | ___ respecting others     | ___ attitude     |

Take this activity sheet home and ask have one of your parents or guardians mark an "X" next to those he or she thinks are important. Discuss how your lists are alike and how they are different. Discuss which factors account for these similarities and differences.

<b>Unit # 2 Title: The Balancing Act</b>	<b>Grade Level: 7</b>
<b>Number of lessons in unit: 2</b>	
<b>Time required for each lesson:</b> Can vary according to setting	
<b>Best time of year to implement this unit:</b> Fall, but can take place through the year	
<b>Lesson Titles:</b>	
Lesson # 1: Survivors	
Materials/Special Preparations Required:	
Teacher worksheet, masking tape, small tarp, lyrics to any popular chorus, overhead and transparency of strength statements.	
Lesson # 2: The Quest of Magic Minutes	
Materials/Special Preparations Required:	
Time Waster/Time Saver Teacher Worksheet, paper, pencil	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b>	
PS.1.A.07.a.i: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.	
PS.1.B.07.a.i: Apply personal planning strategies to balance individual, family, and school responsibilities	
PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	
B: Students will make decisions, set goals and take necessary action to achieve goals.	

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems

	<ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems.</li> <li>6. Examine problems and proposed solutions from multiple perspectives.</li> <li>7. Evaluate the extent to which a strategy addresses the problem.</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions.</li> <li>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks.</li> <li>7. Identify and apply practices that preserve and enhance the safety and health of self and others</li> </ol>

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	<ol style="list-style-type: none"> <li>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas.</li> </ol>
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> <li>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).</li> <li>4. Principles of movement and physical fitness.</li> </ol>
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Once students have completed lessons from the unit, the counselor may check for student understanding by reviewing concepts with the students throughout the year to check for progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties learning and demonstrating. The counselor may consider offering individual or group sessions for those students.

**Brief Summary of Unit:**

Lesson 1: Students will have a thorough understanding of their personal strengths and be able to use them to solve a problem within a group.

Lesson 2: Students will work in small groups to develop a commercial to promote a time saver.

**Unit Goals:**

Students will recognize the importance of including people with a diversity of strengths within a group in order to better achieve a goal. Students generate and utilize timesaving tips to achieve balance between individual, family, and school responsibilities.

**Student Prior Knowledge: What prior knowledge do students need to be successful in this unit (e.g. the steps to solving a problem)?**

Strategies that lead to success in a cooperative learning activity.

<b>Unit # 2 Title: The Balancing Act</b>	
<b>Lesson Title:</b> Survivors	<b>Lesson #</b> 1 of 2
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 60-70 minutes, but could easily be broken into two separate sessions	
<b>Missouri Comprehensive Guidance Standard:</b> PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation (GLE):</b> PS.1.A.07.a.i: Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept. PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.	
<b>American School Counselor Association National Standard (ASCA):</b> Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. B: Students will make decisions, set goals and take necessary action to achieve goals.	

**Materials (include activity sheets and/ or supporting resources)**

Teacher worksheet	Overhead
Masking tape	Transparency of strength statements
Tarp 10'x10'	
Lyrics to any popular song's chorus (10 sec)	

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	4. Principles of movement and physical fitness
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Completion of Personal Strength worksheet and successful completion of Team on a Tarp activity.

Ask the class for responses to the following questions:

1. What is the usefulness of having personal strengths but being the only person who benefits from them?
2. What might be ways that others can benefit from your personal strengths?

Write responses to these questions on the board for review and further discussion.

**Lesson Preparation**

**Essential Questions:** Why do people need to learn to work together?

**Engagement (Hook):** Discuss the statement: “Too much of anything is not a good thing.” Have you ever been in a group with all leaders? All followers? All fun people? How can teams increase productivity? We need a variety of individual strengths when working as a team.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end “Most Like Me” and the opposite end “Least Like Me”.	1. NA
2. Explain that the line on the floor represents	2. Students listen to statements, decide where

<p>a scale from most like you to least like you. Read a statement from the teacher worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move.</p> <ol style="list-style-type: none"><li>3. Select two people at the “most like me” end of the line to explain this strength and how it helps a group accomplish its task.</li><li>4. Repeat steps 2 and 3 for next 10 minutes.</li><li>5. Put transparency of strength statements up while students are seated. Instruct students to fill out the graphic organizer worksheet at their seat with their personal strengths.</li><li>6. Instruct up to 12 students at a time to board the tarp (could use old tire). They must stay on the tarp for 10 seconds (long enough to sing the chorus of an agreed upon song). Once they have succeeded, fold the tarp in ½ and have them board again. Each time they are successful, reduce size of tarp. The goal is to keep as many people on the tarp as possible through the size-reductions and the chorus-singing.</li><li>7. Once everyone has participated, discuss personal strengths that led to success.</li></ol>	<p>they’ll stand on the line, and at a signal move to the appropriate place.</p> <ol style="list-style-type: none"><li>3. Students explain their understanding of the strength and how it is helpful in a group situation.</li><li>4. Repeat steps 2 and 3 for each question.</li><li>5. Student completes graphic organizer by writing at least four of their own personal strengths. They may use teacher transparency of statements if necessary.</li><li>6. Students board the tarp in groups of up to 12 and observe what personal strengths are needed to help them reach the goal of continuing to fit everyone on the tarp as it gets progressively smaller.</li><li>7. Students participate in class discussion. Individually students will do journal writing about their experience in the group.</li></ol>
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### Teacher Follow-Up Activities

Teacher keeps a copy of each student’s personal strength sheets on file to determine future heterogeneously grouped teams. When doing group work, teacher reminds students to utilize everyone’s personal strengths and review individual student strengths.

### Counselor reflection notes (completed after the lesson)

## Personal Strength Statements Teacher Worksheet

Prior to starting the lesson, place a 20 ft. piece of masking tape onto the floor in an open area (be sure flooring is acceptable for tape). Label one end “Most Like Me” and the opposite end “Least Like Me”. Explain that the line on the floor represents a scale from most like you to least like you. Read a statement from this worksheet and have students decide where they will stand on the continuum (tape line). At a predetermined signal, students move (see lesson for further instructions).

I look at everything before I make a decision.

I believe there is a right way to do everything.

I can never know enough.

I encourage others in my group.

I love to plan.

I am an expert at making deals.

I ask a lot of questions.

I can do many things at once.

I am responsible and organized.

I am not afraid to try something new.

I have patience when working with others.

I love a tough challenge and will ALWAYS find a way to do it.

I am logical when I solve problems.

I have a lot of energy and can do many things at once.

I prefer working in small groups.

I prefer working independently.

I like knowing rules and expectations.

I am a good listener when my friends need to talk.

I am cool, calm and collected under pressure.

I am always prepared for class.

The teacher will put a transparency of strength statements up while students are seated. Instruct students to fill out the graphic organizer worksheet at their seat with their personal strengths. Each student completes a graphic organizer by writing at least four of his or her own personal strengths.

Date: \_\_\_\_\_

## My Personal Strengths

The graphic organizer consists of a central oval with the text "Name:" inside. Four lines extend from the top, bottom, left, and right sides of the oval, forming a cross shape. This design is intended for students to write their name in the oval and list their personal strengths in the four surrounding sections.

**Unit # 2 Title: The Balancing Act**

**Lesson Title:** The Quest for Magic Minutes

**Lesson #** 2 of 2

**Grade Level:** 7

**Length of Lesson:** 30 to 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**

PS.1.B.07.a.i: Apply personal planning strategies to balance individual, family, and school responsibilities.

PS.1.C.07.a.i: Identify and practice ways to be a contributing group member.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

**Materials (include activity sheets and/ or supporting resources)**

Time-waster/Time-saver teacher worksheet

Paper/pencil

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

	6. Identify tasks that require a coordinated effort and work with others to complete those tasks
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**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as health habits, nutrition, stress management)
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students will create and present a Magic Minute commercial demonstrating a time-saving tip and be able to verbally explain their reasons for selecting that tip.

**Lesson Preparation**

**Essential Questions:** How do people manage all the responsibilities in their life roles? How can a person effectively achieve their goals?

**Engagement (Hook):** To be read like a commercial: “Feeling out of control? No time to do what you want? Want to just crawl into a hole and your problems disappear? Then you need “Magic Minutes” in your life.”

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into Think Tanks (triads). Explain they are part of an ad team that will be developing a commercial. Have the triads brainstorm time-wasters.</li> <li>2. Facilitate reporting from the triads and</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Student triads will brainstorm time-wasters that keep them from their individual, family, and school responsibilities.</li> <li>2. Teams will report back and actively listen</li> </ol>
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<p>generate a list on board.</p> <p>3. Explain that the students are to problem-solve ways to turn a time-waster into a time-saver. Triads will be planning and presenting a commercial to advertise their time saver. (These should be ideas that really work for them.) Allow students 10 to 15 minutes to complete their commercial.</p> <p>4. Allow students time to present their commercials.</p> <p>5. Have the students choose one “magic minute” that they will incorporate this week.</p>	<p>for other’s views and suggestions.</p> <p>3. Each Think Tank team takes a time-waster and designs a time-saver to take its place. They work on a commercial related to the benefits of the time-saver.</p> <p>4. Students present their projects and critique other students’ ideas for applicability to their lives. Are the ideas practical?</p> <p>5. Students will write the “magic minute” in their planners.</p>
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**Teacher Follow-Up Activities**

The counselor may want to record all the students’ ideas to create an ongoing list for the class and the teacher to consult throughout the school year. The teacher may also check with students to see how their “magic minutes” strategies are working. These tips may be incorporated in school planners the next school year.

**Counselor reflection notes (completed after the lesson)**



## Time Waster or Time Saver

<b>Time waster</b>	<b>Time Saver</b>
Do I talk on the phone during study/homework time?	Have Mom or Dad take messages or use the answering machine.
Do I engage in Instant Messaging during study/homework time?	Enable the “block message” feature on your internet.
Do I put off study/homework? Do I get anxious because it gets later and later?	Plan each day when I will set time aside to study. If I plan ahead, it is easier to get started.
Do my parents spend time reminding me to study? Does it lead to real hassles with my parents?	Fill out a time sheet and put it on the refrigerator so everyone knows when study time is and when other activities are planned.
Do I use an assignment notebook?	Use of an assignment notebook will save me time trying to figure out what to do.
Do I daydream or talk to myself about things other than my studies?	Stand up and change my physical position. But remember, don't leave my desk.
Do I rarely have a plan?	Set small goals. The faster I read, the better I am able to concentrate. Use a time budgeting activity sheet. Divide assignments into small units. Set time limits for each one. Write the amount of time you think it will take to complete an assignment up in the corner and see if you can beat it.
Do I think of something to do and do it right now because I am afraid I will forget it?	Keep a reminder notepad handy or a post it in your assignment notebook.
Do I get caught with an assignment that was assigned a long time ago?	Use the calendar pages in the assignment notebook. Consult it every Sunday and then plan out your week accordingly.

<b>Unit #3 Title:</b> Color Your World	<b>Grade Level:</b> 8
<b>Number of Lessons in Unit:</b> 2	<b>Time required for each lesson:</b> Varies
<b>Best time of year to implement this unit:</b> Depends on particular lesson	
<b>Lesson Titles:</b>	
Lesson # 1: Color Your Destiny	
Materials/Special Preparations Required:	
Children’s book about feelings and self-perception (lesson provides some examples); poster board or butcher paper; markers or crayons; quote by Frank Outlaw (provided in lesson); overhead; blank transparency; toothpaste.	
Lesson # 2: Color Your Community	
Materials/Special Preparations Required:	
Science lab scales and wooden/plastic cubes.	
Research prospective community service projects.	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation(s):</b>	
PS.1.A.08.a.i: Identify thoughts and feelings and how they relate to self-concept.	
PS.1.B.08.a.i: Recognize roles and responsibilities of being a family, school, or community member and the interrelationship of roles and responsibilities.	
PS.1.C.08.a.i: Recognize personal ways for the individual to contribute as a member of the school community.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	
B: Students will make decisions, set goals and take necessary action to achieve goals.	

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspective of

	others.
X	Goal 3: recognize and solve problems 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	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	
X Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Once students have completed lessons from the unit, the counselor may check for student understanding by reviewing concepts with the students throughout the year to check for progress toward goals or change in behavior. The counselor may also check with teachers to discover which students are experiencing difficulties with the concepts that have been covered. The counselor may consider offering individual or group sessions for those students.

**Brief Summary of Unit:**

Lesson 1: The old adage "sticks and stones may break my bones, but words will never hurt me" can be so untrue. Many students are wounded daily by words and eventually those words can become part of their self-concept. This lesson explores the way in which words can shape self-perception.

Lesson 2: A group of students and the counselor will research a community project to which the students can contribute in some way. Following the lesson, the students will process how the various groups contributed to the success of the project.

**Unit Goals:**

- 1) Students will reflect on their self-concepts and how those fit with who they are.
- 2) Students will work together to accomplish a goal that will help their school or community.
- 3) Students will reflect on how important individual efforts are to group success.

**Student Prior Knowledge: What prior knowledge do students need to be successful in this unit (e.g. the steps to solving a problem)?**

The counselor may need to review group discussion skills, such as respecting the rights of individuals to express ideas, disagreeing in an agreeable manner, etc. Students will have had some experience with cooperative group activities.

**Unit # 3 Title:** Color Your World

**Lesson Title:** Color Your Destiny **Lesson # 1 of 2**

**Grade Level:** 8

**Length of Lesson:** 45 minutes, or can be divided into 2 lessons

**Missouri Comprehensive Guidance Standard:**  
 PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectation (GLE):**  
 PS.1.A.08.a.i: Identify thoughts and feelings and how they relate to self-concept.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect themselves and others.

**Materials (include activity sheets and/ or supporting resources)**

Any children’s book dealing with feelings/self-concept and how they affect a person’s perceptions of themselves or their world. Examples: Hailstones and Halibut Bones, I Feel Silly, My Many Colored Days, The Eagles Who Thought They Were Chickens  
 Butcher paper or poster board; markers and/or crayons, quote by Frank Outlaw (can be given to students or displayed as a poster), overhead projector and blank transparency for assessment activity, toothpaste, graphic organizer

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
X Fine Arts	4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Performance activity, question/answer, and discussion as built into the lesson.

On a blank transparency, draw stripes. Ask a student to come to the overhead and spread toothpaste along the stripes. Then ask the student to return the toothpaste to the tube. The student will find the task impossible. Ask the class to respond to the following questions in writing.

1. As you see, once you spread the toothpaste, it is impossible to put it back. Likewise, once you spread gossip or speak poorly of a person, it cannot be taken back. Even if you say you are sorry, can you truly mend the damage that has been done?
2. What do you think you need to do to respect other people's integrity?

**Lesson Preparation**

**Essential Questions:** How do people feel and act if they have a positive self-concept?

**Engagement (Hook):** "I am going to read the following book about different ways to view "things" (give title), and I want you to listen for the words that relate to feelings and how someone looks at themselves. Also, think about others in the story. How are they viewing the same situation?"

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The counselor will read the story of choice.	1. Student will listen and take notes if needed.
2. Discuss details from the story. The	2. Students will provide information from their

<p>counselor can use a graphic organizer to help students see the relationship between feelings, objects, and color as in the case of the story <u>Hailstones and Halibut Bones</u>. Other types of relationships between perceptions and feelings can be drawn from the other stories. The counselor will rely on students' inferences to fill in the areas.</p> <ol style="list-style-type: none"><li>3. Divide students into task groups, taking care to allow for a variety of student needs and strengths. The counselor will provide the following instructions: "Use the paper and markers to give us a picture of what a feeling word looks like. Try to be as creative as possible to make the word come alive. Pretend that you don't know how to read. How would you get the feeling across?" Allow 10 to 15 minutes.</li><li>4. Ask classmates if they think the picture reflects the message that the group intended.</li><li>5. Introduce the quote by Frank Outlaw (see handout). Have the students get back in their groups to discuss the quote and what they think the author is saying.</li></ol> <p>OR</p> <p>Facilitate discussion of the quote with the entire classroom and the author's intent behind the quote.</p>	<p>understanding of the story to help the counselor develop the graphic organizer.</p> <ol style="list-style-type: none"><li>3. Students will work cooperatively to design a product to which each will contribute.</li><li>4. Groups will present their pictures to the class. They will explain the idea they were trying to convey. They will also field any questions from other students in the class.</li><li>5. Students will work either in discussion groups or as part of a classroom discussion.</li></ol>
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### Teacher Follow-Up Activities

The counselor can work with the teacher to display the poster and/or reinforce the concepts of the quote. The teacher can also work with students whose words reflect less than a positive self-concept.

### Counselor reflection notes (completed after the lesson)

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**WATCH YOUR THOUGHTS; THEY  
BECOME YOUR WORDS.  
WATCH YOUR WORDS; THEY BECOME  
YOUR ACTIONS.  
WATCH YOUR ACTIONS; THEY BECOME  
YOUR HABITS.  
WATCH YOUR HABITS; THEY BECOME  
YOUR CHARACTER.  
WATCH YOUR CHARACTER, FOR IT  
WILL BECOME YOUR DESTINY.**

**--FRANK OUTLAW**



<b>Unit # 3 Title:</b> Color Your World	
<b>Lesson Title:</b> Color Your Community	<b>Lesson # 2 of 2</b>
<b>Grade Level:</b> 8	<b>Length of Lesson:</b> Varies with size of project and community
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
<b>Grade Level Expectation (GLE):</b>	
PS.1.B.08.a.i: Recognize roles and responsibilities of being a family, school, or community member and the interrelationship of roles and responsibilities.	
PS.1C.08.a.i: Recognize personal ways for the individual to contribute as a member of the school and community.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	
B: Students will make decisions, set goals, and take necessary action to achieve goals.	

**Materials (include activity sheets and/ or supporting resources)**

Science lab scales and wooden/plastic cubes. Materials will depend on the service project selected.
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 4: make decisions and act as responsible members of society 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the U. S. 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

**This lesson supports the development of skills in the following academic content areas.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
	Communication Arts	
	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	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Performance activity (service project outcome), follow-up discussion

**Lesson Preparation**

**Essential Questions:** How do people manage all the responsibilities of their roles? How can a person’s contributions to their community effect change (both positive and negative)?

**Engagement (Hook):** Take little cubes (plastic or wood) and label them with typical children’s responsibilities. Using a scale from the science lab, label the 2 scales as “priority” or “secondary”. Have the students balance responsibilities by telling you how to shift the cubes around to make the best possible scenario.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. Recruit students from the eighth grade to discuss possible service projects in which the class might want to become involved. Make sure that you have a wide range of student groups involved in the decision-making process. Guide the students toward a project in which every student can participate, regardless of ability or economic background. (Examples might include a penny drive, canned food drive, school and/or community beautification, etc.) Students may want to contact community leaders for possible ideas for</p>	<p>1. Students will brainstorm possible service projects and collaborate to decide on one valuable, workable project.</p>

<p>projects.</p> <p>Depending on the size of your school, the eighth graders can coordinate the project through their homerooms and include just eighth grade, OR the project can be building- or district-wide (see the DESE Service Learning Web page).</p> <p>2. Arrange with classroom teachers to have the students from the small group visit classrooms to enlist the help of their fellow students to participate in the community service project. Assist students in preparing appropriate dialogue to promote and pump-up their service project.</p> <p>3. Once the students have completed the service project, meet with them to discuss the issues related to completing the project. If you do not have members of your focus group in the classroom, you might want to have a few of them in to help lead the discussion.</p> <ul style="list-style-type: none"><li>• In order to begin the project, what did we need to know?</li><li>• What were some of the obstacles or challenges we faced?</li><li>• How was our school and/or community involved in this project?</li><li>• How did your family contribute or help with the project?</li><li>• What discussions did you have with your family and friends about the project?</li><li>• Did you discuss or solicit help from someone in the community? What was the response? How did you respond to them?</li><li>• How did your relationships within the community influence the success of the project? Were you able to make new relationships or improve existing relationships as a result of this project?</li><li>• What suggestions would you give to someone who was considering doing a similar project?</li></ul>	<p>2. Students will prepare dialogue to promote their service project. They will visit classrooms to enlist the help of their fellow students to participate in the community service project.</p> <p>3. Students will discuss the points related to the service project while recognizing the views of others. Students will discuss the highlights of the projects and brainstorm how the project might be improved if someone else was considering a similar project.</p>
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- How did your perceptions of yourself, your school and/or community change as a result of this project?

(If the project does not go as well as planned, students still need to process and consider ways in which they could have improved the situation. The counselor might want the focus group then to write a suggestion letter to the next year's eighth grade to help to better.)

**Teacher Follow-Up Activities**

The teacher may want to participate in the classroom activity or project.

**Counselor reflection notes (completed after the lesson)**

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**Unit # 1 Title:** Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8

**Number of Lessons in Unit:** 5 (1@Grades 6 & 7; 3@Grade 8)

**Time Required for each lesson:** 45-50 minutes (NOTE: the 7<sup>th</sup> grade lesson is spread over 2 days.)

**Best time of year to implement this Unit:** Fall

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: Ingredients of a Relationship Recipe

Materials/Special Preparations Required

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.

*Guidelines: Ingredients for Relationship Recipe*

Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student

Markers, crayons, color pencils, scissors, glue, construction paper, etc.

Students will need paper and pencil

7<sup>th</sup> Grade Lesson # 2 Respect for Self and Others—Giving and Getting the Big R

Materials/Special Preparations required:

Copy of “Recipe for Relationships” (6<sup>th</sup> grade lesson and attached)

3x5 Cards with a social setting written on each. Ideas for social settings include:

Classroom, playground, with parents at a basketball game, at home, at a friend’s home, at a school function, shopping in the mall

8<sup>th</sup> Grade Lesson # 3: Relationships...Quality Control

Materials/Special Preparations Required

Activity Sheet – I Am.....

Mirrors

8<sup>th</sup> Grade Lesson # 4: I Know What You Did This Summer

Materials/Special Preparations Required

Activity Sheet – I Heard What you Did This Summer....

8<sup>th</sup> Grade Lesson # 5: Relationships...Going Up While Growing Up

Materials/Special Preparations Required

Activity Sheet – Going Up While Growing Up

Balloons

Permanent markers

**Missouri Comprehensive Guidance Standard:**

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

**Grade Level Expectation(s):**

PS.2.A.06.a.i: Identify interpersonal skills needed to maintain quality relationships.

PS.2.A.07.a.i: Practice effective interpersonal skills in a variety of social situations.

PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

**American School Counselor Association National Standard (ASCA):**

Personal and Social Development

A: Students will acquire the attitudes, knowledge and interpersonal skill to help them understand and respect self and others.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experience in preventing or solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	1. Addition, subtraction, multiplication and division; other

		number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.**  
 Students will complete the *Relationship Quality Control Checklist*. The summative assessment will take place during the 8<sup>th</sup> grade lesson.

**Brief Summary of Unit:** Students will be learning how to maintain quality relationships using interpersonal skills in a variety of social situations.

An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6<sup>th</sup> grade likening interpersonal skills to essential ingredients in a recipe.

The 7<sup>th</sup> grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8<sup>th</sup> grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

**Unit Goals:**

Students will be able to identify interpersonal skills needed to maintain quality relationships.

Students will be able to practice effective interpersonal skills in a variety of social situations.

Students will be able to self-assess interpersonal skills that will help maintain quality relationships.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students will need prior knowledge of how to be a friend and to be able to describe “interpersonal skills”.

**Unit # 1 Title:** Relationships: What Do Skills Have To Do With It?

**Lesson Title:** Ingredients of a Relationship Recipe                      **Lesson # 1 of 5**

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
 PS.2.A.06.a.i: Identify the interpersonal skills needed to maintain quality relationships.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
     A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.  
 “Guidelines: Ingredients for Relationship Recipe” (see below)  
 Plain piece of white 8 ½ X 5 1/2 paper or similar size index card for each student  
 Markers, crayons, color pencils, scissors, glue, construction paper, etc.  
 Paper and pencil

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English 4. Writing formally and informally, 6. 6. Participating in formal and informal presentations and discussions of issues and

		ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

**Lesson Preparation**

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** Tell the students you are going to make i.e. a peanut butter and jelly sandwich (or your chosen basic recipe). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient). Ask the students what is wrong? What essential ingredient is missing? What happens when you make something without using essential ingredients?

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships. (Quality Control)</li> <li>Ask the students to write down the ingredients/interpersonal skills they believe</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships. (Quality Control)</li> <li>Students will write down ingredients/interpersonal skills they believe</li> </ol>
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<p>are needed to maintain quality relationships.</p> <ol style="list-style-type: none"><li>3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses “I” messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means.</li><li>4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or that they wrote down on their paper.</li><li>5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done.</li><li>6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work.</li><li>7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card.</li></ol>	<p>are needed to maintain quality relationships.</p> <ol style="list-style-type: none"><li>3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other’s skills listed.</li><li>4. Students will use their paper and the discussion items to produce a recipe card.</li><li>5. Students will be given the guidelines and will have a chance for questions.</li><li>6. Students will complete the recipe card.</li><li>7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.</li></ol>
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### **Teacher Follow-Up Activities**

The teacher will be asked to collect the completed cards if time does not allow completion during the allotted lesson time. Recipe cards would be given to counselor(s) for use in office or they may be placed in the cafeteria, study halls, classrooms, given to 5<sup>th</sup> grade students, etc. If the teacher completes the activity, the teacher may need to write a referral for students who do not seem to understand the skills needed for maintaining quality relationships based on the content of the recipe card.

### **Counselor reflection notes (completed after the lesson)**



*Guidelines:*  
*Ingredients for Relationship Recipe*

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** Respect for Self and Others—Giving and Getting the Big R      **Lesson # 2 of 5**

**Grade Level:** 7

**Length of Lesson:** This lesson will be spread over 2 days. Each part requires 45 minutes.

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.A.07.a.i: Practice effective interpersonal skills in a variety of social situations.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skill to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Copy of “Recipe for Relationships” (attached)  
 3x5 Cards with a social setting written on each. Ideas for social settings include: Classroom, playground, with parents at a basketball game, at home, at a friend’s home, at a school function, shopping in the mall

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others 5. Perform or produce works in the fine and practical arts
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally and informally (such as reports, narratives, essays) and informally (such as outlines and notes)

		6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

**Formative Assessment:** In teams of 3, students will plan scenarios in which they demonstrate inappropriate and appropriate interpersonal skills in a variety of social situations. They will assume the roles of the individuals in their scenario and will plan demonstration of inappropriate interpersonal skills. After the scenario, students in the scenario will lead a whole class discussion re: Respectful of SELF?? Appropriate? Inappropriate? Identify skills used/misused/not used. Replay the scenario with the class members coaching the players in the appropriate use of interpersonal skills. When the scenario ends, all students will do a 1-minute writing using “During this lesson, I learned I .....” Working with the same team of 3, they will talk together about their learning and new questions they have after reflecting on the experience. Instructor will invite 5 volunteers to share their “I learned...” with whole class. Be a careful observer of interactions of students throughout the lesson as another form of formative assessment. Through your observations you will be able to identify individuals who would benefit from more practice and skill development.

**Lesson Preparation**

**Essential Questions:**

Some folks your age find it easy to interact with others; while, some folks find it difficult. What makes the difference, i.e. why are relationships easy for some and a struggle for others? Is it possible to change how we interact with others? In what ways does “respect for self and others” influence interpersonal relationships?

**Engagement (Hook):** Pre-arrange for two students to become involved in a scene in which one student grabs another’s notebook and begins going through it making disparaging remarks. The owner of the notebook tries to grab it back. At this point, say something like “Hmmm...seems you have lost some of your learning from last year.”

## Procedures

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"><li>1. Review the 6<sup>th</sup> grade learning about interpersonal skills. Show the “Recipe for Relationships” and ask students to recall the ingredients. Ask what else they remember about the lesson? Strive for remembering of the “missing ingredient” demonstration.</li><li>2. Tell students that in this lesson, they will be expanding their knowledge and use of effective interpersonal skills. Group students in teams of 3 and tell them that they will be working together to design a 2-minute scenario in which an individual behaves inappropriately in a social situation. You will assign the settings for the scenario—they will do the rest.</li><li>3. Explain that after presenting the scenarios to the class, the student groups will lead a class discussion for the purpose of assessing the inappropriate/appropriate interpersonal skills displayed in the skit. Each group should plan for, at least, 3 discussion questions. Allow 10-15 minutes for planning depending on the group and the time remaining, talk about how to lead a discussion (encourage note taking), and encourage open-ended questions. Teams work together to plan their discussion.</li></ol> <p><b>DAY 2 OF LESSON</b> This will be the day for the formative assessment i.e. the dramatizing of the scenarios. See the Formative Assessment for directions.</p>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"><li>1. Students will participate enthusiastically in the discussion. Every student will contribute something to the conversation.</li><li>2. Students will get into their teams and identify the social setting they will be dramatizing. Before they do anything else, the team, together, will specify the exact setting and context of the scenario. They will then decide the theme of their scenario (e.g. acting out behavior, sullen or “pouty” behavior). The script/design of the scenario is the next step. The final step regarding the planning phase is to rehearse (and time) the scenario.</li><li>3. Students will take notes about the key points of leading discussions and teams will decide on the starter questions to be asked.</li></ol> <p><b>DAY 2 OF LESSON</b> Students will use appropriate interpersonal skills as they perform and participate in discussions.</p>
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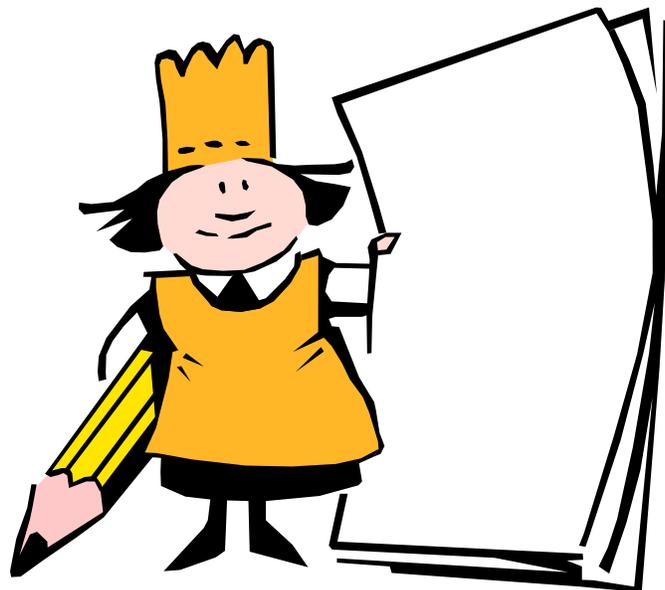
## Teacher Follow-Up Activities

**Counselor reflection notes (completed after the lesson)**



*Guidelines:*  
*Ingredients for Relationship Recipe*

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use crayons, markers, color pencils, construction paper, or drawings to decorate the card.



**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** Relationships...Quality Control **Lesson #** 3 of 5

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
 PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Activity Sheet – “I Am”.....  
 Mirrors

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
X	Mathematics
	Social Studies
	Science

	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson assessment will be the checklist and the discussion about interpersonal skills.

**Lesson Preparation**

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** Pass out a mirror to each student and ask them to take a minute to look at themselves. Ask them to reflect on what is on the inside and not the outside. Ask them which is more important when it comes to making and keeping friends.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Ask the students what “interpersonal” means then discuss their responses until there is a suitable definition.</li> <li>2. Discuss and define what constitutes a relationship (family, friends, romantic).</li> <li>3. Explain the Quality Control Checklist (“I Am” worksheet) to the students. Review the use of a Likert Scale. Stress that honesty is essential in this evaluation and that is for self-awareness and improvement.</li> <li>4. Explain to the students how to score the checklist. After scoring time, explain the scores and ask the students to comment on their personal score.</li> <li>5. Review the skills listed in the checklist and evoke comments from students regarding the importance of the skill/quality in relationships.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students propose definitions of interpersonal until a suitable definition is proposed.</li> <li>2. Through input, students will explore and define relationships.</li> <li>3. Students will use the Likert Scale to honestly evaluate themselves on skills needed to maintain quality relationships.</li> <li>4. Students self-score the checklist and comment on their score.</li> <li>5. Participate in discussion regarding the importance of the skill/quality listed on the checklist.</li> </ol>
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<p>6. Collect the checklist scale to add to student portfolio.</p> <p>7. Create “key-word posters” with the following words: Thoughtful, Good Communicator, Positive Body Language, Forgiving, Patient, Honest, “I” Messages, Respectful, and Say Sorry. Leave them with the teacher to post around the room as reminders throughout the year.</p>	
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**Teacher Follow-Up Activities**

Teacher will post the “key-word posters” around the room and refer to them when necessary as a reminder of the lesson with the students.

**Counselor reflection notes (completed after the lesson)**

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# I Am...

Rate yourself using the following scale:

5 = always    4 = usually    3 = most of the time    2 = sometimes    1 = never

On lines 1 and 2, write a real-life example of how you have demonstrated this skill.

\_\_\_\_\_ A thoughtful person

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ A person who avoids conflict

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ A good communicator

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Aware of my body language

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Forgiving of others / Don't hold a grudge

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Patient with others

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Honest / Trustworthy

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Someone who uses "I" messages

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Someone who stays out of other people's business

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Able to think of others before myself

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Respectful of personal differences

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Proud of the decisions I make

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Able to say I am sorry when I am wrong

1. \_\_\_\_\_
2. \_\_\_\_\_

\_\_\_\_\_ Able to keep my cool when I get upset

1. \_\_\_\_\_
2. \_\_\_\_\_

Total score \_\_\_\_\_

What your score means:

70 – 56 You have excellent interpersonal skills. You probably have many valuable relationships. You are well-liked by your peers and your family. You are a very mature young person.

55 – 40 You are well on your way to learning excellent interpersonal skills. The fact that you recognize your weaker areas is a great stepping stone to realizing your potential. You probably have a lot of friends, but there are probably people out there who would like to be your friend—reach out to them using some new skills.

39 – 26 You appear to be lacking some skills that you should have acquired by this age. You need to take an honest look at yourself and where you need to make some changes in order to fit into society. If you are struggling in a particular area, please ask your friends, a counselor or another trusted adult for help.

25 -14 If your score falls here, don't panic! If you want to improve your interpersonal skills, first look at the areas that you scored yourself low. Next, think for a minute about the friends that you have now. Do your actions sometimes upset others? Are you the best friend you can be? Would you be your own friend? Be honest with yourself. That is the only way to improve.

Are you surprised by your score? \_\_\_\_\_

Why or why not?

\_\_\_\_\_

\_\_\_\_\_

Which interpersonal skills did you discover that you want to/will strengthen?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Outline your self- improvement plan:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** I Know What You Did This Summer                      **Lesson #** 4 of 5

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
 PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**  
 Activity Sheet – I Heard What You Did This Summer

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

**The lesson assessment will be the responses on the worksheet and the role playing activity.**

**Lesson Preparation**

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** Think of the last conflict-situation you were in with a friend. Now place yourself in the other person’s shoes and imagine what it was like to hear your conversation from their point of view.

**Procedures**

**Instructor Procedures:**

1. Pass out worksheet and read it aloud with the students. Ask the students if anything similar has ever happened to them. Ask how many have been the Stan, the Jack and the Julie.
2. Take one character section at a time and ask the students to place themselves in each character’s position as they respond to the questions. Students should be reminded to answer honestly.
3. Ask students to turn to a neighbor and share their answers. Write on the board: Would one person’s way get a better response? What can you learn from the other person? What would you not do if this were you?
4. Have the students get into groups of three

**Student Involvement:**

1. Students will listen to the story and interact with the instructor as he/she asks questions related to the story.
2. Students will write an honest response appropriate to each character’s situation.
3. Students will turn to a neighbor and discuss what they wrote down as responses. They will orally answer the questions that are asked by the instructor.



## I Heard What You Did This Summer.....

Jack and Julie have been dating for six months. Jack heard from his best friend, Stan, that Julie was seen at the mall this past Saturday by Ken going into the movies with Michael. They were holding hands.

You are Stan.

1. Is it appropriate for you to share your information with Jack? \_\_\_\_\_

2. Why or why not?

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3. How will your decision help your relationship with Jack?

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4. What interpersonal skills will you be using?

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You are Jack.

1. If Stan shares his information with you, what interpersonal skills will you need to use?

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2. Which skills might you find difficult to use?

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3. How do you handle the situation with Julie?

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4. How much do you really know about the situation?

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You are Julie.

1. If Jack questions you, what interpersonal skills will you need to use?

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2. If Jack does not believe your answer, how can you handle that?

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Write a dialogue from Stan to Jack. The dialogue should focus on maintaining a relationship with Jack.

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**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** Relationships...Going Up While Growing Up      **Lesson #** 5 of 5

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
 PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Activity Sheet – Going Up While Growing Up  
 Balloons  
 Permanent markers

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
X	Mathematics
X	Social Studies
	1. Speaking and writing standard English
	6. Relationships of the individual and groups

		to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson assessment will be the checklist and the discussion about interpersonal skills.

**Lesson Preparation**

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** As the students enter the classroom, hand them a balloon. Tell them to blow up their balloon and tie it off. Pass around permanent markers and ask the students to write their best friend-making skill or trait on the balloon in the form of I, \_\_\_\_\_, am good at making friends because \_\_\_\_\_.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to pass the balloons around and read the comments on each balloon.</li> <li>2. Have students return balloons to the original owner.</li> <li>3. Pass out worksheet and read aloud with students. Ask students to complete balloon bouquet graphic listing traits they feel are important in relationships. Walk around and monitor appropriateness of traits.</li> <li>4. Then ask them to think about three specific friends and identify qualities that those friends have that make them good friends to have.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will pass the balloons around and read what others think about themselves.</li> <li>2. Students will return balloons.</li> <li>3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship.</li> <li>4. Students will identify three friends and those qualities that make each person important to them and valuable as a friend.</li> </ol>
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<p>5. Complete the same information for three family members.</p> <p>6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.</p> <p>7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills they may be weak in) and then identify what plans or actions they can take to improve the weak skills.</p> <p>8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have traits that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are “growing”, but when you try to change someone else, you are “controlling”. You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.</p>	<p>5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.</p> <p>6. Students will complete self-reflection area.</p> <p>7. Students will compare lists and identify skills / traits that they find that they may be weak in. They will identify how they can strengthen those skills / traits.</p> <p>8. Participate in discussion.</p>
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### **Teacher Follow-Up Activities**

Teacher may wish to display the balloons on a bulletin board for a visual reminder of the traits that the students found to be important in being a good friend.

### **Counselor reflection notes (completed after the lesson)**

## Going Up While Growing Up

These are interpersonal skills and qualities that I like to see in my friends and family. These help us to get along and work together. They make our relationship fun.

1. Place one skill or quality that you find important in each balloon.

After you have completed the balloon worksheet, continue with #2

2. List 3 friends and identify which "balloon" qualities they have.

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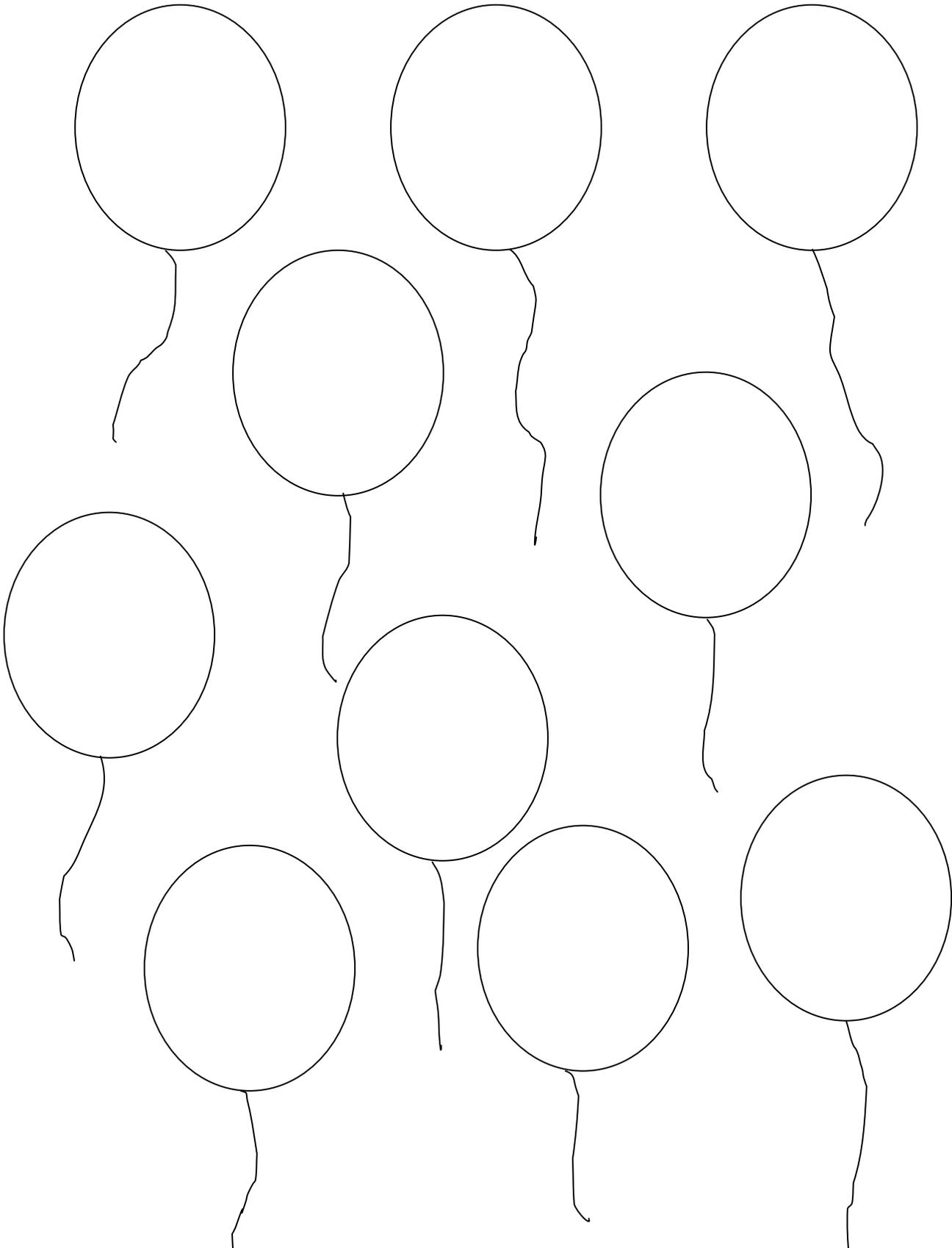
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List 3 family members and identify which "balloon" qualities they have.

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  - 4.
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  - 8.
  - 9.

Which "balloon" skills do I have that I think are important for my family and friends to also have?

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.

Which ones am I weak in?

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How can I improve my skills?

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Which skills do I think I should focus on first?

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**Unit # 2 Title:** R-E-S-P-E-C-T--Find Out What It Means To You (And Me) **Grade Level:** 6-8

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 40-90 minutes

**Best time of year to implement this Unit:** Beginning PS 2.B Unit 2 early in the school year will give everyone involved time to plan and implement a school-wide program.

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like Materials/Special Preparation:

- Activity Sheet -Planning to Use Respect
- Students will need something with which to write

7<sup>th</sup> Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill Materials/Special Preparation:

- Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
- Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan.
- Production Resources (e.g., paper, markers, AND recording equipment – video and audio)

8<sup>th</sup> Grade Lesson # 3: A Stranger Among Us Materials/Special Preparation:

- Activity Sheet – A Stranger Among Us

**Missouri Comprehensive Guidance Standard:**

PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

**Grade Level Expectation(s) (GLEs):**

PS.2.B.06.a.i: Identify and develop strategies to promote acceptance and respect in the school and community.

PS.2.B.07.a.i: Promote acceptance and respect for individual differences.

PS.2.B.08.a.i: Apply strategies that promote acceptance and respect of others within the global community

**American School Counselor Association National Standard (ASCA):**

Personal and Social Development

A: Students will acquire the knowledge, attitudes and interpersonal skill to help them understand and respect self and others.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>5. Comprehend and evaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its sources</li> <li>8. Organize data, information, and ideas into useful forms for analysis or presentation</li> <li>9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> </ol>
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one's own experience in preventing or the processes used in recognizing and solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> <li>7. Evaluate the extent to which a strategy addresses the problem</li> <li>8. Assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</li> <li>7. Identify and apply practices that preserve and enhance the safety and health of self and others</li> </ol>

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <ol style="list-style-type: none"> <li>1. Speaking and writing standard English</li> <li>4. Writing formally and informally</li> <li>6. Participating in formal and informal presentations and discussions of issues and ideas</li> </ol>
X	<p>Mathematics</p> <ol style="list-style-type: none"> <li>3. Data analysis, probability, and statistics</li> </ol>

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. Use the tools of social science inquiry
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

This Unit's Summative Assessment is an example of school-wide involvement. If your time/resources make the full implementation of the summative assessment as written here unfeasible, it may be simplified by conducting all aspects of the summative assessment within the classroom and limiting involvement to the students within the class (i.e., the scenario will be enacted as a role-play in the classroom using class members as actors). While this is a suitable alternative, you are urged to seek ways to allow students to become involved in a "live-action" experience of advocating for a school-wide commitment to R-E-S-P-E-C-T as a way of life. Social responsibility practiced in school increases the likelihood that social responsibility will be enacted in the community.

**Performance Scenario:** (The Performance Scenario begins in Grade 7 and continue/culminate in Grade 8)

**Goal (of scenario):** Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

**Role:** You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

**Audience:** All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

**Situation:** Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students' suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school. Community.

**Product, Performance and Purpose:** You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be endorsed by all groups. Examples of strategies and materials will be available (e.g., poster samples, theme song, motto). You will present the plan to the Board of Education and the Advisory Council and convince the members to make the plan a part of the district's operation from year to year.

**Standards and Criteria for Success:**

Your plan will include:

- An introduction and overview of the process and intended outcomes (an executive summary)
- Input from members of the school community: Utilize interviews/surveys that sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). Provide a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).
- Proposed activities and participants in each activity, e.g., Activity: Produce eye and thought-catching R-E-S-P-E-C-T posters Participants: All students will work with a partner to design and produce a poster.
- Anticipated effects in students' lives and learning (i.e. what will students know and be able to do as a result of the activity?) Short term/medium term/long term effects.
- Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, be used to make project successful.
- Assessment of results: Measurement of Success
- Time Line, budget, persons accountable for each phase or task.
- References/Resources used during plan-development process.

**Brief Summary of Unit:** Students will be learning how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.

6<sup>th</sup> Grade: The focus of the 6<sup>th</sup> Grade Lesson, *Respect: Looks Like, Sounds Like, Feels Like*, is an in-depth study of respect – what it is and the ways in which respect for self and others is basic to communication and interpersonal relationships. The 6<sup>th</sup> grade lesson emphasizes respectful relationships with people students know – family and friends.

7<sup>th</sup> Grade: The 7<sup>th</sup> grade lesson, *R-E-S-P-E-C-T – A Basic Skill*, provides an opportunity for students to become engaged in a project-based learning experience that will lead to a plan of action and advocacy strategies. Students will work in teams to create a school-wide or classroom [depending on time and resources] Action Plan for implementing Operation: R-E-S-P-E-C-T.

8<sup>th</sup> Grade:

There are two (2) lessons at the 8<sup>th</sup> grade level. The first, *A Stranger Among Us*, stresses respectful empathy and understanding of the “inner-experience” of being visibly different from the others in the class and/or school. The second 8<sup>th</sup> grade lesson, *Who is Most Valuable Among Us*, features an experiential decision-making exercise during which teams decide who should or should not be saved from an impending disaster.

**Unit Goals:**

- Students will be able to explain the meaning of respect in one’s life.
- Students will know and understand respect for self and others as a skill to be developed.
- Students will understand the role of advocacy and will be able to develop a plan for a specific course of action.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Communication Arts: Fundamentals of standard English, reading and writing formally and informally, participating in group discussions and presentations

Mathematics: data analysis

Social Studies: using the tools of social science inquiry (e.g. surveys and interviews)

Comprehensive Guidance: the elements of being a friend; the ability to describe “interpersonal skills,” the ability to use basic self-assessment processes, understanding “respect” as a way of life and an element of friendship.

**Unit # 2 Title: R-E-S-P-E-C-T...Find Out What It Means to Me (and You)**

**Lesson Title:** Respect: Looks Like, Sounds Like, Feels Like **Lesson 1 of 3**

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.2 Interacting With Others in Ways that Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
 PS.2.B.06.a.i: Identify and develop strategies to promote acceptance and respect in the school and community.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet  
 Planning to Use Respect Activity Sheet  
 Students will need something to write with

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	

	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will participate in question and answer discussion and complete the *Planning to Use Respect* Activity sheet.

**Lesson Preparation**

**Essential Questions:** Why is respect for others important? How do we know we are using respect?

**Engagement (Hook):** The counselor will display a stuffed animal that talks/sings/plays music. Ask a student to come forward and use their senses to describe the item to the rest of the class. The student may say things like it is soft, talks/sings/plays music, looks cute/cuddly, etc. Ask the students if the student describing the item has described it accurately. Ask the students if other things can be described by using their senses.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. The counselor will pass out the <i>Respect: Looks Like, Sounds Like, Feels Like</i> Activity Sheet and tell the students that just like the above item was described, we can describe respect. Tell the students that they are going to be writing down what respect looks like, sounds like and feels like.</li> <li>2. Have students voluntarily share what they have written on their activity sheets and discuss, letting students write down or make changes to their sheets. Encourage students to give personal or other examples of what they mean with their answers.</li> <li>3. Ask students how what they have written can be used as a plan to show</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will write down what respect looks like, sounds like and feels like.</li> <li>2. Students will volunteer to share what they have written on their activity sheets, discuss one another's answers as a group and make changes to their sheets. Students should be able give examples of their answers.</li> <li>3. Students should be able to discuss knowing what respect looks, sounds and feels will enable</li> </ol>
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<p>respect towards others.</p> <p>4. Hand out the <i>Planning to Use Respect Activity Sheet</i>. Read the directions and explain that they will choose one person not listed to show respect towards. Make sure that students know they are to practice their plans. Have the students complete the sheet in class.</p> <p>5. Have students turn in their <i>Respect: Looks Like, Sounds Like, Feels Like Activity Sheet</i>. They may keep their <i>Planning to Use Respect Activity Sheet</i>.</p>	<p>them to develop ways and plan to show others respect.</p> <p>4. Students will complete the activity sheet showing that they have plans/strategies they can develop to show respect to a variety of people in their school community and home environments.</p> <p>5. Students will turn in the first activity sheet and take the second one with them.</p>
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**Teacher Follow-Up Activities**

The teacher can post the *Respect: Looks Like, Sounds Like, Feels Like Activity Sheets* on a bulletin board of respect as a reminder to the students of how they could develop ways to show respect.

**Counselor reflection notes (completed after the lesson)**

## Respect: Looks Like, Sounds Like, Feels Like

What does respect look like?



What does respect sound like?



What does respect feel like?



## Planning to Use Respect

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	 Looks	 Sounds	 Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents...choose someone not listed above)			

**Unit # 2 Title:** R-E-S-P-E-C-T...Find Out What It Means to Me (and You)

**Lesson Title:** R-E-S-P-E-C-T: A Basic Skill

**Lesson** 2 of 3

**Grade Level:** 7

**Length of Lesson:** a minimum of 4 50-minute class periods. (Consider implementing this lesson over time so *Operation R-E-S-P-E-C-T* advocacy plan and products are developed to their fullest.)

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.B.07.a.i: Promote acceptance and respect for individual differences.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

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

**Materials (include activity sheets and/ or supporting resources)**

- Five (5) or six (6) advertisements for products with high recognition value for seventh graders e.g., multi-media advertising for a new movie, a new videogame or a clothing line. Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1 (see attached).
- Examples of multi-media advertising campaign(s); slogans, “theme songs,” logos (to be gathered by students outside of class).
- Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy
- Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.
- Resource Person(s) to talk with students about design elements to consider when developing their advocacy plan—Survey parents as potential resources.
- Production Resources (e.g., paper, markers, AND recording equipment – video and audio)

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English 4. Writing formally (e.g., reports, narratives, essays) and informally (e.g., outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability, and statistics
X Social Studies	7. Use the tools of social science inquiry
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. 4. Interrelationship of the visual and performing arts and the relationships of the arts to other disciplines.

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The assessment “instrument” for this lesson is in the form of a scenario which will be enacted in the classroom by class members. Via this assessment process, students will become involved in a simulation as an advocate for a school-wide commitment to R-E-S-P-E-C-T as a way of life. Social responsibility practiced in school increases the likelihood that social responsibility will be enacted in the community. The Performance Scenario and Guidelines are provided at the end of this lesson.

**Lesson Preparation**

**Essential Questions:** What does “Respect – A Basic Skill” mean? How would “Respect” as a basic skill make a difference in our school?

**Engagement (Hook):** Gather print and non-print examples of advertising campaigns for a familiar product (e.g., brochures and multi-media presentations for the DVD of a box-office hit movie). To the extent possible, override or block out product/event names on the packaging. Play and/or show advertising “mechanisms.”

## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. The counselor will introduce the lesson using the “Hook” (above). After showing/playing the first of the advertisements/commercials, explain Activity Sheet 1: its purpose and student tasks. (Be sure products are numbered and that the numerals match the numerals on the data entry form.) After each advertising example, students will record what they believe to be the product name in Column A of Table 1 (Activity Sheet <i>RESPECT by the Numbers</i>).</li><li>2. After each of the media examples has been viewed/heard and students have entered their responses in Column A of Table 1, show the actual or a facsimile of the product being promoted by each advertisement. As products are displayed, students write correct product name in Column B of Table 1. In Column C, students will indicate whether or not they responded with the correct product name.)</li><li>3. The PSC (or classroom teacher) will facilitate data collection and data entry by providing leadership for the completion of /columns D (current ownership and use) and Column E (potential ownership/use).</li><li>4. When data have been entered, students will gather/analyze data to determine the percentage of students who correctly identified the products advertised (Column C); the number who already own or use the product (Column D); and who, if they could, would buy the product after seeing the commercial/ advertisement for the product (Column E). Enter the results in Table 1 (Activity Sheet 1: <i>R-E-S-P-E-C-T: A Basic Skill by the Numbers</i>).</li></ol>	<ol style="list-style-type: none"><li>1. Students will enter what they believe to be the name of the products in Column A of Activity Sheet 1: <i>Respect by the Numbers</i>.</li><li>2. When all advertising has been viewed or heard and the product names have been listed in Column A, students will re-view/listen to advertising message for each product, participate in a discussion about the products and their names and enter the correct product names in Column B. They will “self-score” their responses and indicate in Column C whether or not they responded with the correct product name.)</li><li>3. Working with the guidance of the counselor or classroom teacher, the data collection and data entry process will be continued. Columns D (current ownership and use) and Column E (potential ownership/use).</li><li>4. Students will assist with counting and recording responses in Columns C, D, and E.</li></ol>

<p>5. To accomplish the aggregation of the data, assign students to a 3 or 4 member group to compile individual results into group results. Assuming the class will be divided into at least 6 teams, we suggest that 2 teams work (independently) on compiling the data for one column (C, D, or E). In that way, a system of checks and balances occurs.</p> <p>6. Ask students who compiled data for the separate columns (C, D, or E) to present the results for that column to the rest of the class. Class members who are not presenting, may use Activity Sheet 1 to record the results.</p> <p>7. As results are shared, bring out the following themes and ideas (if members of the groups or class don't mention the themes.)</p> <ul style="list-style-type: none"><li>• Planned use of media sells products.</li><li>• The most successful advertising is that which embeds a concept or opinion of the product in other's thinking.</li><li>• If respect is to be considered a basic skill, we must sell it via a planned media campaign, a-la- "Operation R-E-S-P-E-C-T.</li><li>• Seventh graders can be a catalyst for communicating "respect" as a way of life within their schools.</li><li>• We all have a social responsibility to advocate for the respect of all people, especially those who are too young to advocate for themselves</li></ul> <p>8. Review the conceptual essence of the 6<sup>th</sup> grade lesson: using more than one sensory modality enables us to gather data (information) that might be overlooked if only one sensory mode were used. Solicit and/or remind students that in the sixth grade lesson, they were taking responsibility for communicating their respect and honoring of others.</p>	<p>5. Students will ask questions to clarify their tasks and work with others to compile group data for one Column: C, D, or E.</p> <p>6. Students will participate in the planning and delivery of an informal presentation regarding the results of the survey process.</p> <p>7. Students who are not presenting, will practice team skills by asking questions, making suggestions and being supportive of those presenting.</p> <p>8. Students will volunteer to share their successes and challenges in implementing their sixth grade plans to show respect.</p>
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Distribute copies of the sixth grade Activity Sheet *Planning to Use Respect* (it would approach ideal if you, or they, have their completed plans from Grade 6). Ask for volunteers to talk about the parts of their plans they have been able to continue beyond the 6<sup>th</sup> grade lesson.

Closure for Steps 1-8 of this lesson: Ask: How does communicating respect for another relate to our purchase of products? How might the use of multi-sensory modalities be used to increase sales? Encourage: looking and listening for ads that incorporate multi-sensory modalities.

**NOTE:** This is a good place to end the first day of the Operation R-E-S-P-E-C-T planning process.

9. Getting Ready for Steps 9-13: Ask students tell about their observations about the use of multi-sensory modalities in advertising. If you are met with blank stares, back-up to the Hook for this lesson and relate multi-sensory concept of “Sounds like . . ., Looks like . . ., Feels like . . .” to the advertisements that were used as the “Hook”. (You are seeking examples of advertisers using multi-sensory approaches to influence consumers to buy their products.)

10. Write “Auditory Visual ‘Heart Feeling’” as column headers on board.

**Introduce the Performance Scenario and “Operation R-E-S-P-E-C-T” campaign by asking: “What makes you buy a product?” As they brainstorm, write their words in the column where the words fit best—add additional sensory modes (taste, smell, touch) if needed.**

11. Ask: How do companies know the best

9. In groups, students will identify the sensory modes that were used in the advertisements presented as the “Hook” for this lesson.

10. Students, as a whole group, will identify what influences them when deciding whether or not to buy a product.

11. Students will contribute to information

<p>way to influence consumers? Work toward concept of gathering information via focus groups, surveys, interviews from the people who are likely to buy product.</p> <p>12. Tell the students that they are going to become advertising executives for an ad firm that has been hired by your school to sell the concept of “R-E-S-P-E-C-T: A Basic Skill and A Way of Life” to the school community. Ask students what “selling a concept” means to them. Remind students that the purpose of the plan for communicating respect to family members was a plan to sell a concept—I respect and honor you, my mother.</p> <p>Distribute the Performance Scenario and rubric. Provide students time to read the scenario and the rubric guidelines. When students have had time to read the scenario and guidelines, open the discussion to questions about the assignment.</p> <p>When individual questions have been answered, assign students to their advertising teams. Guide students in introducing themselves by telling about the skills they each will bring to the work of the team (e.g. art poetry writing, rap singing, organization).</p> <p>13. Assignment: Tell students they are to begin thinking like an ad executive—each student will look for comprehensive product-advertising campaigns and bring examples to the next guidance class meeting. Examples may be from any type (legal) business.</p> <p>Before the next meeting time, students will write a one-two page informal writing</p>	<p>with personal examples regarding companies’ use of multi sensory modalities to determine best way to influence consumers to buy products (e.g. taste tests in the grocery store, interview in department store about clothing preferences).</p> <p>12. Students will contribute to discussion re: selling a concept – what does it mean?</p> <p>Students will read the Performance Scenario and rubric and ask clarifying questions.</p> <p>Students will meet with their advertising teams to get acquainted with each other as members of the same team. Each will complete A self-assessment and asset search –What strengths do I bring to this team as a “knowledgeable worker”? What personal strengths do I possess that will facilitate the use of every team member’s positive energy?</p> <p>13. Students will ask questions to clarify the kinds of examples and the resources that are available for finding examples.</p> <p>Students will ask clarifying questions about the informal writing assignment.</p>
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describing of the large-scale ad campaign, hypothesizing about target audience and how the company’s campaign appeals to that audience. The last paragraph of the student’s writing will demonstrate the transfer of knowledge and understanding gained through observing/analyzing large scale advertising campaigns to the development of the “Operation R-E-S-P-E-C-T campaign.

(**Note:** this is the suggested breaking point between day 2 and day 3 of lesson implementation).

14. Steps 14 onward: Demonstrating GLE 2.2 7<sup>th</sup> grade Advocacy Competence. Students will join with team members to discuss observations from the real world of advertising.

15. The Performance Scenario Begins: The teams will begin with a team conversation about each individual’s vision for “**Operation R-E-S-P-E-C-T –Making Respect a Basic Skill and a Way of Life in the Middle School.** The creativity of the team is encouraged—Each one of the members brings a unique creativity to the team—team members are responsible for helping everyone’s talent and creativity come alive during the planning for the Performance Scenario. When individual visions have been shared , the collaboration and division of labor begin with the team outlining each aspect of the plan and assigning people who will carry out responsibility and the accountable person in each team.

16. You-Guide on the Side: Teams will follow the guidelines presented in “Summative Assessment“. The counselor and/or classroom teacher is/are urged to use

14. Each student will contribute to discussion by promoting the linkage between and among the comments/observations of team members

15. Students will imagine and explore with other team members ways to make respect for self and others a basic skill and a way of life.

A multi-media station (computer/projection equipment/printers) will facilitate the mechanics of writing the plan.

16. Team members will develop an Action Plan for the **Operation R-E-S-P-E-C-T** making respect for others a way of living. In their plans, students will include

<p>restraint and curb the desire to save students from “mistakes” or embarrassment—students will learn more and gain more self-confidence if they are allowed to work their way out of a mess”. Be available for support and a helping hand when a team needs it. Spend time with each team—listen to their conversations to determine what, if any, re-direction is needed. Midway through time allotment, remind students of time remaining and answer any “good of the cause” questions—i.e. questions that pertain to everyone. Remind teams of product you are expecting to see at the end of this period. This is a place for real collaboration between classroom teacher and PSC – Work with CRT to incorporate time for teams to work together in classroom.</p> <p>The last Step: Performing and Reflection /Projection:</p> <p>17. Teams will each make a 7-minute presentation of their <b>Operation R-E-S-P-E-C-T plan</b>. Class members who are not presenting will serve as the school board/Advisory Council and will use the rubric as a checklist. At the end of each presentation 3 minutes will be set aside for writing, Students utilize Checklist and Reflection/projection statements to identify their next steps—as individuals/as a class in order to follow-through with “Operation R-E-S-P-E-C-T.</p>	<p>“accountability checks” with their partners.</p> <p>17. Students will write thoughtful “I learned ...” statements; four students will volunteer to share their statements.</p> <p>Students will make arrangements (i.e., get permission) to post the materials they developed as a part of their proposal in high visibility, community places around the school.</p>
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**Teacher Follow-Up Activities**

The counselor and the classroom teacher will collaborate in order to make **Operation R-E-S-P-E-C-T** “work” successfully. The classroom teacher will be asked to provide a time each day for students to talk together about their observations of **R-E-S-P-E-C-T** becoming known as a basic skill and a way of life in the middle school.

**Counselor reflection notes (completed after the lesson)**

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Summative Assessment for PS 2.B Grade 7 Unit 2 Lesson 2)

**PERFORMANCE SCENARIO**  
**“Operation R-E-S-P-E-C-T”**

**Goal:** (of scenario): Develop a school-wide design and implementation plan to promote R-E-S-P-E-C-T as a way of life for EVERY member of the school community (including adults).

**Role:** You are a member of the change management team within a public relations firm. Your team includes eight (8) members, each with a specific area of expertise and creative talent. At the first team-meeting for a new project, members identify the specialty areas of each team member as they relate to the new project.

**Supporting Characters:** (**note:** the number and titles of supporting characters will vary depending upon your specific situation). Your co-workers and members of the advertising company’s team (7); school board and advisory council representatives (2); School Administrator (1) and any others deemed necessary.

**Audience:** All members of the school community: Staff, Faculty, Parents, Volunteers, Administrators and Students.

**Situation:** Increased tension within the school community has resulted in physical as well as verbal aggression. Students say the teachers and administrators do not respect students’ suggestions and needs. Teachers, staff, and administrators point to the lack of respect students have for authority and inadequate home support for the school as the cause. Parents think school disciplinary policies are arbitrarily applied so as to benefit certain groups of students and punish others.

Your client is a joint committee of the District Board of Education and Middle School Advisory Council. The committee has charged your company with designing an action plan that will promote R-E-S-P-E-C-T among all members of the school community. The design must challenge each member of the school community to take personal responsibility for R-E-S-P-E-C-T as a way of life within the middle school community.

**Product, Performance and Purpose:** You will design an action plan which will involve all members of the school community in the planning as well as implementation of Operation R-E-S-P-E-C-T. The plan will be reviewed and endorsed by all groups holding a vested interest in making R-E-S-P-E-C-T a way of life in the middle school. Examples of strategies and materials will be available for all to review (e.g., poster samples, theme song, motto). The plan will be presented to the Board of Education and the Advisory Council with the goal of making the Operation R-E-S-P-E-C-T plan a part of the district’s strategic planning process from year to year.

**Reviewer:** \_\_\_\_\_ **Date** \_\_\_\_\_ **Role** \_\_\_\_\_

**Standards and Criteria for Success:**

- 1 = one or two elements present
- 2 = two or three elements present
- 3 = All elements present; explanations and descriptions are one or two sentences in length and step x step processes/procedures/outcomes are not provided.
- 4 = All elements present; explanations and descriptions are thorough and clear; step x step processes/procedures/outcomes are provided
- 5 = All elements present; explanations and descriptions are thorough and clear; step x step processes, procedures, outcomes are provided; plan document is organized, specific details easy to find through Table of Contents and an index.

<b>Your proposal/plan will include:</b>	1	2	3	4	5
An introduction and overview of the process and intended outcomes (an executive summary)					
Input from members of the school community as evidenced by: •interviews/surveys which sample the opinions and suggested solutions of each group in the school community (e.g., students, staff). •a summary of and conclusions from the results – by individual groups (disaggregated data) and as a whole (aggregated data).					
Proposed activities and people involved in each activity are identified, e.g., Activity 1 = Production of eye- and thought-catching R-E-S-P-E-C-T posters People involved = All students will work with a partner to design and produce a poster. Time Line = Begin September 1; Posters displayed: October 1; Budget = Supplies for poster production \$250.00 Accountable Person = Jim and Jane Activity 2 = categories above are repeated for each of the proposed activities.					
Anticipated effects in students' lives and learning: what will students know and be able to do as a result of the activity? Short term/medium term/long term effects related to activities and Operation R-E-S-P-E-C-T					
Anticipated support/deterrents of plan (people/policy/resources) and how support as well as deterrents, will be used to assure project success.					
Assessment of results: Measurement of Success					
Overall time line, budget, persons accountable for each phase or task.					
References/Resources used during process of developing proposed plan.					

**Reflections: I Learned**

\_\_\_\_\_

**It would have been helpful for me if team had**

\_\_\_\_\_

**OR**

**The next time I do a team activity like this, I,** \_\_\_\_\_

I rate the success of the planning process and document as:  
High 5 4 3 2 1 Low

**RESPECT** as a basic skill and a way of life is a worthy goal for a harmonious world; therefore, I will act on my social responsibility via the following actions for social justice:

\_\_\_\_\_ by \_\_\_ / \_\_\_ /200\_\_

Signed \_\_\_\_\_ Witness \_\_\_\_\_

**Activity Sheet 1**  
**(Sample tables to accompany 2.2 Grade 7 Unit 2 Lesson 2)**  
**Preliminary Analysis of Data Collected Regarding Media Influence**  
**R-E-S-P-E-C-T: A Basic Skill by the Numbers**

Date Data Collected \_\_\_\_\_ Name of Data Collector \_\_\_\_\_

**Methodology (e.g., Purpose of Data collection? How were data collected? How was sample selected, how and by whom will data be used?)**

**Table 1: Results**

<b>Column A Products</b>		<b>Column B Students Who Correctly Identified the Product</b>		<b>Column C Students Who currently own/use the product.</b>		<b>Column D Students who, if they could, would buy /use the product as a result of advertising.</b>	
What I Think/ What the advertising firm says.		<i>I Got It Right!!!!</i>		<i>I own and/or use th Product.</i>		If I could, I'd buy and/or use the Product!	
<i>In my humble opinion, the product is _____</i>	<i>According to the advertising firm, the product is _____</i>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>

**Table 2: Percentage of students responding “Yes” to query in Columns B, C, D, Table 1**

Number of students in attendance when data were collected	Number of non-responders	<b>% of Students Who Correctly Identified the Product</b>	<b>% of Students Who currently own/use the product.</b>	<i>% of Students who, if they could, would buy /use the product as a result of the advertising.</i>	Comments:

**What do the data tell you and your team?**

**What information do you need in addition to the survey data?**

**Activity Sheet 2**  
 (2.2 Grade 6/7 Unit 2 Lessons 1/2)  
**Respect: Looks Like, Sounds Like, And Feels Like ...**  
**PLANNING TO USE RESPECT**

**Note:** This Activity Sheet was implemented in 2.2 Grade 6 Unit 2 and will be used in 2.2 Grade 7 Unit 2 to review the use of multi-sensory data to gather information.

Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person--Use first names or initials to identify the people about whom you are writing.	 Looks Like ...	 Sounds Like ...	 Feels Like ...
Respect For My Parents	[		
Respect For My Teachers			
Respect For My Friends			
Respect for My Classmates			
Respect For My Neighbor			
Respect For My ... (siblings, grandparents ... someone not listed above)			
Respect For Myself			

**Self-Assessment: (\*\*Please write your thoughtful responses on the back of this worksheet.)**

➤ **As I reviewed my responses—I learned I**

\_\_\_\_\_

➤ **If I want to show others that I have respect for who they are, I need to do more**  
**\_\_\_\_\_ and do less**

\_\_\_\_\_.

**Unit # 2 Title:** R-E-S-P-E-C-T...Find Out What It Means To Me

**Lesson Title:** A Stranger Among Us

**Lesson #** 3 of 3

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Advocate respect of individuals and groups.

**Grade Level Expectation (GLE):**

PS.2.B.08.a.i: Apply strategies that promote acceptance and respect of others within the global community.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Worksheet – A Stranger Among Us

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 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)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson assessment will be in the list of responses generated by the final question: “What might you be missing out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”

**Lesson Preparation**

**Essential Questions:** Why is respect for others important? Why is acceptance of differences not always an easy thing?

**Engagement (Hook):** Instructor walks into the classroom in attire that reflects another race, religion, etc.

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. Write each of these terms on the board: Race, Religion, Culture, Ethnicity, and Character. Ask students to look up the terms in the dictionary and select one student per each term to write it on the board.</p> <p>2. Lead discussion on the similarities and differences between the terms and how they relate to humans. Incorporate the amount of control a person has over these terms. Facilitate students thinking about character as an aspect of self that we can control.</p> <p>3. Breaking the students into small groups, use the “A Stranger Among Us” worksheet to facilitate discussion. Randomly select students to report group findings.</p> <p>4. Separate groups and ask students to individually write a response to: “What might you miss out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”</p> <p>5. Write student-responses on the board for review and further processing.</p>	<p>1. Students will look up terms individually and if asked, will write the definition to a select term on the board.</p> <p>2. Participate in discussion using active listening skills.</p> <p>3. Students will discuss their responses in small groups and be prepared to report on a random basis, at teacher discretion.</p> <p>4. Students will work individually and respond to the question on paper. When students are finished writing, they will tell the teacher their responses as asked.</p> <p>5. Students will look at the list of things they will miss out on by not accepting individual differences and come to a self-awareness.</p>

### Teacher Follow-Up Activities

Teacher can leave the list on the board and continue discussion if appropriate.

### Counselor reflection notes (completed after the lesson)

## ***A Stranger Among Us***

You currently attend a school with students who are all of one race. Today, a student came into your classroom who was of a different race. They looked different, they talked different, and they wore different clothing. The teacher asked them to sit at your table.

1. What is your initial reaction?
2. What might that student be feeling?
3. How can you show the student that you respect him/her?
4. Which interpersonal skills will become important in this situation?
5. What can you say to those who don't show accepting behaviors?

Final question:

**Unit #3 Title:** Conflict Resolution –I am part of the Solution!      **Grade Level:** 6-8

**Number of lessons in unit:** 4

**Time required for each lesson:** 30- 50 Minutes

**Best time of year to implement this unit:** Anytime

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: My Problem...Your Problem...Our Problem

Materials/Special Preparations Required:

    Wrapped food item

*How Am I Responsible?* Activity Sheet for overhead

    Overhead

7<sup>th</sup> Grade Lesson # 2: “Re—Solutioning”: Practice Brings Out Our Best

Materials/Special Preparations Required:

*How Am I Responsible?*-Activity Sheet

    3x5 Index cards in three colors

    Scrap paper

    Video equipment (DVD/VCR) and TV

*Group Assessment Process*

    Video equipment if you plan to expand your project to making a film

8<sup>th</sup> Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

    Note cards cut in ½ with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)

    Wrapped candy

    Blank paper which students will fold into thirds

    Worksheet with a picture of a shield—must locate on your own

    Crayons / Colored Pencils

8<sup>th</sup> Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

    Worksheet – Put Yourself in Check

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation(s):**

PS.2C.06.a.i: Apply problem-solving and conflict-resolution skills to new challenges.

PS.2.C.07.a.i: Practice problem-solving and conflict-resolution skills.

PS.2.C.08.a.i: Exhibit an awareness of personal responsibility in conflict situations.

**American School Counselor Association National Standard (ASCA):**

**Personal/Social Development**

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 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	
X	Fine Arts	1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

**Brief Summary of Unit:**

Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.

**Unit Goals:**

Students will identify and utilize effective conflict-resolution skills in both role-play situations and real life.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. Students will also need to know what the definition of conflict is.

**Unit # 3 Title:** Conflict Resolution –I am part of the Solution!

**Lesson Title:** My Problem...Your Problem...Our Problem      **Lesson 1 of 4**

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
 PS.2.C.06.a.i: Apply problem-solving and conflict-resolution skills to new challenges.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Wrapped food item  
*How Am I Responsible?* Activity Sheet for overhead  
 Overhead

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	

	Fine Arts	
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**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will participate in question and answer discussion and in completing the *How Am I Responsible?* Activity Sheet.

**Lesson Preparation**

**Essential Questions:** What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to accept personal responsibility in our relationships with others?

**Engagement (Hook):** Put students in groups of 3 or 4 and give each group one wrapped food item (granola bar, fruit snacks, fruit roll ups, etc.). Tell the students to figure out who gets the food. Students should figure out that each one can have some food. Give students a chance to work on the problem and then discuss what strategies were used in the groups.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Tell the students you want them to help you list any new challenges they have faced this year as a sixth grader. Write the items students come up with on the board. If students have difficulty in listing items give them some ideas or examples of challenges you are aware they may be facing.</li> <li>2. Circle the items on their list that deal with other people and their relationships with them. Review feelings, compromising, problem-solving and conflict-resolution skills. Ask the students how those items have anything to do with the relationship challenges listed on the board. Make sure to highlight to students that with true personal responsibility, when conflict exists in a relationship, each person bears a part of the problem.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will volunteer to share challenges they have faced this year as a sixth grader. They may list things like: having a locker, moving from class to class, carrying a lunch card, having an increase in homework, taking notes, going to school dances, making new friends, fighting with old friends, being bullied, etc.</li> <li>2. Students should be able to see that relationships with others are a challenge and that new challenges have arisen this year. Students should be able to discuss in-depth feelings, compromise, problem-solving and conflict-resolution. They should be able to see that each person in a challenging situation has feelings and that those feelings may differ, that compromise is a positive step to working out</li> </ol>
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<p>3. Place the <i>How Am I Responsible</i> activity sheet on the overhead. Read the situation and lead the discussion on the questions.</p> <p>4. Complete the lesson by asking students to come up with relationship situations that may have arisen this school year and discuss with students the same way as with the situations on the activity sheet.</p> <p>5. Students will be encouraged to apply and practice the skills discussed today.</p>	<p>challenging situations, and that problem-solving and conflict-resolution skills are necessary to resolve conflict between people.</p> <p>3. Students will be discussing the answers to the questions on the activity. Students should be able to see the importance of problem-solving and conflict-resolution skills in facing new challenges in relationships.</p> <p>4. Students should be able to present real-life situations and discuss the situations using the same format as the activity sheet.</p> <p>5. Students should apply and practice the skills discussed today.</p>
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**Teacher Follow-Up Activities**

Students should be encouraged by the teacher to use problem-solving and conflict-resolution skills when relationship issues occur within the classroom.

**Counselor reflection notes (completed after the lesson)**

## How Am I Responsible?

(Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? \_\_\_\_\_

How do you think your parents feel? \_\_\_\_\_

How can you show your parents you are willing to accept personal responsibility?

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend you are willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

3. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend your willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Unit # 3 Title:** Conflict Resolution –I am part of the Solution!

**Lesson Title:** “Re—Solutioning”: Practice Brings Out Our Best

**Lesson# 2 of 4**

**Grade Level:** 7

**Length of Lesson:** 2-50 minute sessions

**Note:** This lesson is designed for expansion in two possible ways. The first possible expansion includes making a film to use with younger children. The second possible expansion stops short of actually making the film, however, shares the work of the 7<sup>th</sup> grade students with younger students providing the opportunity for a quasi-service learning experience for the older students and connections with the future and education for the younger students.

**Missouri Comprehensive Guidance Standard:**

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.C.07.a.i: Practice problem-solving and conflict-resolution skills

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

*How Am I Responsible?*-Activity Sheet

3x5 Index cards in three colors

Scrap paper

Video equipment (DVD/VCR) and TV

*Group Assessment Process*

Video equipment if you plan to expand your project to making a film

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally, participating in formal and informal presentations and discussions of issues and ideas 5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.** Students will write scripts for scenarios to be “re-solutioned”. One re-solution scenario will be role played for whole class.

**Lesson Preparation**

**Essential Questions:** What is “*personal responsibility*”? In a relationship, whose responsibility is “*personal responsibility*”? Is taking “*personal responsibility*” a gateway to becoming a victim or a scapegoat?

**Engagement (Hook):** Without saying anything, begin lesson by playing a 1-2 minute segment of a video/dvd involving people (any video will do -- the process of re-winding and editing is the focus); freeze/pause the action; rewind with the picture showing and pause/freeze the beginning of the scenario.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
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<p>1. Ask for volunteers to describe what they observed happening and to project what will happen next (focus on the <b>PROCESS</b> of playing, stopping, re-winding, starting over). Guide students in discovering:</p> <ul style="list-style-type: none"><li>• Actors have a script to follow.</li><li>• In filmmaking, the process of editing and/or re-doing a conflict scenario makes the final result “perfect.”</li><li>• In stage productions, rehearsals are held for weeks before the production opens.</li><li>• In real-life-action, we don’t have the luxury of a script and editing in conflict situations—OR DO WE?</li></ul> <p>2. Review with students their past learning in regard to conflict resolution, e.g.,</p> <ul style="list-style-type: none"><li>• <b>STAR: Stop—Think—Act—Renew</b></li><li>• Steps in the conflict resolution process.</li><li>• Personal responsibility and problem ownership</li></ul> <p>3. Emphasize that we <b>DO</b> have the opportunity to stop our action in order to bring out the best – within ourselves and within the conflict.</p> <ul style="list-style-type: none"><li>• Humans are capable of stopping action and starting over—however,</li><li>• Each person in a challenging situation has feelings and thoughts that may differ from the other’s thoughts and feelings about the same situation. (See 6<sup>th</sup> grade 2.3 lesson)</li><li>• Problem-solving and conflict-resolution skills are necessary to resolve conflict between people.</li><li>• Compromise is a positive step toward working out challenging situations—however,</li><li>• Courage is required when the conflict or problem is between human beings!</li><li>• Practice will help us be better prepared to say, “Wait a minute! I didn’t like the way I said that ...I’d like to start over.”</li><li>• In time, and with practice, putting ourselves “in check” will become more</li></ul>	<p>1. Several (4 or 5) students will volunteer to tell about their observation of the play, freeze, re-wind, freeze process. Compare the ability of the VCR to stop when there is a problem with our typical ways of reacting to the challenge of real-life. Contribute by considering the ways people solve conflict on television. {A sidebar: Why do the producers of movies, TV shows, and video games depict violence as a way to solve problems with another person?}</p> <p>2. Students will build on each other’s contributions by asking questions or providing more information about prior learning and solving conflicts peaceably, respectfully and productively.</p> <p>3. Students will discuss the role of feelings, compromise, and problem solving in the conflict-resolution process.</p> <p>Identify a time you used courage to face-up to a conflict.</p>
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<p>natural in our real-life action scenarios.</p> <ul style="list-style-type: none"><li>• R-E-S-P-E-C-T is at the heart of the motivation to bring out the best—within us and within the re-solution of the conflict.</li></ul> <p>4. Reminder and Review of 6<sup>th</sup> grade lesson: Students will need the sixth grade 2.3 Activity Sheet—<i>How am I Responsible?</i> (If students monitor year-to-year growth by keeping completed Activity Sheets in a “portfolio”—ask them [before the lesson] to have their portfolios available for this lesson. If they do not have portfolios [and as a back-up for those who forget or can’t find portfolios], copy the 6<sup>th</sup> grade 2.3 Activity Sheet—“<i>How am I Responsible?</i>” [attached]).</p> <p>Emphasize empathy and re-storying as critical aspects of personal responsibility in the problem-solving process.</p> <p>5. Ask 3-4 students to (voluntarily) share relationship situations they have experienced since completing the activity sheet in 6<sup>th</sup> grade and the ways the process helped to “re-solution” the conflict.</p> <p>6. Peer, Parents, and Teachers: Re-solutioning conflict in relationships with Peers, Parents, and Teachers.</p> <ul style="list-style-type: none"><li>• Assign students to teams of two. Give each team three (3) index cards—one each of three different colors (e.g., yellow, green, blue),</li><li>• Students will develop three brief <b>real-life conflict scenarios</b> in which the solution applied is hurtful to all. The first scenario will be a real-life peer conflict, the second, a real-life conflict with a parent (or parents) and the third, a real-life conflict with a teacher.</li><li>• Write the completed scenarios on the cards: Peer conflicts--yellow cards; Parent(s) conflict--green cards</li></ul>	<p>4. Remind students to bring their completed 6<sup>th</sup> grade GLE 2.3 Activity Sheet <i>How am I responsible?</i></p> <p>5. Students will review and refresh their thinking about resolving conflicts and will volunteer to share a personal situation in which using the problem solving procedure resulted in a stronger relationship.</p> <p>6. Students will actively participate in work of team via such activity as:</p> <ul style="list-style-type: none"><li>• Contributing real-life conflict scenario(s) with peers, a parent, or a teacher.</li><li>• Volunteering to write scenarios on cards.</li></ul>
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<p>Teacher conflict--blue cards. (<b>Note: colors are suggestions rather than mandates.</b>)</p> <ul style="list-style-type: none"><li>• Scenarios will be put in stacks by color, shuffled (by color), and one of each color (3 cards total) will be given to each team.</li></ul> <p>7. Becoming filmmakers: Join two teams together (new teams of four). From the six scenarios the new teams will have, the team will select the “best” scenario for each color (Peer, Parent, Teacher).</p> <ul style="list-style-type: none"><li>• Cut six slips of paper; write “Parent” on two, “Peer” on two, and “Teacher” on two. Each team will draw one slip of paper from “hat”—this will identify which of the relationships each team will use as the basis for its film.<ul style="list-style-type: none"><li>• In final analysis, enacted + re-enacted scenarios will total 11.5 minutes or less. “It’s a wrap!” will include: two scripts – one for the scenario with a non-productive and hurtful solution and the second, for the re-enacted scenario with a respectful and productive solution. The final scripts will include characters, setting, props, dialogue, and description of actions—everything that will be needed for production of the scenarios.</li></ul></li><li>• The following steps will be followed:<ul style="list-style-type: none"><li>• All team members read and write “first thoughts” about story line, the characters and conflict resolution.</li></ul></li></ul> <p><b>**This is a good place to end the lesson for this day to be continued on another day.</b> Ask each student to think about his or her team’s scenario and to write “first thoughts” before the next class.</p> <p><b>DAY TWO:</b></p> <p>8. Review Day One and “homework” task: Writing “First Thoughts (above).</p>	<p>7. Students will work with other team members to make decisions about what to include in scenarios</p> <p>8. Students will have their “First Thoughts” written and ready to discuss with team members.</p>
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<ul style="list-style-type: none"><li>• “First Thoughts” will be shared with Team and, as appropriate, incorporated into the team discussion and decision-making about the development of each scenario. The application of re-solutioning skills learned in prior lessons will be a part of this discussion.</li><li>• Scenario dialogues will be developed with all team members contributing.</li><li>• Cast of characters and descriptions will be developed; characters will be cast in roles.</li><li>• Read-through(s)—Once scripts are developed and the cast of characters known, scenarios will be read through by characters to get the feel of the flow and to modify scripts as needed. After each read, team members will talk about scenario and problem solving processes depicted in scenario.</li><li>• Blocking of action and character movement. After several oral read-throughs and additional modifications made to scripts, action will be blocked. During this “step” movement of the characters in each scenario is determined.</li><li>• Rehearsals will provide additional opportunity for modifications to occur.</li></ul> <p><i>Please note: time availability will determine how much of the above will be implemented and whether or not the filming will actually take place. The strategies leading to the filming can be used to develop an understanding the relationship between “practicing” and the “re-solutioning” of a conflict/problem-solving situation. Practice in a safe environment makes it easier to re-solution conflict situations as they arise in real life.</i></p> <p>9. Becoming “re-solutioners” in the process of filmmaking: It is inevitable that conflicts and problems to be solved will emerge during the process of students working as a team. Establish the process of “meta-processing” as a</p>	<p>Students will work collaboratively, cooperatively and cheerfully with other Team Members to develop scenarios for production.</p> <p>9. Students will demonstrate courage by taking the risk to initiate and/or participate in meta- processing with the mind of a researcher—open curiosity.</p>
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<p>required part of any team meeting. Learning to view “meta processing” as an expected part of the team’s agenda--first item as well as last—will help students develop skills to work positively with conflict when it occurs. Positive and productive problem solving fosters relationships that promote self-respect and respect for others AND greater team productivity (see Group Assessment Process [attached]).</p> <p>10. Filmmaking? Maybe Yes; Maybe No. If you must end this lesson before the scenarios can be filmed, gain closure by having students “act out” scenarios in your classroom as well as in the classrooms of early learners. Use the checklist provided as a means for self-assessment, peer assessment and educator assessment.</p>	<p>10. Students will participate in assessment event as enactors or observers.</p>
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**Teacher Follow-Up Activities**

The opportunities for collaboration with the classroom teacher are endless. For example, if you (the Professional School Counselor) have provided the classroom teachers with an overview of curriculum framework and this lesson, the teacher will be able to use the concepts and skills developed during the Guidance Lesson(s) when relationship issues occur within the classroom.

**Counselor reflection notes (completed after the lesson)**

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## How Am I Responsible? (Why is it my problem?)

1. Your parents wouldn't let you go to a party that your friend is having. Your parents think you are too young. They let you go to another friend's house instead and you go to the party with that friend. Your parents find out and they ground you.

How do you feel? \_\_\_\_\_

How do you think your parents feel? \_\_\_\_\_

How can you show your parents you are willing to accept personal responsibility?

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend your willing to accept personal responsibility? \_\_\_\_\_

What could you have done differently? \_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

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3. A friend stops spending time with you between classes and at lunch. Your friend hasn't told you why they are spending time with you. You start talking to your other friends and tell them not to spend time with your friend, telling them that he/she is being mean and spreading rumors about you. Your friend hears from others what you have said and comes to tell you they weren't spending time with you because too worried about things happening at home.

How do you feel? \_\_\_\_\_

How do you think your friend feels? \_\_\_\_\_

How can you show your friend your willing to accept personal responsibility? \_\_\_\_\_

\_\_\_\_\_

What could you have done differently? \_\_\_\_\_

\_\_\_\_\_

How could problem-solving or conflict-resolution skills have helped in this situation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**HOW DID WE DO – AS A TEAM?**  
**Group Assessment of Process**

This group assessment is intended to provide team members with a method to objectively monitor productivity of team. The “Think-Pair-Share” process will be used. Think about questions individually. Talk about responses with a partner. Share responses with the whole group.

**Goals for this Work Session** (to be specified at the beginning of a work session):

**Goals were accomplished**                      **Yes**                      **No**                      **Partially**

Explanation:

Examples of accomplishments:

**Level of Participation:**

I felt listened to:

My contributions:

I listened to others:

Other team members listened to all other team members:

**What I liked/appreciated about our team work:**

**What I would change if I were doing this over:**

**In order to make change, I need:**

**It would help me to be more productive if:**

<p><b>Unit # 3 Title:</b> Conflict Resolution...I Am Part of the <u>Solution</u></p> <p><b>Lesson Title:</b> My Conflict Shield <span style="float: right;"><b>Lesson 3 of 4</b></span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 30-45 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.2: Interacting with Others in Ways That Respect Individual and Group Differences</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.2.C.08.a.i: Exhibit an awareness of personal responsibility in conflict situations.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>
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**Materials (include activity sheets and/ or supporting resources)**

Note cards cut in 1/2 with the names of famous couples (people or characters) that had conflicts (Romeo/Juliet, Prince Charles/Princess Diana, etc.)  
 Wrapped candy  
 Blank paper which students will fold into thirds  
 Worksheet with a picture of a shield—must locate on your own  
 Crayons / Colored Pencils

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems

X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace
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**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 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)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Class discussion and worksheet will provide assessment.

**Lesson Preparation**

**Essential Questions:** What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to have self-awareness during conflict?

**Engagement (Hook):** As the students walk into class, hand them a ½ of a note card with a famous person/character’s name on it and a piece of candy. Tell them to not talk about the card and do not eat the candy.

**Procedures**

Instructor Procedures:	Student Involvement:
1. Pair students using “Famous Couples with Conflict Cards”.	1. Students will find their “mate” and sit together.

<p>2. Ask pairs to create one list of skills that they use when in conflict. Ask pairs to create another list of skills that they have seen used successfully, but they have not used themselves. Ask students to create a third list of skills that they wish they could develop. Each list must have at least 5 items.</p> <p>3. Ask pairs to share their lists with the class. Instructor will make a comprehensive list on the board for later use.</p> <p>4. Keep the students in pairs and pass out the shield worksheet. Ask students to draw lines that break the shield into 12 large parts. Ask the students to title the shield across the top of the paper (not on the shield) “My Conflict Shield”.</p> <p>5. Ask students to review their lists from earlier or use the list on the board to complete the shield with 12 skills that they believe to be the most useful in conflict resolution.</p> <p>6. Ask students to then color the sections of the shield that list the skills in which they are “excellent” in using. Emphasize to them the importance of being honest with themselves and that this is an exercise in self-awareness and improvement. Remind them that no one is perfect at conflict resolution and we all can continue to develop our skills. Have them discuss their decisions with their partner and decide how they can become better at the skills that are left white.</p> <p>7. The students that displayed effort during the exercise will be allowed to consume the candy.</p> <p>8. Ask the teacher if the shields can be laminated/protected and displayed inside or outside of the classroom for review.</p>	<p>2. Students will work together to create the lists that are described.</p> <p>3. Students will share their lists and compare with others.</p> <p>4. Students will design and title the shield worksheet.</p> <p>5. Students will decide which 12 skills are the most useful in conflict resolution. There will be skills that they believe should be on the shield but do not have room for. They must decide the 12 <u>most</u> important and list only 12.</p> <p>6. Students will color the shield accordingly with the goal of being honest with themselves and looking to ways to improve.</p> <p>7. Students that receive approval from the teacher may eat their candy to celebrate self-awareness and the creation of plan to grow personally.</p>
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**Teacher Follow-Up Activities**

Teacher will be able to use and refer to the student-identified skills on the shields in a variety of lessons.

**Counselor reflection notes (completed after the lesson)**

<p><b>Unit # 3 Title:</b> Conflict Resolution...I Am Part of the <u>Solution</u></p> <p><b>Lesson Title:</b> Put Yourself in Check <span style="float: right;"><b>Lesson 4 of 4</b></span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 45 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.2: Interacting with Others in Ways That Respect Individual and Group Differences</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.2.C.08.a.i: Exhibit awareness of personal responsibility in conflict situations.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>
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**Materials (include activity sheets and/ or supporting resources)**

Worksheet – Put Yourself in Check

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Final performances and discussion during the role-play situation will assess whether the skills have been learned or not.

**Lesson Preparation**

**Essential Questions:** What does it mean to utilize and accept personal responsibility in relationships with others? Why is it important to have self-awareness during conflict?

**Engagement (Hook):** “I need 2 volunteers.” After I have them, I ask them to spontaneously role-play a common conflict among 8<sup>th</sup> grade students.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Ask students to think of a recent situation where they were involved in a conflict. It can be with a boyfriend/girlfriend, family member, someone at school, teacher/principal, someone in the neighborhood, etc.	1. Students will remember a recent conflict. They need to focus on the cause/purpose, the initial events, the escalation point, the intervention (if any), the final event, and the resolution.
2. Pass out the put Yourself In Check worksheet. Ask the students to write a brief description of the recent conflict using the focus points in the student involvement section.	2. Students will write a brief description of the conflict using the focus points above.
3. Have the students list the feelings and reactions that they experienced during the conflict (examples include sweating, anger, making a fist, heart pounding, walking away, frustration, hurt, disappointment, etc.). Ask the students to determine whether the action was appropriate/responsible or inappropriate/irresponsible for that particular situation.	3. Students recall feelings and reactions that they experienced during this conflict. They list these feelings and then determine if the feeling or reaction was appropriate/responsible or inappropriate/irresponsible for that particular situation.
4. Have students turn to a neighbor and discuss the situation, their reactions and their responses to their reactions. Each student should provide input to the other.	4. Students will share their situation and reactions with a neighbor and using active listening skills, the neighbor will respond to the reactions.
5. Select students to share their situation and reactions with the class. For any reactions that may have been inappropriate, discuss what the appropriate and responsible action would have been and how the situation may have been different.	5. Participate in discussion by realizing and expressing different reactions that might have lead to a different result. Students must begin to realize how personal responsibility in conflict can change the outcome and is a valuable tool in the growing-up process.
6. Ask for student volunteers to role-play another typical conflict but this time to use interpersonal skills and personal responsibility to resolve the issue.	6. Student volunteers will practice skills learned in class in front of peers.
7. Discuss the differences between the conflicts at the beginning of the class and those at the end of the class.	7. Students will become aware of the benefits of accepting responsibility and using interpersonal skills in resolving conflict.

**Teacher Follow-Up Activities**

Teacher will be able to use and refer to the skills learned during today's lesson during future conflicts in the classroom.

**Counselor reflection notes (completed after the lesson)**

## Put Yourself In Check

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/girlfriend, friend, family member, someone at school, or a teacher/principal. Write a brief description of the conflict.

The cause/purpose:

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The initial events:

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The escalation point:

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The intervention (if any):

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The final event:

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The resolution (if any):

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List all of your feelings and reactions and check the appropriate column:

	Responsible/ Appropriate	Irresponsible/ Inappropriate
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?

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**Unit # 1 Title:** Decisions, Decisions, Decisions!

**Grade Level:** 6-8

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 50 Minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

List of problem-solving steps.

List of decision-making steps.

Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.

Chalkboard and chalk

7<sup>th</sup> Grade Lesson # 2: Give In or Not to Give In—That Is the Question!

Materials/Special Preparations Required:

Peer Pressure Role-Play Situations Student Handout

8<sup>th</sup> Grade Lesson # 3: If It's Up to Be, It Is Up to Me

Materials/Special Preparations Required:

Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".

Blank paper (quartered) to use for students to write problems.

3-ring Binder with display panel

Chalkboard or Whiteboard

Notebook paper.

1 sheet bright paper for binder cover

**Missouri Comprehensive Guidance Standard:**

PS.3 Applying personal safety skills and coping strategies.

**Grade Level Expectation(s):**

PS.3.A.06.a.i: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.

PS.3.A.07.a.i: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

PS.3.A.08.a.i: Recognize peer influence on risk-taking behaviors and consequences.

**American School Counselor Association National Standard (ASCA):**

Personal/Social development

C: Students will understand safety and survival skills.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
Mathematics	
X Social Studies	5. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

The instructor will review reflection pieces and observe students' oral responses with regard to decision-making, problem-solving and refusal skills. The counselor will provide small group follow-up for those students who will benefit from extra attention.

**Brief Summary of Unit:**

Students will review problem-solving skills learned from elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7<sup>th</sup>-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions.

**Unit Goals:**

Students will utilize effective problem-solving, decision-making, and refusal skills to make safe/healthy choice in social situations.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students will need to know the steps to solving a problem learned in the elementary grades in order to be successful. These steps will be reviewed along with decision-making steps prior to each lesson.

<p><b>Unit # 1 Title:</b> Decisions, Decisions, Decisions!</p> <p><b>Lesson Title:</b> Opportunity Knocks, But It Costs, Too! <b>Lesson 1 of 3</b></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.3 Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.3.A.06.a.i: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  C: Students will understand safety and survival skills.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>List of problem-solving steps.                  List of decision-making steps.                  Two decision-making situations—one to use for class discussion and one to use for students' individual reflection.                  Chalkboard and chalk</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works.</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</li> </ol>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others.</li> </ol>
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identity problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> </ol>

	5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas:**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students will be provided with a situation for which a decision is to be made. Students will write a reflection piece, outlining each of the decision-making steps they have used and what decision they have decided upon, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution. The counselor will review these reflections for understanding and provide small group follow-up for those students who will benefit from extra attention.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver in social situations?

**Engagement (Hook):** The facilitator asks students “How many of you have made a decision today? Students will be asked to share some of the decisions they have made today. The

instructor will acknowledge that making decisions is a part of everyday life and that many decisions are made with very little thought, such as what to eat or what to wear. Students will be asked if the decisions they make ever have a cost to them.

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. The instructor poses the above questions with the above acknowledgement.</li><li>2. The instructor indicates that there are many times when we are faced with tough problems that require more consideration and more effective decision-making. Sometimes decisions we make have a cost to them. The instructor asks students if they can think of situations where the decisions students make might have a cost to them (i.e., <b>to visit my friends before school or look over my notes for a social studies test first hour</b>). Ask students what the possible cost might be with each potential decision.</li><li>3. The instructor explains that the purpose in making decisions is to deal with a problem. The instructor will have students review the problem-solving steps they have learned in the elementary grades (See attachment).</li><li>4. The instructor explains that there is a simple process for making better decisions. The instructor writes the following decision-making steps on the board (See attachment).</li><li>5. The instructor will discuss each step in detail, using the above situation: <b>to visit my friends before school or look over my notes for a social studies test first hour</b>. Students will be reminded students that they need to think about their interests and feelings, as well as the feelings and interests of others. Students will also be reminded that brainstorming and asking</li></ol>	<ol style="list-style-type: none"><li>1. Students respond accordingly with a show of hands if they have made any decisions that day, and then share decisions they have made that day.</li><li>2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.</li><li>3. Students will review the steps of problem solving with the instructor.</li><li>4. Students will listen intently.</li><li>5. Students will participate in class discussion, applying the decision-making steps to the scenario provided, and addressing the reminders.</li></ol>

<p>others for advice is helpful to get a good list of alternatives. The instructor will also emphasize that the ability to project possible outcomes is a key to taking risks. Students will need to know their own risk-taking limits, particularly where a friendship or relationship may be endangered.</p> <p>6. The instructor will write the following scenario on the board: <b>You are invited to a movie with your best friend. Two days later, a person with whom you have wanted to have a friendship asks you to go to a party with him or her on the same night. You need to make a decision about what you are going to do.</b> Students will be asked to write a reflective piece on how they would utilize the decision-making steps to resolve the situation to their satisfaction, listing possible alternatives as well as the potential costs to them based on the decision they make.</p>	<p>6. Students will write a reflection piece on how they would utilize the decision-making steps to resolve the provided situation to their satisfaction, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution, listing potential costs to them based on the decision they make.</p>
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**Teacher Follow-Up Activities**

Students will be asked to share their narratives out loud, if they like. The instructor will observe that not all students will decide upon the same solution and that is okay.

**Counselor reflection notes (completed after the lesson)**



## **STEPS TO EFFECTIVE PROBLEM SOLVING**

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



## **STEPS TO EFFECTIVE DECISION-MAKING**

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

**Unit # 1 Title: Decisions, Decisions, Decisions!**

**Lesson Title:** To Give In or Not to Give In—That Is the Question!      **Lesson** 2 of 3

**Grade Level:** 7

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.A.07.a.i: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

C: Students will understand safety and survival skills.

**Materials (include activity sheets and/ or supporting resources)**

Steps to Effective Problem-Solving  
Steps to Effective Decision-Making  
Peer Pressure Role-Play Situations Student Handout

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises.

	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
Mathematics	
X Social Studies	1. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson will be assessed by counselor observation of students' participation in class role-playing activities. Students having difficulty will be provided small group follow-up and/or assertiveness training. The counselor will also review reflection pieces for understanding and provide follow-up for those students who may need it.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver in social situations?

**Engagement (Hook):** The facilitator poses the question, "Why is it so hard for adults and children alike to say NO."

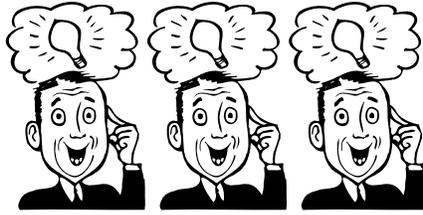
## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The instructor poses the above question which leads to a provocative discussion. If necessary, the instructor can “prime the pump” by asking, “If I say no to you, will you still like me?” Possible responses include the need to be loved and accepted, or the desire to avoid conflict or rejection.	1. Students respond to the above question.
2. The instructor will then ask students when it might be very important to be able to say no or when one might want to say no, but not feel comfortable saying no. This discussion should lead into a discussion about peer pressure.	2. Students will respond to the question and engage in the discussion.
3. The instructor will advise students that the easiest way to feel comfortable saying no is to practice saying no in a variety of situations. Therefore, students are going to role-play situations in which people typically want to say “no,” but may find it hard to because of peer pressure.	3. Students listen intently.
4. Students will be divided into pairs or small groups. Each group will be given the “Peer Pressure Role-Play Situation” student handout. Students are also given the opportunity to create their own role-play situation.	4. Students will role-play the situations, either from the “Peer Pressure Role-Play Situation” student handout or their own creation. Students will then reverse roles until each student has had the opportunity to practice saying “No.”
5. The instructor will lead the discussion by asking students the following questions: a) How does it feel to be told “no?” b) What do you think of the person pressuring you? c) What do you believe he or she thinks about you? d) What do you think of the person who said “no?” Students will be encouraged to practice role-play situations at home with family or friends for further practice.	5. Students participate in the discussion and role playing.
6. Students will be asked to write a reflection piece on their experience with the role-play.	6. Students will write a reflection piece on their experience with the role-play.

**Teacher Follow-Up Activities**

Students will be asked to share their narratives, if they like. The instructor will make the observation that not all students will have the same solution.

**Counselor reflection notes (completed after the lesson)**



## **STEPS TO EFFECTIVE PROBLEM SOLVING**

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



## **STEPS TO EFFECTIVE DECISION-MAKING**

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

## PEER PRESSURE ROLE-PLAY SITUATIONS

Roles: Student & Teacher

Situation: The student asks to use the bathroom.

Roles: Student & Teacher

Situation: The student wants to be excused from homework because the family is going on vacation.

Roles: Two Students

Situation: One student wants the other's answers to last night's homework assignment. The students are friends, though, so the refusal must be done so that they can remain friends.

Roles: Two Students

Situation: One student is at his or her best friend's house after school. The parents are still at work. The friend goes to the refrigerator, takes out a beer, and opens it. The friend offers the student some of the beer.

Roles: Parent & Child

Situation: The parent wants the child to go on an errand, but the child doesn't want to. The reason for refusing may be that the child is legitimately busy or simply that he or she doesn't want to go.

Roles: Parent & Child

Situation: Parent & Child

Situation: The child wants to spend the night at a friend's house, but the parent refuses.

Roles: Two Students

Situation: One student is loaded down with work. His or her best friend asks the student to help him or her shop for clothes.

Roles: Parent & Child

Situation: The parent asks the child to help by staying home and babysitting for a younger sibling. The child wants to go out with friends, though, and he doesn't want to babysit.

Roles: Two Students

Situation: Two students are walking home from school when one of the students offers the other a cigarette.

<p><b>Unit # 1 Title:</b> Decisions, Decisions, Decisions!</p> <p><b>Lesson Title:</b> If It's to Be, It's Up to Me! <span style="float: right;"><b>Lesson</b> 3 of 3</span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.3.A.08.a.i: Recognize peer influence on risk-taking behaviors and consequences.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  C: Students will understand safety and survival skills.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Steps to Effective Problem Solving                  Steps to Effective Decision Making                  Decorated shoe box with slot on top and a removable lid labeled "Pandora's Problem Box".                  Blank paper (quartered) to use for students to write problems.                  3-ring Binder with display panel                  Chalkboard or Whiteboard                  Notebook paper.                  1 sheet bright paper for binder cover</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works.</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</li> </ol>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others.</li> </ol>
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identity problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>3. Develop and apply strategies based on one's own experience in preventing or</li> </ol>

	solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
Mathematics	
X Social Studies	4. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson will be assessed by counselor observation of students' oral responses with regard to decision-making, problem-solving and refusal skills.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver in social situations?

**Engagement (Hook):** The facilitator poses the following three brief scenarios and after each one asks the group, "What would you do?"

- A. Your friend has been drinking at a party. She wants to drive you home. What will you do?
- B. You visit one of your friends at her home. She offers you some beer from the refrigerator. You are not sure you want to drink alcohol. What will you do?
- C. They are passing a joint around at a party. Everyone has tried it. You are supposed to be last one to try it. You do not want to smoke marijuana. What will you do?

### Procedures

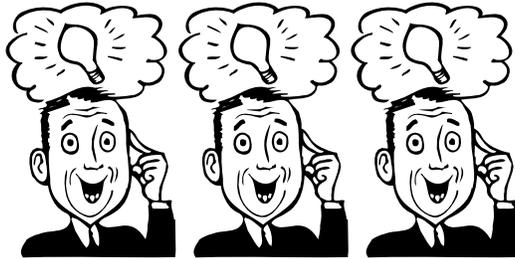
<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The instructor poses the above questions and then asks the students to write down a problem that might be encountered by students their age. The instructor will provide students with blank quartered copy paper for this task and a decorated “Pandora’s Problem Box”.	1. Each student will think of possible problems their peers may encounter in social situations, write the problem down on paper, and place in “Pandora’s Problem Box”.
2. The instructor reviews problem-solving steps and decision-making steps with students (See attachments).	2. Students will participate in a review of the problem solving steps and decision-making steps.
3. The instructor passes “Pandora’s Problem Box” around the room and asks students to draw a problem out of the box and read the problem aloud to the class. The instructor will write the problem on the board.	3. Students draw a problem from the box and share it with the class.
4. Then the instructor will ask students to brainstorm possible solutions to the problem. All solutions will be written on the board under the problem. One problem is dealt with at a time.	4. Students brainstorm and engage in problem-solving as they share possible solutions.
5. The instructor asks students, “What would you do? What do you think is the most helpful solution?” Students are asked to vote on the best solution.	5. Students will offer input as to what they believe is the most helpful or effective solution by voting on their perceived “best” solution.
6. The instructor places an asterisk by the class’s choice as the most effective solution. A volunteer is asked to write down the problem along with the class choice of most effective solution. These are placed in a 3-ring binder. Other	6. A student volunteer writes down the problem and the most effective solution for inclusion in the 3-ring binder. Other student volunteers design a display panel for the “Solution Book.”





## **STEPS TO EFFECTIVE PROBLEM SOLVING**

1. Identify the problem.
2. Brainstorm possible solutions.
3. List the pros and cons of each possible solution.
4. Choose a solution and use it.
5. Evaluate the results.
6. If the results are not satisfactory, choose and use another solution.



## **STEPS TO EFFECTIVE DECISION-MAKING**

1. What is the decision to be made?
2. What are some of the possible choices?
3. What are the possible outcomes after the decision is made?
4. Made a decision?
5. Look at the results and make a new decision if possible or necessary.

<b>Unit # 2 Title:</b> Risky Business	<b>Grade Level:</b> 6, 7 and 8
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required for each lesson:</b> 50 min	
<b>Best time of year to implement this Unit:</b> Any time.	
<b>Lesson Titles:</b>	
6 <sup>th</sup> Grade Lesson # 1: Caution: Thin Ice!	
Materials/Special Preparations Required	
Story "Thin Ice"	
List of Risky behaviors	
RISKO Template	
Buttons, M & M's or other "Bingo" markers	
7 <sup>th</sup> Grade Lesson # 2: Putting on Armor	
Materials/Special Preparations Required	
Stories: "EMS Code Blue!" and "My Friend Shelbi"	
8 <sup>th</sup> Grade Lesson # 3 Ready to Remain Safe	
Materials/Special Preparations Required	
Personal Safety Plan Template	
Story: "Where Are My Friends Now?"	
List of risky behaviors	
<b>Missouri Comprehensive Guidance Standard:</b>	
PS.3: Applying Personal Safety Skills and Coping Strategies	
<b>Grade Level Expectation(s):</b>	
PS.3.B.06.a.i: Identify behaviors that compromise personal safety of self and others.	
PS.3.B.07.a.i: Develop strategies to maintain personal safety.	
PS.3.B.08.a.i: Apply strategies related to personal safety.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Personal/Social Development	
C: Students will understand safety and survival skills.	

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.

	3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the costs, benefits and other consequences of proposed solutions.,
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 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	
X Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
Fine Arts	

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.**  
 Student comprehension will be assessed by counselor observation of oral and written responses given during discussion and written reflections/narratives. Final evaluation will be completed through the assessment of students’ Personal Safety Plans.

**Brief Summary of Unit:**

Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISK. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

**Unit Goals:**

1. Review problem-solving and decision-making skills.
2. Become fluent in these skills.
3. Develop a Personal Safety Plan.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

1. Steps to Problem Solving
2. Steps to Decision-Making

<p><b>Unit # 2 Title:</b> Risky Business!</p> <p><b>Lesson Title:</b> Caution: Thin ice! <span style="float: right;"><b>Lesson #</b> 1 of 3</span></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.3.B.06.a.i: Identify behaviors that compromise personal safety of self and others.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  C: Students will understand safety and survival skills.</p>
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**Materials (include activity sheets and/ or supporting resources)**

Story: Thin Ice! Chalkboard/Whiteboard RSKO Templates Buttons, M & M's, Cheerios or other "Bingo" markers
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**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas:**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student comprehension will be assessed by counselor observation of oral and written responses given during discussion and through the playing of RISKO. Additional evaluation will be done through the assessment of written narratives.

**Lesson Preparation**

**Essential Questions:** What are unsafe behaviors and how can they effect your life?

**Engagement (Hook):** The facilitator reads the story “Thin Ice!”

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. The instructor reads the story “Thin Ice” and prompts for student feelings and input about the story and how the main idea of the story might relate to other unsafe practices.</li> <li>2. The instructor facilitates brainstorming of a list of unsafe behaviors, and adds additional unsafe behaviors from the list below if necessary. The instructor then lists the behaviors on the board and leads a discussion about why the behaviors are risky.</li> <li>3. Instructor gives out RISKO templates and instructs students to randomly fill out templates with different risky behaviors listed on the board.</li> <li>4. Instructor randomly chooses behaviors to “call” as students play the Bingo type game.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students listen to story and respond with comments or questions.</li> <li>2. Students brainstorm unsafe behaviors.</li> <li>3. Students fill out RISKO template.</li> <li>4. Students play RISKO</li> </ol>
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**Teacher Follow-Up Activities**

Students will be asked to write a short narrative about what they have learned about risky behaviors.

**Counselor reflection notes (completed after the lesson)**

## **Caution: Thin Ice!**

The wind whistled by as he ran down the hill toward the lake. An early morning snowfall meant no school for the day, and he was anxious to join his friends for an afternoon of fun. He noticed a small dusting of snow covered the surface of the lake, and he quickly read a sign that said “DANGER: Thin ice!” Surely that was for spring, he thought, it’s safe now. After all, everyone else was out on the lake on the other side. Everyone else was doing it, so it had to be safe.

Gingerly, he stepped out onto the lake. For a moment he reconsidered. He remembered his father’s warnings about the lake’s quick thaws, he remembered the sign... “Hey, Jimmy! Hurry up!” he heard from across the lake. He saw his friends motioning him over. To turn back now would mean having to face the taunts of the other guys. No way was he going through that!

A few steps later he knew he was in trouble. Lines of ice severed in all directions. He couldn’t go back. He couldn’t go forward.....

## RISKO TEMPLATE

R	I	S	K	O
		RISK-FREE ZONE		

<b>Unit # 2 Title:</b> Risky Business!
<b>Lesson Title:</b> Putting on Armor <span style="float: right;"><b>Lesson # 2 of 3</b></span>
<b>Grade Level:</b> 7
<b>Length of Lesson:</b> 50 minutes
<b>Missouri Comprehensive Guidance Standard:</b> PS.3: Applying personal safety skills and coping strategies.
<b>Grade Level Expectation (GLE):</b> PS.3.B.07.a.i: Develop strategies to maintain personal safety.
<b>American School Counselor Association National Standard (ASCA):</b> Personal/Social Development C: Students will understand safety and survival skills.

**Materials (include activity sheets and/ or supporting resources)**

Story “EMS!” Story “My Friend Shelbi”
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**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas:**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student comprehension will be assessed by counselor observation of oral responses given during discussion.

**Lesson Preparation**

**Essential Questions:** How can we stay safe? Where can I find help to stay safe?

**Engagement (Hook):** The facilitator reads the story “EMS Code Blue!”

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. The instructor reads the story “EMS Code Blue!” and prompts, “What would you do?” Encourage group discussion about what individuals and groups would do in this situation. Instructor then reads “My friend Shelbi,” and again asks students, “What would you do?”</li> <li>2. Instructor leads discussion to facilitate an understanding of the need to get help for mental and social problems, and shares resources students may use if they or a friend need help. (Give students copy of the district’s referral list).</li> <li>3. Instructor will assist the students in reviewing strategies to maintain personal safety by facilitating role playing of the following scenarios:   <i>You are at a party and everyone around you is smoking and drinking. A friend offers you a glass of wine. How do you handle the situation?</i>   <i>You are hanging around outside a liquor</i></li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students listen to stories and respond with comments or questions.</li> <li>2. Students discuss seeking physical vs mental health assistance and why society sometimes views them differently.</li> <li>3. Students act out the roles provided by the instructor.</li> </ol>
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<p><i>store. Your friends dare you to ask someone to buy alcohol for you. What do you do?</i></p> <p>4. Instructor passes out the “bricks.” The bricks are drawn or photocopied onto colored construction paper. Each student uses the knowledge they have gained to determine one skill, tool or person they will use to build a wall separating them from risky behaviors. Examples: “I will use my relationship with my parents as a wall against risky behaviors, or I will use my participation in and dedication to the ethics of sports as a wall against risky behaviors”.</p> <p>5. Instructor asks for volunteers to share why they have chosen the person or thing for their brick.</p>	<p>4. Students fill out the bricks with the one thing they believe is mostly likely to stop them from participating in risky behaviors.</p> <p>5. Students defend their choices as protection from risky behaviors.</p>
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### **Teacher Follow-Up Activities**

Using the students’ bricks, the instructor will construct a bulletin board with the title “Building a Wall Against Risky Behaviors”. Using brightly colored paper, various risky behaviors are posted in the center of the wall. Student bricks are used to build a wall starting at the bottom and covering as much of the risky behaviors as possibly without losing the content. Wall should be placed in a prominent place in the school to be viewed by parents, staff and students.

### **Counselor reflection notes (completed after the lesson)**

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## **EMS Code Blue**

[Counselor dramatizes an event where a student is physically injured] “Oh no! Help, please help! My friend is hurt! Call the paramedics quickly....or a doctor! We must get a medical professional here as soon as possible. She fell in the gym and I think her leg is broken. She also has a contusion on her head and she’s not responding. If we don’t get help soon, she may die!”

What would YOU do?

~

## **My Friend Shelbi**

[Counselor dramatizes an event where her friend shared that she was having thoughts of suicide.] “I’m really upset! My friend, Shelbi, came to talk to me yesterday. She’s been really depressed lately. I don’t know why. It seems like she has everything...great looks, a starter on the basketball team, all the kids like her...

Still, she seemed pretty out of it. She said nothing seemed to matter much anymore. She was never really happy...never really sad...everything was sort of nothingness. She said she really didn’t see the purpose of it all.

I didn’t tell anyone, but a couple of weeks ago I noticed something else. Shelbi has been cutting herself! She has all these little marks on her arms and legs. She said she used a razor blade.

I’m afraid if we don’t help her soon, she may commit suicide.  
What would YOU do?

<p><b>Unit # 2 Title:</b> Risky Business!</p> <p><b>Lesson Title:</b> Ready to Remain Safe <span style="float: right;"><b>Lesson #</b> 3 of 3</span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.3.B.08.a.i: Apply strategies related to personal safety issues.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  C: Students will understand safety and survival skills.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Story “Where are My Friends Now?”                  List of risky behaviors                  Personal Safety Plan Template</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation.</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others.</p>
X	<p>Goal 3: recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems.</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p> <p>4. Evaluate the processes used in recognizing and solving problems.</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p> <p>6. Examine problems and proposed solutions from multiple perspectives.</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess the costs, benefits and other consequences of proposed solutions.</p>

X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.
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**This lesson supports the development of skills in the following academic content areas:**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English. 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**  
 Student comprehension will be assessed by counselor’s review of Personal Safety Plan.

**Lesson Preparation**

**Essential Questions:** What does a person need to know to keep themselves safe?  
**Engagement (Hook):** The facilitator reads the story “Where are my friends now?”

**Procedures**

<p><b>Instructor Procedures:</b></p> <p>1. The instructor reads the story “Where are my friends now?” and facilitates a discussion about the consequences of making decisions that are not in your best interest because of peer pressure, the need to remain popular or part of a particular group, etc. Encourage group discussion about what could happen if decisions are made for or because of friends instead of what is best for you?</p>	<p><b>Student Involvement:</b></p> <p>1. Students listen to story and respond with comments or questions.</p>
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<ol style="list-style-type: none"><li>Instructor reviews the list of risky behaviors and leads a discussion regarding the positive and negative consequences of decisions.</li><li>Instructor provides a copy of the district's referral list (specific to each school district) and shares resources students may use if they or a friend need help. (Give students copy of the district's referral list). Encourage students to give examples of where they would go for help to resist or overcome risky behaviors.</li><li>Instructor passes out the Personal Safety Plan template and facilitates student discussion and interaction as the students create their plan.</li><li>Facilitator asks student volunteers to define and defend their plan.</li></ol>	<ol style="list-style-type: none"><li>Students review risky behaviors and discuss positive and negative consequences.</li><li>Students share examples of where they would go for help with situations regarding risky behaviors. Students take home a copy of the district's referral list.</li><li>Students create a Personal Safety Plan to protect them from risky behaviors which may physically or mentally harm them and/or keep them from obtaining life goals.</li><li>Students explain and defend their plans.</li></ol>
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### **Teacher Follow-Up Activities**

Individual plans are kept in the students' portfolios and plans are made with the high school counselor(s) to do a follow-up the following year. In addition, counselor will invite guest speakers (law enforcement, health department, etc.) to share information regarding safety issues.

### **Counselor reflection notes (completed after the lesson)**

## Where Are My Friends Now?

Cassie drags herself out of bed and before she even opens her eyes she reaches for the pack of cigarettes on the nightstand. With bloodshot eyes, she fumble for a lighter and relaxes as she inhales deeply. She hated the habit, one she acquired her junior year of high school when Tiffany had said, “Come on, don’t be such a drag, Little Miss Goody Two Shoes.” So to nix that awful nickname she had to join in....now she couldn’t quit.

Getting up from bed, she looked around the room. It was a far cry from the cool, modern apartment she had envisioned she would have when she went to college, but it was all she could afford. She hadn’t been successful in getting any job that paid more than minimum wage. If only she hadn’t listened to Kirk! “Come on, sweetie. Quit school and marry me. I’ll take care of you.”

Well, she had dropped out and even though she and Kirk had stayed together for two years, the marriage never happened and Kirk soon lost interest in her and moved out one day while she was out shopping.

And college? She had always wanted to be a fashion designer, living in a swanky apartment in New York City but when she dropped out, that dream ended. She had considered trying to earn her GED and entering a community college, but with no money that modified dream appeared to be out of her reach too.

Looking in the mirror, she saw the stress was causing a canker sore to flare... it was a gift from Derek her sophomore year. Why could she never say no?!

It all seemed so depressing. Cassie just wasn’t sure she could handle her life anymore. She had made choices to satisfy others that were not good for her, but now there seemed no way to make things better. Stressed, she reached for a beer. Lately, alcohol was all that seemed to make things better... a little trick she had also learned from her friends.

Her friends? Where were they now? Cassie thought of Derek, Tiffany and the gang—even Kirk. She never saw them anymore...but her choices because of them had left a lasting mark.

## MY PERSONAL SAFETY PLAN

NAME: \_\_\_\_\_

I recognize my stressors! Things or situations that stress me include:

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Things I have learned help me to alleviate stress are: \_\_\_\_\_

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I will use \_\_\_\_\_ as my wall against risky behaviors.

My ultimate career goal is to \_\_\_\_\_

Things that might hinder my ability to reach that goal include: \_\_\_\_\_

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Ways I can remain focused on reaching my goal include: \_\_\_\_\_

I make a promise to myself to make decisions that are good for me, help develop good character and will enable me to live a healthy, fulfilling life.

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Student Signature



## RISKY BEHAVIORS

Smoking  
Alcohol use/abuse  
Drug use  
Promiscuity/unprotected sex  
Chatting with strangers on the internet  
Reckless driving/racing  
Drunk driving  
Riding with friends who have been drinking  
Taking risky dares  
Anorexia/Bulimia/Purging  
Truancy  
Dropping out of school  
Missing curfew  
Going to isolated places alone

**Unit # 3 Title:** It's Life... Deal With It!

**Grade Levels:** 6-8

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 50 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

6<sup>th</sup> Grade Lesson # 1: The Hope to Cope: Coping Skills

Materials/Special Preparations Required:

Three decision-making situations—one to use for class discussion and one to use for students' individual reflections

Index Cards

Small file box for each student

Pencils

Chalkboard or White board

7<sup>th</sup> Grade Lesson # 2: Lean Mean Coping Machine!

Materials/Special Preparations Required:

“Your Choice” handout for students to write their answers.

Chalkboard or Whiteboard

Paper and pencils

8<sup>th</sup> Grade Lesson # 3 Life ... Bring It On!

Materials/Special Preparations Required:

Scissors, glue, markers

Magazines

Poster board

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation(s):**

PS.3.C.06.a.i: Review and revise strategies to cope with life-changing events.

PS.3.C.07.a.i: Apply coping skills to manage life-changing events.

PS.3.C.08.a.i: Evaluate coping skills to manage life-changing events.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

B: Students will make decisions, set goals and take necessary action to achieve goals.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works.
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	8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Unit Assessment (acceptable evidence):**

**Summative assessment relates to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

**Brief Summary of Unit:**

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

**Unit Goals:**

1. Review strategies to cope with life-changing events.
2. Apply strategies to cope with life-changing events.
3. Evaluate strategies to cope with life-changing events.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Steps in the decision-making process.

**Unit # 3 Title:** It's Life... Deal With It!

**Lesson Title:** The Hope to Cope: Coping Skills

**Lesson #** 1 of 3

**Grade Level:** 6

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

PS.3: Applying personal safety skills and coping strategies.

**Grade Level Expectation (GLE):**

PS.3.C.06.a.i: Review and revise strategies to cope with life-changing events.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

C: Students will understand safety and survival skills.

**Materials (include activity sheets and/ or supporting resources)**

Three decision-making situations—one to use for class discussion and one to use for students' individual reflections.

Index Cards

Small file box for each student

Pencils

Chalkboard or White board

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 5. Comprehend and evaluate written, visual and oral presentations and works. 8. Organize data (including personal card file), information and ideas into useful forms (including outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one's own experience in preventing or solving problems

	4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas:**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	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		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Students will be provided with a scenario in which they will identify positive and negative coping strategies. Students will reflect on the positive and negative coping strategies and the implications in life situations.

**Lesson Preparation**

**Essential Questions:** How does one weigh the value of positive and negative coping skills in life situations?

**Engagement (Hook):** The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress,

this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say “no” when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making.	1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision.
2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs.	2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.
3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out a handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a + sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign.	3. Students will follow the instructor’s directions.
4. The instructor processes the responses with the students, writing these questions on the board and asking the students: a) How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help	4. Students will listen and engage in discussion.

<p>would you look for to assist and support you?</p> <p>5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that been negative ways of coping with stress. The following questions will guide the discussion: a) How does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?</p>	<p>5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.</p>
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**Teacher Follow-Up Activities**

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

**Counselor reflection notes (completed after the lesson)**

## STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?  
How many pluses?  
How many minuses?
- What do you need to do to lower the number of minuses as your usual coping skills?
- What kind of help would you look for to assist and support you?

Go over the list a second time and find out which reactions best describe your usual way to cope with stress.

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that you have used that have been negative ways of coping skills with stress.

- How does this personal card file of positive and negative coping skills look now?
- If you were to rearrange any of the cards (positive or negative) in your file, what would you do?

<p><b>Unit # 3 Title:</b> It's Life... Deal With It!</p> <p><b>Lesson Title:</b> Lean Mean Coping Machine!                      <b>Lesson#</b> 2 of 3</p> <p><b>Grade Level:</b> 7</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.3.C.07.a.i: Apply coping skills to manage life-changing events.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  B: Students will make decisions, set goals and take necessary action to achieve goals.</p>
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<p><b>Materials (include activity sheets and/ or supporting resources)</b></p> <p>“Your choice” handout for students to write their answers.                  Chalkboard or Whiteboard                  Paper and pencils</p>
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<p><b>Show Me Standards: Performance Goals (check one or more that apply)</b></p>	
X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine and oral research.</li> <li>5. Comprehend and evaluate written, visual presentations and works.</li> <li>8. Organize data, information and ideas into useful forms (including outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</li> </ol>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others.</li> </ol>
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises.</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> </ol>

	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
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		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student comprehension will be assessed by the instructor observation of oral and written responses given during discussion and through the write up of coping skills and decision-making situations.

**Lesson Preparation**

**Essential Questions:** How does one become an effective decision-maker/problem-solver when decisions are to be made in life?

**Engagement (Hook):** The instructor will invite students to engage in the activity, “Your Choice”, by asking the following questions:

“How do you go about making important decisions?”

“What determines how important a decision is?”

“How would you rely on your coping skills to help you deal with the pressure of making important decisions?”

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. The instructor will give the students a copy of the “Your choice” worksheet and ask them to choose the five of the ten that they consider to be the most important.</li><li>2. Students rank the five most important decisions, in the order of priority, with number 1 being the most important.</li><li>3. Instructor invites volunteers to share their ideas and justify their reasoning.</li><li>4. The instructor then asks students to consult their personal card file of coping skills (from 6<sup>th</sup> grade) to find which skills they applied during this activity.</li></ol>	<ol style="list-style-type: none"><li>1. Students choose the five decisions they consider to be the most important.</li><li>2. Students rank decisions in order of priority.</li><li>3. Students volunteer to share their ideas and defend their choices.</li><li>4. Students decide which skills they used in the activity and match with the decisions they chose.</li></ol>

### Teacher Follow-Up Activities

The instructor will invite students to practice the skills they learned with the following scenario:

Your group of friends has all decided to skip school on a certain day. You want to belong to this group and are afraid of group retaliation if you don't participate. However, you really don't want to do this and know your parents will be very upset if you get caught. What would you do? How would you cope?

### Counselor reflection notes (completed after the lesson)

## *Your choice*

Choose the five most important decisions you make and explain the reasons they are important for you.

1. To talk with your friends in front of school or look over your notes for math test first hour
2. To brush your teeth and wash your face or skip it and sleep longer
3. To cheat on your math test or do it on your own
4. To ride the bus home or walk with friends
5. To give your book report today or try to get out of it until tomorrow
6. To go to a party Saturday night with friends or to the baseball game with Dad
7. To watch a special on TV or study for your science test tomorrow
8. To rise early for a family gathering or sleep late
9. To bring lunch to school and save money or buy lunch at the school cafeteria
10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.

Decision #      Reasons that the decision is important for you

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now that you have made these decisions, consult your personal card file of coping skills from 6<sup>th</sup> grade. Find in your file which coping skills you applied during your decision making process. Write them down, matching the coping skills with the decision you made.

Decision	Coping skills from file
1	_____
	_____
2	_____
	_____
3	_____
	_____
4	_____
	_____
5	_____
	_____

<p><b>Unit # 3 Title:</b> It's Life...Deal With It!</p> <p><b>Lesson Title:</b> Life ... Bring It On! <span style="float: right;"><b>Lesson #</b> 3 of 3</span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectation (GLE):</b>                  PS.3.C.08.a.i: Evaluate coping skills to manage life-changing events.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Personal/Social Development                  C: Students will understand safety and survival skills</p>
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<p><b>Materials (include activity sheets and/ or supporting resources)</b></p> <p>Scissors, glue, markers                  Magazines                  Poster board</p>
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<p><b>Show Me Standards: Performance Goals (check one or more that apply)</b></p>	
X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works.</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</li> </ol>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others.</li> </ol>
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems.</li> <li>3. Develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> <li>5. Reason inductively from a set of specific facts and deductively from general premises.</li> <li>6. Examine problems and proposed solutions from multiple perspectives</li> </ol>

	7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Student's comprehension will be evaluated upon the completion of the artistic collage work and participation in classroom discussion.

**Lesson Preparation**

**Essential Questions:** What life events affect our lives? What skills does a person need to help manage life events?

**Engagement (Hook):** The instructor will disclose their personal coping strategies by sharing his/her own coping collage.

### Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. The instructor will give each student a poster board and ask the student to artistically sign/write their name in the center.</li><li>2. The student will brainstorm personal strengths that he/she believes that they have to support the ability to make effective decisions.</li><li>3. The instructor will ask the students to write the traits on the poster board around their name.</li><li>4. The instructor guides the students to look in magazines to find photos, words, or visual art that expresses their traits.</li><li>5. Students are asked to attach the clippings around their name as a visual presentation of the personal coping skills that they have listed.</li><li>6. Students will share their art work in small groups (2-3), highlighting how they connected their self-perceptions with the clippings of their choice.</li></ol>	<ol style="list-style-type: none"><li>1. Student will follow instructions.</li><li>2. Student will think of his/her personal strengths as elements that support their ability to make effective decisions</li><li>3. Student will follow instructions.</li><li>4. Students will find visual representations of those traits and cut them out with scissors.</li><li>5. Students will build a collage of clippings around his/her name.</li><li>6. Students will discuss among themselves how they perceive themselves as decision-makers through a creative/artistic way.</li></ol>

### Teacher Follow-Up Activities

Students will display their work on the wall. The students will take photos of their art work and print them to include in their card file.

### Counselor reflection notes (completed after the lesson)

**Unit # 1 Title:** The Successful Student

**Grade Level:** 6-8

**Number of Lessons in Unit:** 4 (Grade 6=2 lessons, Grades 7 & 8 =1 lesson each)

**Time Required for each lesson:** 45 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

**Grade 6:**

**Lesson 1** Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout “Characteristics/Qualities of a Successful Student” (1 for each student group)

Handout “Transform Greta the Geek into Suzie the Successful Student” (Note: Change the name(s) if you have a student named Greta or Suzie)

Handouts Report card with F’s and Report card with A’s

**Lesson 2** What’s Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

<http://www.berghuis.co.nz/abiator/lsi/lsiframe.html> is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

**Grade 7:**

**Lesson 3** Let’s Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

Study Skills Tips Handout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Self-Management Skills, Study Skills and Test-Taking Skills Worksheets (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

**Grade 8:**

**Lesson 4 Just Checking**

Materials and special preparation:

Introduction

*Just Checking Checklist-Goal-Setting* Sheet for backside

*Tips for Setting Goals* Information Sheet

Effective Management System Tips Information Sheet

Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school's adopted management system

**Missouri Comprehensive Guidance Standard:**

AD.4 Applying Skills Needed for Educational Achievement

**Grade Level Expectation(s):**

AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.

AD.4.B.06.a.i: Develop and practice a self-management system to promote academic success.

AD.4.A.07.a.i: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.

AD.4.B.07.a.i: Demonstrate and refine a self-management system to promote academic success.

AD.4.A.08.a.i: Consistently apply a system of study skills and test-taking strategies to promote academic success.

AD.4.B.08.a.i: Consistently apply a self-management system to promote academic success.

**American School Counselor Association National Standard (ASCA):**

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures.</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of</p>

	others.
X	Goal 3: recognize and solve problems 1 Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6 Identify tasks that require a coordinated effort and work with others to complete those tasks

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading, writing, discussion, evaluating information
Mathematics	
X Social Studies	Relationships of individuals and groups; social inquiry
Science	
Health/Physical Education	
Fine Arts	

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.**  
*Getting Your Grades Together* survey and performance activity. Summative Assessment will take place during the 8<sup>th</sup> grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

**Brief Summary of Unit:**  
 Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies.  
 6<sup>th</sup> Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.  
 7<sup>th</sup> Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills.  
 8<sup>th</sup> grade. As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6<sup>th</sup> grade and again at the conclusion of 8<sup>th</sup> grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8<sup>th</sup> grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

**Unit Goals:**

Students will evaluate their self-management, study and test-taking skills.

Students will develop a personalized-management system for each of the skill areas..

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Basic working vocabulary related to self-management skills, study skills, and test-taking skills.

Getting Your Grades Together

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

How do you rate yourself in the following areas? (Circle answer)

1. Writing down assignments	Poor	Okay	Good
2. Turning in homework on time	Poor	Okay	Good
3. Getting help before or after class.	Poor	Okay	Good
4. Asking your parents or others for help	Poor	Okay	Good
5. Having a place at home to study with materials.	Poor	Okay	Good
6. Keeping track of assignments/schedule in calendar/planner	Poor	Okay	Good

How do you rate yourself on the following skills? (Circle answer)

7. Listening in class	Poor	Okay	Good
8. Asking topic-related questions in class	Poor	Okay	Good
9. Being in school, on time, every day	Poor	Okay	Good
10. Being prepared for class.	Poor	Okay	Good
11. Behaving appropriately in the classroom.	Poor	Okay	Good
12. Taking notes	Poor	Okay	Good
13. Treating others with courtesy and respect	Poor	Okay	Good
14. Adapting to different teaching styles	Poor	Okay	Good
15. Being aware of body language and non-verbal behavior	Poor	Okay	Good
16. Being a contributing group member	Poor	Okay	Good
17. Participating in class	Poor	Okay	Good

How do you rate yourself on the following test-taking skills? (Circle answer)

18. Developing a test-taking plan	Poor	Okay	Good
19. Looking for key words in true/false questions	Poor	Okay	Good
20. Using strategies for multiple-choice questions	Poor	Okay	Good
21. Developing responses to essay questions	Poor	Okay	Good
22. Developing a constructed response	Poor	Okay	Good
23. Being prepared for open-book questions	Poor	Okay	Good
24. Checking answers before handing in tests.	Poor	Okay	Good
25. Reviewing and correcting all returned tests	Poor	Okay	Good

What is your learning style and how do you use it to study?

Which of the above skills do you need to improve in order to be academically successful in high school?

Formal Essay: Formulate a plan for using the skills you have learned in middle school to help you succeed in high school. Include self-management skills, study skills, test taking skills. For each area, include your assessment of your current performance, what you will do in order to be successful and the steps you will take to make yourself follow-through with your plan.

<p><b>Unit #1 Title:</b> The Successful Student</p> <p><b>Lesson Title:</b> Picturing the Successful Student <span style="float: right;"><b>Lesson #:</b> 1 of 4</span></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 45 min</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.4 Applying Skills Needed for Educational Achievement</p> <p><b>Grade Level Expectation(s):</b>                  AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.                  AD.4.B.06.a.i: Develop and practice a self-management system to promote academic success.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Markers and tape                  Handout “Characteristics/Qualities of a Successful Student” (1 for each student group)                  Handout “Transform Greta the Geek into Suzie the Successful Student” (Note: Change the name(s) if you have a student named Greta or Suzie)                  Handouts: Report card with F’s and Report card with A’s</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research.</li> <li>5. Comprehend and evaluate written, visual and oral presentations and works.</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Identify problems and define their scope and elements</li> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> </ol>

	3. Develop and apply strategies based on one's own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Writing, evaluating information
	Mathematics	
X	Social Studies	Relationships of individuals and groups
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b>                  Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify characteristics that will be most helpful for them.                  Counselor/instructor will assess learners' cooperative work skills through observation.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>                  What does a successful student look like?</p> <p><b>Engagement (Hook):</b>                  Counselor/Instructor comes dressed as a "geek" and carries a stack of books and papers ... AND ... a report card with all F's, so is this really a successful student?</p> <p>NOTE: If the counselor/instructor is short on time, he/she can show the students a picture of someone who looks like a "geek", posing the same types of questions.</p>
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**Procedures**

<p><b>Instructor Procedures:</b>                  NOTE: Counselor/Instructor actively encourages participation by all students and monitors student participation making note of</p>	<p><b>Student Involvement:</b></p>
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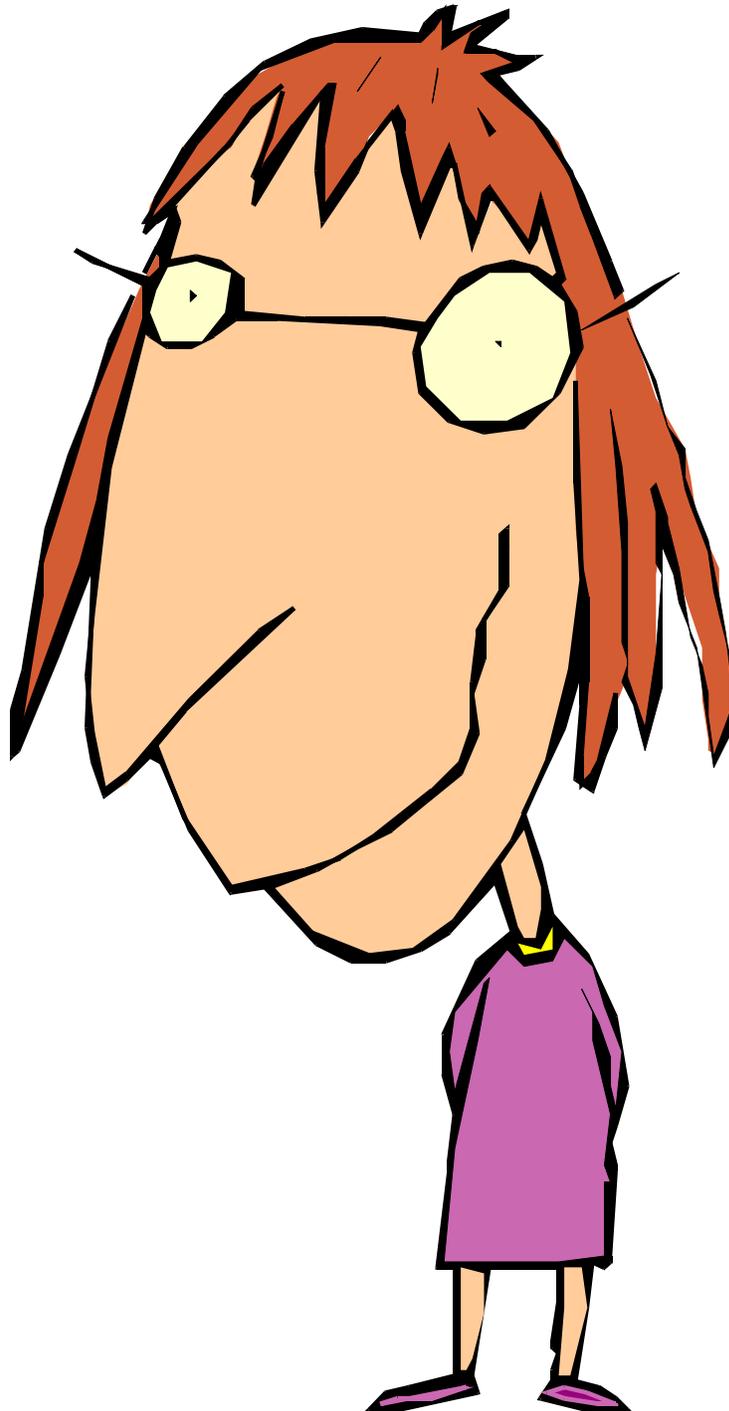
<p>those who do not participate. These students may be candidates for Responsive Services, e.g., small groups focusing on participation skills.</p> <ol style="list-style-type: none"><li>1. Pose the following question: “What does a successful student look like?” Discuss the costume and/or Greta the Geek handout and ask the students, “Do I (or Greta the Geek) look like a successful student?” Then show the report card with all <i>F</i>’s. Point out that being a successful student requires more than “looking” successful.</li><li>2. Divide students into groups and assign group member responsibilities. Hold up the “A” Report Card and ask, “How can we transform Greta the Geek into Suzie the Successful Student?” Give the following instructions: “Brainstorm the qualities/ characteristics of a successful student. The group recorder will write those qualities on the handout “Characteristics of a Successful Student.” Monitor the progress of the group and check for cooperative behavior.</li><li>3. As the students share the results of their group work, the counselor/instructor or assigned student will write the characteristics of the successful student on the chart paper.</li><li>4. Pose the questions “What one characteristic stands out as being potentially helpful for you? How might you incorporate the characteristic into your actions?”</li><li>5. During the next lesson you will analyze your learning style: how, when, where, you learn the best. Between now and then, be aware of the choices you make about where to study.</li></ol>	<ol style="list-style-type: none"><li>1. Class discussion</li><li>2. Students work on the project in cooperative groups of four. Assign roles: Recorder, Encourager, Monitor and Reporter.</li><li>3. Students share results with the rest of the class.</li><li>4. Students identify characteristics and give an example of when and/or how the characteristic will be used. Have students write which characteristics will be the most beneficial to them and how they will use this characteristic to improve their academic success.</li></ol>
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**Teacher Follow-Up Activities**

Counselor/instructor posts the chart with the characteristics of the successful student in the classroom.  
The teacher will reinforce the qualities/characteristics of a successful student periodically throughout the year.  
The teacher/counselor/students will add at least quarterly other qualities/characteristics to the chart as the year progresses.

**Counselor reflection notes (completed after the lesson)**

**Transform Greta the Geek into Suzie the Successful Student**



# **Report Card**

## **For Greta the Geek**

**Communication Arts** **F**

**Mathematics** **F**

**Science** **F**

**Social Studies** **F**

**Fine Arts** **F**

**Health** **F**

**Physical Education** **F**

# **Report Card**

## **For Suzie The Successful**

**Communication Arts** **A**

**Mathematics** **A**

**Science** **A**

**Social Studies** **A**

**Fine Arts** **A**

**Health** **A**

**Physical Education** **A**

# Characteristics/Qualities of a Successful Student

Your group will brainstorm qualities of a successful student. Write the qualities below and be ready to share with the class.

1: \_\_\_\_\_

2. \_\_\_\_\_

3: \_\_\_\_\_

4: \_\_\_\_\_

5: \_\_\_\_\_

6: \_\_\_\_\_

7: \_\_\_\_\_

8: \_\_\_\_\_

9: \_\_\_\_\_

10: \_\_\_\_\_

<p><b>Unit #1 Title:</b> The Successful Student</p> <p><b>Lesson Title:</b> What's Your Style? <span style="float: right;"><b>Lesson #:</b> 2 of 4</span></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 45 min.</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.4 Applying Skills Needed for Educational Achievement</p> <p><b>Grade Level Expectation(s):</b>                  AD.4.A.06.a.i: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.                  AD.4.B.06.a.i: Develop and practice a self-management system to promote academic success.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Learning style inventory or other tool to help students find their best method of learning.</p> <p><a href="http://www.berghuis.co.nz/abiator/lsi/lsiframe.html">http://www.berghuis.co.nz/abiator/lsi/lsiframe.html</a> is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas.</p> <p>1 develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships and information, ideas and structures.</p> <p>7. Evaluate the accuracy of information and the reliability of its sources.</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p>

	1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Speaking and writing: reading, evaluating information, writing formally: participating in discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p>Students will complete a learning style assessment and evaluate the information gained to determine accuracy in terms of what they know about themselves as learners. They will then identify and implement strategies related to their preferred learning styles in the areas of self-management, study skills, goal setting, and test taking.</p> <p>Learning Style resources are readily available, either in print or online. It may be that the school district is using a learning styles inventory; if so, using the information gained from prior inventories will help students understand the inter-connectedness of the district's Comprehensive Guidance Program and other curriculum areas.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>                  Do we all learn the same way on the same day? Why or why not? How do you learn best?</p> <p><b>Engagement (Hook):</b>                  The counselor/instructor meets with three confident students in advance of the lesson (giving them instructions for the activity described as student A, B, and C). To the class, the counselor</p>
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says, "Let's watch each of these students study." Student A is studying the math fact "8 x 9" by writing it repeatedly on the board. Student B is studying the math fact by saying it out loud repeatedly. Student C is studying it by using his/her fingers (1 x 9 is 9, pinky on left hand down and holding up remaining 9 fingers; 2 x 9 is 18, holding up pinky on left hand, ring finger down, remaining fingers up, etc.).

The counselor takes a poll of the class, asking: Raise your hand to indicate which of the three students is studying correctly. A? B? C? The counselor continues, "Each of these students is studying correctly depending on his or her individual learning style. Today, we are going to find out how each of **YOU** learns best."

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. The counselor/instructor will assist the students in completing a learning style inventory, whether print or online.	1. Students will complete (score and interpret) inventory.
2. Divide class by their learning styles. Then give groups information about strategies that work for each learning style. Ask the students to pick out those strategies that they are already using and discuss those with their group. Strategies are available on the website listed above.	2. Students will discuss strategies that can benefit their learning.
3. Ask students if there are some learning techniques they haven't considered before?	3. Students will discuss alternative learning strategies.
4. Have students write a "What's my style and how can I maximize it?" paragraph about their individual learning styles and ways they can improve academic achievement using learning style strategies. Have students share their findings with a partner.	4. Each student will write a paragraph regarding his or her learning style preferences and discuss learning styles with a partners. Partners will give each other feedback about the strategies each one uses to enhance learning.
5. The counselor/instructor will keep copies of student learning style information for future reference.	5. Students will record the results of their learning style inventory in their portfolios and/or another storage system for future reference.

**Teacher Follow-Up Activities**

The counselor/instructor will share inventory results with classroom teacher and encourage classroom teacher to use the information or to be aware of students' learning styles. The counselor may also wish to send copies of the information home with students to make

parents aware of their student's learning styles and ways that the student can study more effectively.

**Counselor reflection notes (completed after the lesson)**



<p><b>Unit # 1 Title:</b> The Successful Student</p> <p><b>Lesson Title:</b> Let's Review for Better Achievement <span style="float: right;"><b>Lesson:</b> 3 of 4</span></p> <p><b>Grade Level:</b> 7</p> <p><b>Length of Lesson:</b> 45 min.</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.4 Applying Skills Needed for Educational Achievement</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.4.A.07.a.i: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.                  AD.4.B.07.a.i: Demonstrate and refine a self –management system to promote academic success.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Sam the Slacker Story                  Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)                  Study Skills Tips Handout                  Test-Taking Tips Handout                  Skill Cards Worksheets (Copy the three pages of the skill cards for each group. Cut, shuffle and bundle the skill cards for distribution to each group)                  Blank Activity Sheets: Self-Management Skills, Study Skills and Test-Taking Skills Sheets (One set of three for each group.)                  Counselor Resource for Categorizing Skills</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research.</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures.</p> <p>8. Organize data, information, and ideas into useful forms for analysis or presentation.</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</p>

	3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion
Mathematics	
X Social Studies	Relationships of individuals and groups
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	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.**  
 Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using). Students will develop goals using two or more skills they have identified to help them improve academic achievement.

**Lesson Preparation**

**Essential Questions:**  
 What choices do you make that affect your grades?

**Engagement (Hook):**  
 Counselor/instructor will share the story of Sam the Slacker (or a personal story of someone who did not make good academic choices).  
 (Note: change the name of Sam the Slacker if you have a student named Sam)

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Counselor/instructor will read the Sam the Slacker story to the students and ask students to identify the decisions/choices Sam made that resulted in his failing the science test.</li><li>2. Discuss the benefits of a planner, assignment book, a calendar, and/or a handheld device as part of a time-management system. (See handouts). What barriers might individuals face?</li><li>3. Review Study Skill and Test-Taking Tips Handouts 2 and 3. Ask students to identify the skills they use most frequently (and successfully.)</li><li>4. Divide students into groups of 3 or 4. Distribute the sets cut and bundled skill cards to each group. Have students place skill cards in the categories of study skills, test-taking skills, and self-management skills. (Note: A counselor resource guide is provided – see attachment) Be aware that there is some overlap among skills and categories. Help students justify their categorizations.</li><li>5. Referring to the “Sam the Slacker” story, ask students to provide decisions/choices that could have changed the story’s ending, using the skill cards and other information from the class activities.</li><li>6. Encourage students to choose two or more new skills they will use to improve their grades. Have students work in pairs to develop individual goals for improvement. Ask 3-4 students to share their plans.</li></ol>	<ol style="list-style-type: none"><li>1. Students will identify the decisions/choices Sam made that resulted in his failing the science test.</li><li>2. Students will discuss benefits of putting a plan in writing (e.g., organization, more time to do what they want to do, documentation for self review.)</li><li>3. Students will identify the skills they use most frequently (and successfully).</li><li>4. Students will work as members of a group to classify skill cards. They will be able to justify their responses if challenged.</li><li>5. Students review “Sam the Slacker” story and identify choices that Sam could have made to earn better grades.</li><li>6. Students work in pairs to identify self-management, study and test taking skills they will use to improve their grades. Students will discuss with their partners ways they can use the skills to accomplish goals they have set for themselves. Students will write their goal(s) in their planners or assignment books.</li></ol>

<p>7. The counselor encourages students to identify a trusted adult and ask the adult to sign the plan as a show of support.</p>	<p>7. Students share their goals with a trusted adult and ask the adult to be an encourager and support person. First show of support: Adult initials plan to indicate he or she has read the plan. Once the plan has been signed the adult continues to support the student in carrying through with his or her goals.</p>
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**Teacher Follow-Up Activities**

The classroom teacher will incorporate the use of individual planners into everyday activities. The teacher will review students' progress quarterly (refer to student grade cards) and advise counselor of anyone who needs individual and/or small group study skills remediation.

**Counselor reflection notes (completed after the lesson)**

## Sam the Slacker

Sam has a big test the next day. But he has put off studying until the night before the science test. But when he gets home, a friend calls and wants him to go to the mall. Sam decides to go thinking he will study when he gets home. But when Sam gets home, his grandmother has stopped by his house for a visit. It would be rude not to visit with his grandmother. So Sam thinks he will study after his grandmother leaves. But when his grandmother leaves, his girl friend calls and need to talk to him about what happened to her in PE. Sam decides he will study for his test once he gets off the phone with his girl friend. When he gets off the phone, he looks in his backpack for his study guide. But his backpack mess delays him. After searching for 30 minutes he can't find the study guide and has no idea what to study for the test. He decides to call Mark, a friend in his science class, but he does not have his phone number. Mom comes and says it's time for him to go to bed and he says he still needs to study for his science test. He decides to do the best he can and starts looking at his book. It was getting late, Sam is tired and he falls fast asleep. Since Sam stayed up so late the night before, he didn't hear his alarm and oversleeps. He is late and doesn't have time for breakfast. Sam is stressed out and worried that he will surely fail the test. He takes the test and fails it.

### Bad Decisions Summary:

He decided not to create a study plan.

He decided to go to the mall when he needed to study.

He decided to talk with his girlfriend when he needed to study.

He decided not to make the most of his study time.

He decided to have a disorganized backpack.

He decided not to learn what to study.

He decided not to have all the materials he needed in his backpack.

He decided not write down phone numbers for classmates and/or homework hotline.

He decided not to get organized before bedtime.

He decided not get a good night's sleep and not to eat a good breakfast before the test.

He decided to think negative thoughts and to be stressed and worried.

He decided not to keep his mind on the test.



## HANDOUT 2

# Test Taking Tips

When you get the test, look over the entire test to learn the number and type of questions. Is the test timed? If so, budget your time accordingly.

### Hints for Answering Objective Questions:

<b>Multiple Choice</b>	<ul style="list-style-type: none"><li>• Read the question</li><li>• Try to think of the answer before you look at the choices</li><li>• Read the choices</li><li>• Cross out the wrong ones</li><li>• Pick the most logical answer that remains</li></ul>
<b>Matching</b>	<ul style="list-style-type: none"><li>• Do the ones you know first and cross them off</li><li>• Do the best you can with whatever is left</li></ul>
<b>Short Answer</b>	<ul style="list-style-type: none"><li>• If you don't know the exact answer, write down whatever you do know that's related. You may get partial credit.</li></ul>
<b>True/False</b>	<ul style="list-style-type: none"><li>• Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.</li></ul>

### Hints for Answering Constructed Response and Essay Questions:

<b>Constructed Response/Essay</b>	<ul style="list-style-type: none"><li>• Highlight or underline key words in the directions</li><li>• Use prewriting strategies, such as mind maps or outlines</li><li>• Rephrase the question as your topic sentence</li><li>• Write facts about the key words in the question</li><li>• Answer all of the question</li><li>• Use complete sentences</li></ul>
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## HANDOUT 3 Study Skill Tips

1. Listen actively in the classroom.
2. Ask questions in class.
3. Write down assignments.
4. Keep track of due dates, after-school activities, and family plans with a planner/calendar.
5. Ask for help before or after class.
6. Have a place at home to study with appropriate materials.
7. Complete your homework and hand it in on time.
8. Ask your parents or others for help.



**CG 4 GRADE 7 LESSON 1**

**Activity Sheet 1 (page 1 of 3): Skill Cards**  
Cut the cards apart for students to use in categorizing the skills.)

<p><b>Use an assignment book</b></p>	<p><b>Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas</b></p>
<p><b>Have phone numbers for classmates or homework hotline</b></p>	<p><b>Organize your locker and backpack so you can readily find what you need for class and/or studying after school.</b></p>
<p><b>Get organized before you go to bed</b></p>	<p><b>Use in-class study time and study hall time for school work (e.g., assignments or research}</b></p>

**Activity Sheet 1 Continued (page 2 of 3): Skill Cards**  
(Cut the cards apart for students to use in categorizing the skills.)

**Know your learning style**

**Find a good place to study**

**Know what to study and what  
the teacher expects**

**Make the best use of  
study time: Plan your  
Work; Work your Plan**

**Break down larger assignments  
into smaller parts**

**Use notes from class to  
help you remember and  
review key points**

**Listen actively in class**

**Ask questions in class**

**Activity Sheet 1 continued (page 3 of 3): Skill Cards**  
(Cut the cards apart for students to use in categorizing the skills.)

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test

Keep your mind on the test

When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information

Pace yourself! Answer "easier" questions first without spending too much time on one question

Think positive thoughts and use relaxation techniques to focus your mind on questions.

If you have time, review your answers, and change answers ONLY when you are sure they are wrong.

Get a good night's sleep and eat a good breakfast before the test

Read all the directions, looking for key words and phrases

**ACTIVITY SHEET 2: SELF-MANAGEMENT SKILLS**  
Tape Self-Management Skill Cards to this grid


**ACTIVITY SHEET 3: STUDY SKILLS**  
Tape Study Skills Cards to this grid


**ACTIVITY SHEET 4: TEST-TAKING SKILLS**  
(Tape Test-taking Skills Cards to this grid)


**Counselor’s Resource for Categorizing Skills (see step 4)**  
**STUDY SKILLS**

Know your learning style	Find a good place to study
Know what to study and what the teacher expects	Make the best use of study time: Plan your Work; Work your Plan
Break down larger assignments into smaller parts	Use notes from class to help you remember and review key points
Listen actively in class	Ask questions in class

**SELF-MANAGEMENT SKILLS**

Use an assignment book	Use folders or a binder to organize schoolwork by subject and task, e.g., Science folder with sections for: assignments, notes, experiments, ideas
Have phone numbers for classmates or homework hotline	Organize your locker and backpack so you can readily find what you need for class and/or studying after school
Get organized before you go to bed	Use in-class study time and study hall time for school work (e.g., assignments or research)
Create a study plan	Plan for after-school activities

**TEST-TAKING SKILLS**

Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test	Keep your mind on the test
When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information	Pace yourself! Answer “easier” questions first without spending too much time on one question.
Think positive thoughts and use relaxation techniques to focus your mind on questions.	If you have time, review your answers; change answers ONLY when you are sure they are wrong.
Get a good night’s sleep and eat a good breakfast before the test	Read all the directions, looking for key words and phrases



<p><b>Unit # 1 Title:</b> The Successful Student</p> <p><b>Lesson Title:</b> Just Checking <span style="float: right;"><b>Lesson 4 of 4</b></span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 45 min. group session with group and/or individual follow-up sessions</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.4: Applying Skills Needed for Educational Achievement</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.4.A.08.a.i: Consistently apply a system of study skills and test-taking strategies to promote academic success.                  AD.4.B.08.a.i: Consistently apply a self-management system to promote academic success.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>“Introduction to the Just Checking Lesson”  <i>Just Checking Checklist-Goal-Setting</i> Sheet for backside  <i>Tips for Setting Goals</i> Information Sheet                  Effective Management System Tips Information Sheet                  Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school’s adopted management system</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>6. Discover and evaluate patterns and relationships in information, ideas, and structures.</li> <li>8. Organize data, information and ideas into useful forms for analysis or presentation</li> <li>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers.</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.</li> <li>2. Review and revise communications to improve accuracy and clarity.</li> <li>3. Exchange information, questions information and ideas while recognizing the perspective of others</li> </ol>

X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 4. Recognize and practice honesty and integrity in academic work and in the work place. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	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 complete the *.Just Checking* checklist to assess the degree of their use of a personal management system.  
 Students will set goals for themselves based on the results of the *Just Checking Checklist* and will identify steps they need to use to accomplish their goals to improve academic achievement.

**Lesson Preparation**

**Essential Questions:**  
 What choices do you make that result in better grades?

**Engagement (Hook):**  
 Counselor/instructor will read the “Introduction to the Just Checking Lesson.”.

**Procedures**

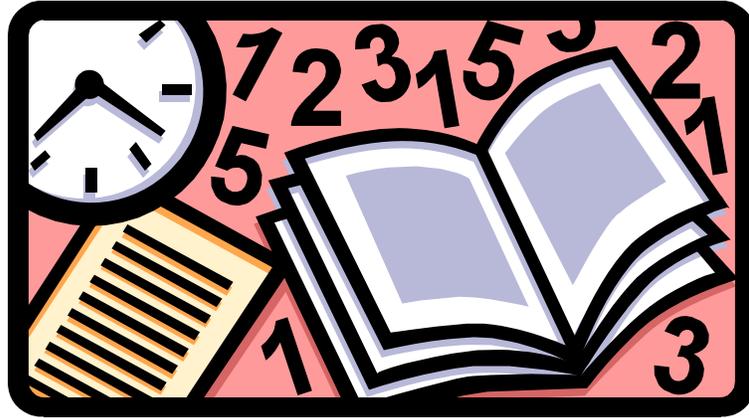
<p><b>Instructor Procedures:</b></p> <p>1. After reading the “Introduction to Just Checking Lesson”</p>	<p><b>Student Involvement:</b></p> <p>1. Students will divide into groups of two to think/pair/share.</p>
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<p>2. Ask students to write their definitions of a “management system” (think), discuss their writing with their partners (pair/share). Large Group (Public) Sharing: Generate a “public list” of definitions. Link students’ definitions of “management system” to individual differences in planning/self-management styles.</p> <p>3. Distribute “Effective Management Tips” (Handout 1) to students. Allow time for students to glance through/read handout and to formulate questions and/or comments. Provide opportunity for students for students to ask their questions/make comments about components of effective management systems. Ask students to compare their current management system to those listed on the handout. NOTE: If your district has adopted a management system for students (e.g. Franklin Covey Student Planners), use that system for this lesson.</p> <p>4. Hand out the <i>Just Checking Checklist</i> and ask students to complete it using their personal management system as the basis for completion of the checklist.</p> <p>5. Using the <i>Tips for Setting Goals</i> information sheet as a basis for discussion, ask students to set realistic goal(s) based upon perceived strength and weaknesses from student checklists.</p>	<p>2. Students will write their definitions of “management system” (Think on own); discuss writing with a partner (Pair/Share); and contribute to the “public list” of definitions.</p> <p>3. Students identify and discuss any discrepancies between the model and their personal management systems.</p> <p>4. Students will complete the checklist (think on own); discuss results with their partners (Pair/Share).</p> <p>5. Students will determine goals and write them on the checklist with steps for achieving the goals. Set a goal... Take The steps... <b>GET IT DONE!!</b></p>
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### Teacher Follow-Up Activities

Teacher determines 4 to 5 follow-up dates for filling out subsequent checklists to assess student progress toward goals. This can be done daily or weekly for a prescribed period of time. Teacher will facilitate student reflection on progress and work with him/her to set a new goal based on checklist information.

**Counselor reflection notes (completed after the lesson)**



Counselor Resource

## Introduction to “Just Checking” Lesson

School and homework! Activities and chores! Sleeping and eating!  
Ack! Do you feel that everything is piling up? Are you out of control!?!

Wouldn't it all be easier if time were like a DVD that you could slow down, speed up, fast-forward, or rewind? Or have you wished that time was like an arcade game, and when your time was up, you could just drop in some change and get more?

Well we can't change the speed of time or get more. What we CAN do, however, is manage our use of the 24 hours each of us is given everyday of our lives. This means that we:

- Consider everything we HAVE to do and WANT to do.
- Understand how much time each activity will take.
- Make a plan that helps us get through the day, week, or month without running around like a total wacko!

Hold your hand up if the “Out of Control Time Monster” is taking over your life... I have news for you... You can control your Time Monster, AND...If you learn to tame the time monster, you might be surprised at how much you can get done. The real reward, however, is that you'll probably feel less stressed, make better grades, and be happier. Wouldn't that be nice? 😊

Handout

## **Effective Management System Tips**

### **The Key to Success in Middle School/Junior High**

What management system are you using now? Even if you think you don't you do have a system in place. How does your system measure up against the following system?

Do you:

- \* Use your planner everyday
- \* Review your planner every week at the beginning of the week to help plan your week
- \* Write down something in your planner for every subject (e.g., homework for the next day, assignments for the week {pages to read, questions to answer, and date assignments are due}, upcoming test dates and special project due dates, etc.)
- \* Write clearly and neatly.
- \* Refer to your planner before you go home at the end of the day to make sure you have everything you need (necessary books, folders, study guides, class notes)
- \* Set weekly goals for yourself and write them down in your planner.
- \* List helpful resources in your planner (e.g., websites, phone numbers of study buddies, homework hotline information, etc.)
- \* Schedule time in your planner to study for each test
- \* Set aside a homework time everyday with no distractions—no phone, no TV
- \* If there is no specific assignment, you can read over your class notes, make math flash cards, or READ!
- \* Use study halls to study
- \* Ask for help as soon as you realize you don't understand
- \* Keep all assignments, handouts, tests, etc., that are given back
- \* Always record assignments as soon as they are given
- \* Always use study time
- \* Form a study group
- \* Take notes and keep them organized and labeled
- \* Do your best on every assignment

## Just Checking Checklist

Rate your use of the following components on a scale of 1-5, using your current management system.

I never do it.	I do it once in awhile (making progress).	I do it sometimes for some classes.	I do it sometimes for all classes.	I do it every day for all classes.
1	2	3	4	5

1. I write my assignments in my planner, including pages to read, questions to answer, and date assignments are due.

1	2	3	4	5
---	---	---	---	---

2. I understand what I have written in my planner.

1	2	3	4	5
---	---	---	---	---

3. I use my planner to get necessary books/materials home.

1	2	3	4	5
---	---	---	---	---

4. I write important test dates/project due dates on my master calendar.

1	2	3	4	5
---	---	---	---	---

5. I review my planner before the start of the week and plan my week.

1	2	3	4	5
---	---	---	---	---

6. I write down my weekly goals. (*Goals written are more likely attained.*)

1	2	3	4	5
---	---	---	---	---

7. I list helpful resources in my planner, such as websites, phone numbers of study buddies, homework hotline information, etc.

1	2	3	4	5
---	---	---	---	---

8. I schedule time in my planner to study for each test.

1	2	3	4	5
---	---	---	---	---

What is working well for you?

## Tips for Setting Goals

1. Goals must be clear and describe exactly what you want or will do.
2. Goals must be personal. They must be about you, not someone else.
3. Goals must be measurable. You need to know when you have achieved your goal.
4. Goals must have realistic time limits.
5. Goals must be manageable. Divide big goals into several, attainable goals or tasks. This will enable you to experience results in a shorter period of time and will help you feel like you are making progress.
6. Goals must be stated in positive rather than negative terms. (I *will* do something rather than I *won't* do something.)
7. Goals must be written down. People are more likely to achieve goals that are in writing. Written goals can be reviewed regularly, and have more power. Like a contract with yourself, they are harder to neglect or forget.

## Goal Setting Activity Sheet

Think about what you need to do differently to attain success as a student. Set goal(s) and take action, be the successful student you are meant to be.

GOAL 1: \_\_\_\_\_

What action steps will you take to accomplish your goal?

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

GOAL 2: \_\_\_\_\_

What action steps will you take to accomplish your goal?

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

**Unit #1 Title:** Great Expectations!

**Grade Level:** 6 & 7

**Number of Lessons in Unit:** 2

**Time Required for each lesson:** 50 minutes

**Best time of year to implement this Unit:** 1<sup>st</sup> Quarter

**Lesson Titles:**

**Grade 6:**

**Lesson 1:** Sixth Grade is a Ball!

Materials/Special Preparations Required:

11 Soft Nerf-like Balls

Log Activity Sheet 1

Student Planners, Agenda or Assignment Notebooks

Counselor will need to have teacher distribute Log Activity Sheets to students the day before this lesson.

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

**Grade 7:**

**Lesson 2:** Get Ready, Get Set, Get Organized!

Materials/Special Preparations Required:

Student Planners, Agenda or Assignment Notebooks (daily, weekly & monthly)

Index Cards

Overhead transparency: Goal Suggestions

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

**Missouri Comprehensive Guidance Standard:**

AD.5: Applying the Skills of Transitioning Between Educational Levels

**Grade Level Expectation(s):**

AD.5.A.06.a.i: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

AD.5.A.07.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands.

**American School Counselor Association National Standard (ASCA):**

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

	6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X Mathematics	Data analysis, probability and statistics
	Social Studies
	Science
X Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, <i>stress management</i> )
	Fine Arts

**Unit 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 complete a rubric to show how effectively they are utilizing their planners, agenda, or assignment notebooks. The school counselor will determine the dates students usage of planners will be assessed. The rubrics will be given to students every two weeks or once a month and returned to the school counselor. Rubrics will be completed by the students (self assessment) on their own planner usage and by one other person e.g. teacher, parent or fellow student.

**Brief Summary of Unit:** Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process.  
  
 Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the "tasks" they need to accomplish in order and reach goals efficiently. Activity Logs and relating logs and utilization of personal planners will help in transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how they can be used as organizational and stress management tools to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

**Unit Goals:**

Students will be able to demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.

Students will be able to recognize ongoing academic expectations and develop strategies to meet increased demands.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

The steps to solving a problem, analyzing information, setting goals and refining goals.

Vocabulary: Transition, Planners, Agenda, Rubric

Students as self-assessment mechanism and by counselors and classroom teachers will use this rubric throughout the year.

## Planner Usage Rubric

**Student's Name:** \_\_\_\_\_ **Weeks Of:** \_\_\_\_\_  
 (School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information.	Usually has information with 1 or 2 components missing.	Occasionally has the planner completed.	Rarely has assignment notebook completed.
Long-term assignments	Consistently has long-term assignments listed each day until due.	Usually has long-term assignments listed at least 2 days before due.	Has long-term assignments listed on 1 day before due or on due date.	Rarely has long-term assignments recorded.
Test dates	Consistently has test dates listed each day until test.	Usually has test dates listed as least 2 days before test.	Has test dates listed 1 day before test or on test date.	Rarely has test dates recorded.
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded.	Usually has scheduled extracurricular activities recorded.	Occasionally has scheduled extracurricular activities recorded.	Rarely has scheduled extracurricular activities recorded.
Scheduled homework time	Consistently has scheduled homework time in planner.	Usually has scheduled homework time in planner may be missing 1 or 2 days.	Occasionally has scheduled homework time in planner.	Rarely has scheduled homework time in planner.

**Name(s) of those assessing student usage of planner rubric:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<p><b>Unit # 1 Title:</b> Great Expectations!</p> <p><b>Lesson Title:</b> Sixth Grade is a Ball! <span style="float: right;"><b>Lesson:</b> 1 of 2</span></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.5.A.06.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p> <p><b>American School Counselor Association National Standard (ASCA):</b> ):                  Academic Development                  A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Soft Nerf-like Balls (11)                  Activity Log (Activity Sheet 1) for each student (classroom teacher will distribute explain Activity Logs to students the day before the lesson.)                  Student planners, agenda or assignment notebooks                  “Planner Usage” Rubric (To be used as an assessment instrument periodically throughout the school term.)</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: gather, analyze and apply information and ideas                  6. discover and evaluate patterns and relationships in information, ideas and structures                  8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
	<p>Goal 2: communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: recognize and solve problems                  2. develop and apply strategies based on ways others have prevented or solved problems                  4. evaluate the processes used in recognizing and solving problems                  7. evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: make decisions and act as responsible members of society                  5. develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X Mathematics	Data analysis, probability and statistics
 Social Studies	
 Science	
X Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, <b>stress management</b> )
 Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	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 create a plan for success in getting “everything” completed for one evening.  
 Previous learning about setting goals and using individual planners will be assessed using “Planner Usage” Rubric as a measurement.

**Lesson Preparation**

**Essential Questions:** What is the process of transitioning and why is it important?

**Engagement (Hook):** Have a variety of small soft (Nerf like) balls labeled with the following: Homework for Science, Math, (1 for each core subject), Eating, Sleeping, Home Chores, Free Time, Sports, Clubs and Travel Time. Choose a volunteer from the class to demonstrate the process of “juggling” the balls. Explain that he or she will catch the balls tossed to them without dropping any or putting any of them down. Begin to toss the balls slowly to the student, naming the balls as you toss them until all balls have been tossed to the student...remind student that all balls need to “keep moving” during the demonstration.

**Procedures**

<p><b>Pre Lesson Activity:</b>                  Prior to the day the school counselor will be conducting this classroom guidance lesson, the classroom teacher will distribute the Activity Log to students.                  The teacher will instruct the students to use the second column of the Activity Log to list the</p>	
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activities in which he or she participates in after school “today”. The Activity Log is distributed. Students will return completed Activity Log the next day.

**Instructor Procedures:**

1. After the “juggling” demonstration lesson engagement hook, the counselor will ask the students to describe what just happened.
2. The counselor will ask students to take out the Completed Activity Log the teacher gave them the day before; if students do not have the Activity Log completed, supply one and give them 2 - 3 to list several activities.
3. The counselor will ask the students for examples of activities that were recorded on the Activity Log. The counselor will act as the recorder and list the activities that the students give on the board.
4. The counselor will ask the students to relate the ball activity to the activities listed on the board and on their Logs. Discussion may include: total time doing homework, scheduled activities and free time activities and how they had to plan in order to get all activities done after school and before bedtime last night.
5. The counselor will ask what difficulties students encountered in getting “everything” accomplished and list the difficulties on the board.
6. The counselor will ask students what they could have done differently to alleviate problems.
7. The counselor will ask students to examine their logs and note where different choices are necessary.
8. The counselor will have students use the third column on the Activity Log to plan the

**Student Involvement:**

1. Students will note that there were too many balls to catch and keep moving.
2. Students should have their completed Activity Log if they don't they will be given another Log to complete.
3. Students will report activities they listed on their Activity Logs.
4. Students will need to look at activities they listed on the board. Students will talk with a partner about activities that did not get done and what he or she did instead. Discuss how their time in an evening determines whether or not they could get “everything” accomplished they need to.
5. Students will share problems they had getting “everything” accomplished.
6. Students will discuss strategies that would have alleviated the problems.
7. Students will examine their logs for specific problems and note where changes are needed.
8. Students will create a plan using previous lesson information and planners to be

<p>evening. The counselor will explain that each evening will be different and that individual changes will be necessary throughout a week based on each individual student's situation. The counselor will have students refer to their planners to identify assignments and homework that need to be assimilated into evening's schedule.</p> <p>9. The counselor will discuss the need to plan so that students are not overwhelmed with what they must accomplish and what they want to do each evening.</p> <p>10. Point out: Planning is a skill and can be learned; making transitions from grade to grade and level to level (Elementary to Middle School to High School) requires the individual to plan for the unknown. Being able to make meaning of ambiguity (the unknown) is a skill of effective transitioning.</p>	<p>successful in getting "everything" completed for that evening.</p> <p>9. Students will continue to work on planning.</p> <p>10. Students comment if needed or asked to.</p>
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**Teacher Follow-Up Activities**

Teachers will follow-up by working with students on planners and planning good use of time.

Periodically, the Planner Usage Rubric will be distributed to the students in order to assess effect use of the student planner, agenda, or assignment notebook. Students will complete the rubric to show how effectively they are utilizing their planner, agenda or assignment notebook. The guidance counselor will determine what weeks will be used to complete the rubric. The rubrics will be given out every two weeks or once a month and returned to the guidance counselor. Rubrics should be completed by the student on their own planner and, if possible, one other person e.g. teacher, parent, or fellow student.

**Counselor reflection notes (completed after the lesson)**

**Activity Log (Activity Sheet 1)**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: In the second column list the activities that you do after school today.  
Leave the third and fourth columns blank. Return completed Activity Log tomorrow.**

<b>After School Time</b>	<b>Activity</b>	<b>Plan for next evening</b>	<b>Plan for another evening</b>
<b>2:30-3:00</b>			
<b>3:00- 3:30</b>			
<b>3:30-4:00</b>			
<b>4:00-4:30</b>			
<b>4:30-5:00</b>			
<b>5:00-5:30</b>			
<b>5:30-6:00</b>			
<b>6:00-6:30</b>			
<b>6:30-7:00</b>			
<b>7:00-7:30</b>			
<b>7:30-8:00</b>			
<b>8:00-8:30</b>			
<b>8:30-9:00</b>			
<b>9:00- 9:30</b>			
<b>9:30-10:00</b>			
<b>10:00-10:30</b>			
<b>10:30-11:00</b>			

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Students as self-assessment mechanism and by counselors and classroom teachers will use this rubric throughout the year.

## Planner Usage Rubric

**Student's Name:** \_\_\_\_\_ **Weeks Of:** \_\_\_\_\_  
 (School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information.	Usually has information with 1 or 2 components missing.	Occasionally has the planner completed.	Rarely has assignment notebook completed.
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**Name(s) of those assessing student usage of planner rubric:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<p><b>Unit # 1 Title:</b> Great Expectations!</p> <p><b>Lesson Title:</b> Get Ready, Get Set, Get Organized! <span style="float: right;"><b>Lesson:</b> 2 of 2</span></p> <p><b>Grade Level:</b> 7</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.5.A.07.a.i: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Student planners, agenda or assignment notebooks (daily, weekly &amp; monthly)</p> <p>Index cards</p> <p>Overhead on goal suggestions</p> <p>Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <p>6. discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
	<p>Goal 2: communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: recognize and solve problems</p> <p>2. develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. develop and apply strategies based on one's own experience in preventing or solving problems</p> <p>4. evaluate the processes used in recognizing and solving problems</p> <p>7. evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>5. develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	Data analysis, probability and statistics
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 Science	
X Health/Physical Education	Principles and practices of physical and mental health(such as personal health habits, nutrition, <i>stress management</i> )
 Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.</b></p> <p>Have students turn in goal cards after 2 weeks. Students should write on the back of their goal card how they met their goal or why they didn’t meet their goal. Guidance counselor should review each student’s goal card and write comments (focus on positives) and return cards to students.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b> What is the process of transitioning and why is it important?</p> <p><b>Engagement (Hook):</b> The counselor should enter the classroom in a very disorganized manner. Prior to the lesson, the counselor will let the teacher know that you are demonstrating what it looks like to be disorganized. Papers flowing out of books, arrive late, don’t have the correct supplies for the lesson.</p>
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**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. The counselor will ask the students what, organizational skills they noticed when the counselor entered the room.</p>	<p>1. Students will orally state the organizational skills they witnessed.</p>

<p>2. The counselor will ask students to point out what the counselor could have done differently, to appear organized when he/she came to class.</p> <p>3. The counselor will remind students that they have an organizational tool they can use each day. The counselor will instruct the students to open their planners, agenda or assignment notebook. Facilitate a discussion about differences between daily, weekly and monthly planning. The counselor will present suggestions for keeping track of each kind of assignment: daily, weekly or monthly.</p> <p>The counselor will have an overhead transparency prepared or will write on board the following questions.</p> <p>a) Do you use your planner? How often? b) Do you write your assignments in your planner? In a timely manner? Consistently? Are the entries clear and complete? Can you understand them? c) For long-term assignments do you identify/list the steps to take to complete the assignments?</p> <p>4. (Optional) The counselor will instruct students to trade planners with a partner. With a partner answer the same questions about the partner's entries in their planner. Is what has been written and what has to be done clear, complete and coherent?</p> <p>5. The counselor will project the overhead transparency, "Goal Suggestions" for all students to read. Counselor will read the suggestions.</p> <p>The counselor will provide an index card for each student. Student will write an academic goal based on the self and peer critiques</p>	<p>2. Students will orally provide organizational skills that should or could have helped the counselor come to class more organized.</p> <p>3. Students will have planners out and will critique (review) their own according to the questions being asked.</p> <p>4. (Optional) Students will trade planners and critique (similar to peer editing) each other's planners. Students will discuss what they found out about each other's planners and give ideas to one another about what could be done differently. Students will ask partner clarifying questions if entries are unclear.</p> <p>5. Students will write their goals on the index card, and explain goals to their partners.</p>
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<p>(reviews). The goal will lead to improved use of planners as an aid to success. Remind students that goals need to be do able, measurable, and fit a specific time frame for completion.</p> <p>The counselor will ask students to think about how they can reach their goals (plan) and who can help (resources). Remind students who successfully their planners that “maintain” may be a goal. Students will then explain goals and action plan with their partner.</p> <p>6. The counselor will instruct students to tape their goal cards into their planners and remind them they need to review/reflect/revise goals periodically.</p> <p>7. The counselor will end the lesson by reviewing the questions students need to ask themselves about the entries in their planners.</p>	<p>6. Students will tape their goal cards into their planners and will track progress toward their goal.</p> <p>7. Student will reflect on questions the counselor poses and whether or not their use of individual planners is helping them attain academic goals effectively.</p>
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**Teacher Follow-Up Activities**

<p>All teachers will be made aware that each student has set a goal to improve use of his or her planner as an aid to success as a student. (Some students may need only to maintain.)</p> <p>Suggestion: School Counselor can check for use of planning strategies to accomplish goals before beginning guidance lessons each month.</p> <p>Periodically, the “Planner Usage” Rubric will be distributed to the students in order to assess the use of the student planner, agenda, or assignment notebook. Students will complete the rubric to assess how they are utilizing their planner, agenda or assignment notebook. The counselor will determine the date’s students will complete the rubric. The rubrics will be given out every two weeks or once a month and returned to the counselor. Rubrics will be completed by the student for his or her own planner and one other person e.g. teacher, parent, or fellow student.</p>
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**Counselor reflection notes (completed after the lesson)**

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## Goal Suggestions

- **Write assignments as soon in planner as they are given.**

**What is the specific assignment?**

**For example page numbers to read, title of worksheet to complete, which questions to answer.**

**When is it due?**

**What materials are needed?**

- **Ask questions if you don't understand the assignment.**
- **Write long-term assignments and test date reminders in your planner so that you can be preparing for tests and long-term assignments.**
- **Write extra-curricular activities in planner and include scheduled homework time.**

Students as self-assessment mechanism and by counselors and classroom teachers will use this rubric throughout the year.

## Planner Usage Rubric

**Student's Name:** \_\_\_\_\_ **Weeks Of:** \_\_\_\_\_

\_\_\_\_\_

(School Counselor decides

“Weeks Of”)

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information.	Usually has information with 1 or 2 components missing.	Occasionally has the planner completed.	Rarely has assignment notebook completed.
Long-term assignments	Consistently has long-term assignments listed each day until due.	Usually has long-term assignments listed at least 2 days before due.	Has long-term assignments listed on 1 day before due or on due date.	Rarely has long-term assignments recorded.
Test dates	Consistently has test dates listed each day until test.	Usually has test dates listed as least 2 days before test.	Has test dates listed 1 day before test or on test date.	Rarely has test dates recorded.
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded.	Usually has scheduled extracurricular activities recorded.	Occasionally has scheduled extracurricular activities recorded.	Rarely has scheduled extracurricular activities recorded.
Scheduled homework time	Consistently has scheduled homework time in planner.	Usually has scheduled homework time in planner may be missing 1 or 2 days.	Occasionally has scheduled homework time in planner.	Rarely has scheduled homework time in planner.

**Name(s) of those assessing student usage of planner rubric:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Unit # 1 Title:** Moving On...Transitioning to the High School **Grade Level:** 8

**Number of Lessons in Unit:** 2

**Time Required for each lesson:** 50 minutes

**Best time of year to implement this Unit:** second semester

**Lesson Titles:**

Lesson # 1: Give Yourself Some Credit

Materials/Special Preparations Required

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed Personal Educational Plan of Study for all post secondary options

Pencil/paper for each student

Lesson # 2: Options and Extras!!! Learn All About It!!!

Materials/Special Preparations Required

District high school level course description book – Distributed in Lesson 1

High school graduation requirements – Distributed in Lesson 1

Extracurricular offerings – Distributed in Lesson 1

Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options – Distributed in Lesson

Core / Elective Activity Sheet

Checklist / Short Answer Questionnaire

Student questions from previous lesson

**Missouri Comprehensive Guidance Standard:**

AD.5 Applying the Skills of Transitioning Between Educational Levels

**Grade Level Expectation(s):**

AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school.

**American School Counselor Association National Standard (ASCA):**

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

	Goal 1: gather, analyze and apply information and ideas
X	6. discover and evaluate patterns and relationships in information, ideas and structures
	8. organize data, information and ideas into useful forms (including charts, graphs,

	outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.  
 Assessment can be question answer, performance activity, etc.**

Checklist / Short answer questionnaire (Found in Lesson 2)

True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented. It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.

**Brief Summary of Unit:**

In this unit, students will explore the similarities and differences between middle and high school and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities.

**Unit Goals:**

The student will identify the information and skills necessary for the transition to high school.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students will need to know the elements of planning for future (e.g. goal-setting), how to complete the selected graphic organizer, the local organizational structure of middle school and high school (e.g. block scheduling). They will need to have heard information about high school from other sources.

<b>Unit # 1 Title:</b> Moving On...Transitioning to High School	
<b>Lesson Title:</b> Give Yourself Some Credit	<b>Lesson:</b> 1 of 2
<b>Grade Level:</b> 8	<b>Length of Lesson:</b> 50 minutes
<b>Missouri Comprehensive Guidance Standard:</b> AD.5 Applying the Skills of Transitioning Between Educational Levels	
<b>Grade Level Expectation (GLE):</b> AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

District high school level course description book
High school graduation requirements
Extracurricular offerings
Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options
Pencil/paper for each student

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8.dorganize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

X	Perseverance		Integrity		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.**  
 The final assessment (checklist) for this lesson will be completed at the end of lesson 2.

**Lesson Preparation**

**Essential Questions:** What is the process of transitioning and why is it important?

**Engagement (Hook):** (Counselor wears cap and gown that would be worn at their high school's graduation ceremony.) What do these items represent? Is this the end of transition in life? (Counselor could have a variety of props to demonstrate the ongoing transitions in life...a business suit or his/her Master's hood).

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>The counselor will ask the students to compare and contrast the similarities and differences between middle school and high school using a graphic organizer (such as a Venn Diagram, T graph, etc.) either individually or in small groups.</li> <li>The counselor will facilitate a discussion of the information presented by students from the graphic organizers.</li> </ol> <p>The counselor will distribute copies of the course description booklets, high school graduation requirements, extra curricular offerings, and sample completed Personal Educational Plan for all post secondary options. Discussion will include graduation requirements, credits, class choices (core/electives), extracurricular options, and requirements/guidelines specific to your district.</p> <ol style="list-style-type: none"> <li>The counselor will lead the class in a discussion specific to graduation requirements</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Using current knowledge, students will complete the selected graphic organizer to compare middle school and high school.</li> <li>Students in active participate in counselor-facilitated discussion. All students are encouraged to respond with what they already know about high school from a variety of sources.</li> <li>Students will ask questions for clarification</li> </ol>
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<p>and earning of credits.</p> <p>4. To close lesson, the counselor will ask students to discuss with a partner and identify one thing they learned and one thing they still have questions about. The counselor will direct students to record responses for submission. (The counselor will save the questions submitted to refer to in the next lesson. It will be helpful for the counselor to review the student's questions before the next lesson so resources can be located to answer specific questions.)</p> <p>5. Counselor will ask students to keep (in a safe place) the materials distributed (course description booklet, graduation requirements, etc) today. Students are encouraged to review the material on their own time. Students will use the material for lesson #2.</p>	<p>4. Each student will discuss with his/her partner what was learned today and one thing he or she still want to learn. Students will record responses on a index card or notebook paper and turn in to the counselor.</p> <p>5. Students will review material to generate questions for lesson #2.</p>
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**Teacher Follow-Up Activities**

The teacher will review the information from the lesson with students throughout the week.

**Counselor reflection notes (completed after the lesson)**

<p><b>Unit # 1 Title:</b> Moving On...Transitioning to High School</p> <p><b>Lesson Title:</b> Options and Extras!!! Learn All About It! <span style="float: right;"><b>Lesson:</b> 2 of 2</span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.5 Applying the Skills of Transitioning Between Educational Levels</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.5.A.08.a.i: Identify the information and skills necessary to transition to high school.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Students will bring the following materials that were distributed in lesson one:</p> <ul style="list-style-type: none"> <li>District high school level course description book</li> <li>High school graduation requirements</li> <li>Extracurricular offerings</li> <li>Sample completed Personal Educational Plan. Plans for all post-secondary options</li> <li>Core / Elective Activity Sheet</li> <li>Checklist / Short Answer Questionnaire</li> <li>Student questions from previous lesson</li> </ul>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts Participating in formal and informal presentation and discussion of issues and ideas.

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity		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.**  
 Self assessment using Checklist / Short answer questionnaire

**Lesson Preparation**

**Essential Questions:** What is the process of transitioning and why is it important?

**Engagement (Hook):** Use a variation of the hook from lesson #1 (e.g., recording of Pomp and Circumstance, diploma, photos of graduates throwing hat in the air).

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>The counselor will review information from the previous lesson. Review peer sharing about what students learned and what they still wanted to know. The counselor will address questions (written on index cards) that arose in the previous lesson by answering specific questions or referencing the questions when new material is presented in this lesson.</li> <li>The counselor will have students take out the course description book and discuss the differences such as core and elective credits, fine arts and practical arts, core electives and regular electives.</li> <li>The counselor will introduce extracurricular activities and how they support academics. Relate credits, grade point average, and participation in extracurricular activities to “total success”...i.e. all</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students will ask questions that arose during peer discussion.</li> <li>Students will use the “Core/Elective” Activity Sheet to identify courses required of ALL students and elective courses related to a current career goal.</li> <li>Participation in discussion and ask questions as needed.</li> </ol>
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# Core or Elective?

*Core Courses required of all students  
goals*

*Elective Courses related to current career*

<b>Academic Area</b>	<b>Title</b>	<b>Academic Area</b>	<b>Title</b>

### Moving On...Transitioning to the High School Checklist

Answer the questions. Read the statements below and mark the appropriate rating.

- 1 = Yes
- 2 = No
- 3 = I need more information

Questions	Rating	Rating	Rating
1. I know how many credits are required for graduation from high school?	1	2	3
2. I know what a credit is.	1	2	3
3. I know the difference between a core class and an elective class.	1	2	3
4. I know what a grade point average is.	1	2	3

5. List 5 extracurricular activities that are offered at the high school.  
\* the activities of interest.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Questions that I have about high school.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Unit # 1 Title:** Red Hot Resumes!!

**Grade Level:** 6

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 30 minutes

**Best time of year to implement this Unit:** Early Fall Semester

**Lesson Titles:**

Lesson # 1: Life Lingo!

Materials/Special Preparations Required:

“Help Wanted” Story

“Life Lingo Activity Sheet (vocabulary list, “Match the Lingo” Activity)

“Match the Lingo” Answer Sheet

Lesson # 2: Cool Things I’ve Done!

Materials/Special Preparations Required:

Sample “Resume” for transparency

One page denoting each resume category for each small group 8-8 ½ x 11 pages:

“Objectives” “Education” “Awards” “Organizations” “Work History”

“Volunteer/Community Service” “Other Skills” “References”. For large group 8 poster sized pages with same categories written at top.

Colored sticky notes.

Lesson # 3: Cool Stuff I Can Do!

Materials/Special Preparations Required:

Sample “Resume” for transparency

Resume’ category sheets with attached sticky notes from lesson 2

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans.

**Grade Level Expectation(s):**

AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

**American School Counselor Association National Standard (ASCA):**

Academic Development

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

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one’s own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations
X	Mathematics Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

**Unit 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 share a written reflection narrative (paragraph) of “Kool Things I Can Do” generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

**Brief Summary of Unit:**

Students will learn vocabulary related to a resume, the purpose and parts of a resume, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

**Unit Goals:**

Students will be able to recognize skills they possess and activities in which they have (or can become) engaged to prepare for meeting goals for future.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students need to have an understanding of the career paths as they relate to their future goals for the future.

<p><b>Unit # 1 Title:</b> Red Hot Resume!</p> <p><b>Lesson Title:</b> Life Lingo! <span style="float: right;"><b>Lesson 1 of 3</b></span></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.6 Developing and Monitoring Personal Educational Plans</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.</p>
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**Materials (include activity sheets and/ or supporting resources)**

“Help Wanted” Story Life Lingo Vocabulary list Matching Activity Page
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and Writing Standard English 3. Reading and evaluating nonfiction works and material
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		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.**

Lesson will be assessed by completion of a vocabulary matching activity sheet.

**Lesson Preparation**

**Essential Questions:**

What specialized vocabulary words help people understand a career?

**Engagement (Hook):**

Read the "HELP WANTED" Story to students.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Read introductory "Help Wanted" story aloud and have students paraphrase what was read.	1. Student paraphrase story and vocabulary meanings.
2. Introduce vocabulary list. Ask students to (*) terms they know and "?" terms they don't know. Work in pairs to define each others "?" terms and make a list of terms neither know. Give definitions and encourage students to offer examples of how each word could be used in a sentence.	2. Students will work in pairs to aid comprehension of vocabulary.
3. Assess vocabulary comprehension via the Vocabulary Matching Activity Sheet.	3. Students complete Activity Sheet in class.
4. Read HELP WANTED story again and ask students to put the story in their own words.	4. Students paraphrase story-demonstrating understanding of vocabulary words.

**Teacher Follow-Up Activities**

The teacher will review the vocabulary used during the lesson.

**Counselor reflection notes (completed after the lesson)**

## HELP WANTED!!!

Sally decided it was time for a career change! She likes her volunteer work as a part of a local community service organization at the hospital, but the job really doesn't allow her to show her special skills and it doesn't match her personality and interests.

She knows she has excellent communication skills, some special training in animal care from working on her grandfather's farm, and has learned some really cool stuff through her family experiences at Joey's Petting zoo. Hey! She was even an official member of the Ranger Rick Club and has won several 4-H awards.

Her work history made her a perfect applicant for an assistant to the local veterinarian. She would love cleaning cages and helping to care for the animals. She was sure her grandfather would give her a good recommendation, too!

After developing a resume, selecting a few references and listing her work history, Sally was ready for an interview. "If I meet my objective and get the job, I'm sure I will still have time for classes and extra-curricular activities," she said as she dialed the number from the classified ads.

# Life Lingo!

career	training/education
resume	award
volunteer or community service work	reference
communication skills	objective
extra-curricular activities	organizations
work history	special skills
academic strengths	family experiences
interview	recommendation
applicant	

## Match the Lingo!

Read the definition. Write the word that matches the definition on the line.

- \_\_\_\_\_ a long term job or chosen work
- \_\_\_\_\_ group formed with a common goal
- \_\_\_\_\_ honor given for doing something well
- \_\_\_\_\_ a person who can give an opinion of your work or character
- \_\_\_\_\_ activities in which you participate with your family. (Examples: family nights, vacations, babysitting).
- \_\_\_\_\_ knowledge or ability to do things others may not be able to do
- \_\_\_\_\_ a statement of approval; to speak well of
- \_\_\_\_\_ work which is done for free; either individually or as a part of a group
- \_\_\_\_\_ writing, speaking and listening skills
- \_\_\_\_\_ instruction to learn skills or knowledge
- \_\_\_\_\_ a document that includes a person's work and life experiences
- \_\_\_\_\_ extra before or after school activities
- \_\_\_\_\_ a meeting to gather information
- \_\_\_\_\_ a person seeking a job or position
- \_\_\_\_\_ a goal; explaining what job you are seeking and why
- \_\_\_\_\_ reading, writing, arithmetic; basic subjects learned in school

# Answer Sheet

## Match the Lingo!

Read the definition. Write the word that matches the definition on the line.

- \_\_\_\_\_ a long term job or chosen work
- \_\_\_\_\_ group formed with a common goal
- \_\_\_\_\_ honor given for doing something well
- \_\_\_\_\_ a person who can give an opinion of your work or character
- \_\_\_\_\_ activities in which you participate with your family.  
(Examples: family nights, vacations, babysitting).
- \_\_\_\_\_ knowledge or ability to do things others may not be able to do
- \_\_\_\_\_ a statement of approval; to speak well of
- \_\_\_\_\_ work which is done for free; either individually or as a part of a group
- \_\_\_\_\_ writing, speaking and listening skills
- \_\_\_\_\_ instruction to learn skills or knowledge
- \_\_\_\_\_ a document that includes a person's work and life experiences
- \_\_\_\_\_ extra before or after school activities
- \_\_\_\_\_ a meeting to gather information
- \_\_\_\_\_ a person seeking a job or position
- \_\_\_\_\_ a goal; explaining what job you are seeking and why
- \_\_\_\_\_ reading, writing, arithmetic; basic subjects learned in school

<b>Unit # 1 Title:</b> Red Hot Resumes!!	
<b>Lesson Title:</b> Cool Stuff I've Done!	<b>Lesson 2 of 3</b>
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

**Materials (include activity sheets and/ or supporting resources)**

Poster sized Resume (laminated) Sample resume transparency. Sticky notes – one color for each group. Pages for each resume category: for each small group 8-8 ½ x 11 pages: “Objectives” “Education” “Awards” “Organizations” “Work History” “Volunteer/Community Service” “Other Skills” “References”. For large group 8 poster sized pages with same categories written at top.
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**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.**  
 Assessment for this lesson will be through observation of student contributions to discussions. The counselor will monitor the ease and fluency with which individuals contribute ideas and interact with others during the lesson.

**Lesson Preparation**

**Essential Questions:**  
 What types of life experiences have you had?  
 How can they be classified on a resume?

**Engagement (Hook):**  
 Hang laminated poster-sized resume on the wall of the classroom. Point out the vocabulary words students learned during lesson number 1.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Show the students the large resume poster on the classroom wall. Have students call out vocabulary words on the poster that they recognize from lesson 1. Highlight words on resume poster.</li> <li>2. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group “sticky notes” of the same color (e.g. group 1 = red, group 2 = blue).</li> <li>3. Say, “On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates.”</li> </ol> <p>You may need to give an example or two to</p>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will call out words they recognize from the vocabulary word list in lesson 1 and define them.</li> <li>2. Students will take a pencil to the group with them.</li> <li>3. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.</li> </ol>
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<p>stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).</p> <p>4. After 5 minutes, stop the individual writing and begin small group discussion.</p> <p>5. Have one group at a time place their sticky notes on the most appropriate category page. (Example: raking leaves placed on “Volunteer/Community Service”; Student Council Rep on “Organizations” or “Extra Curricular Activities”).</p> <p>6. Discuss placement of activities in respective categories.</p>	<p>4. Students will explain their experience and place the sticky note on a “category page”.</p> <p>5. Students will place “sticky notes” in appropriate category.</p> <p>6. Students will review the placement of sticky notes they created and add new ones (make changes as needed).</p>
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**Teacher Follow-Up Activities**

The teacher will review the information shared during the lesson.

**Counselor reflection notes (completed after the lesson)**

## Resume Template

**Objective:** I am seeking a position that will allow me to use my problem-solving and computer skills.

**Education:**

**Awards:**

**Organizations:**

**Work History:**

**Volunteer/Community Service:**

**Other Skills:**

**References:**

# Objective Sheet

# Education Sheet

# Awards Sheet

# Organizations Sheet

# Work History Sheet

# Volunteer/Community Service Sheet

# Other Skills Sheet

# References Sheet

<b>Unit # 1</b>	<b>Title:</b> Red Hot Resume!!!
<b>Lesson Title:</b> Cool Stuff I Can Do!	<b>Lesson 3</b> of 3
<b>Grade Level:</b> 6	
<b>Length of Lesson:</b> 2 30-minutes sessions	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans.	
<b>Grade Level Expectation (GLE):</b> AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

**Materials (include activity sheets and/ or supporting resources)**

Sample resume transparency Resume category sheets
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one’s own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions

4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadline and accomplish goals
6. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English 4. writing formally and informally 5. comprehending and evaluating the content and artistic aspects or oral and visual presentations
Mathematics	
X Social Studies	SS6-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
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

**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 share a written reflection narrative (paragraph) of "Cool Stuff I Can Do" generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

**Lesson Preparation**

**Essential Questions:**  
 How does one demonstrate character and/or work traits?

**Engagement (Hook):**  
 Students will describe the life story a resume tells and how activities we've participated in (volunteer, work history, community service, extra-curricular activities, etc.), contribute to story.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Review the purpose of a resume and what it tells about us.	1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons.
2. Say, "Today's assignment is for each of	2. Students will write a personal reflection



<p><b>Unit # 1 Title:</b> My Path to Success</p> <p><b>Grade Level:</b> 7</p> <p><b>Number of Lessons in Unit:</b> 2</p> <p><b>Time Required for each lesson:</b> 30 minutes</p> <p><b>Best time of year to implement this Unit:</b> Late Spring Semester</p> <p><b>Lesson Titles:</b>                  Lesson 1: Graphing My Path to Success                  Materials/Special Preparations Required:                  Student Transcript of Grades obtained from files                  Graph Paper                  Colored Pencils</p> <p>Lesson 2: Analyzing My Path to Success                  Materials/Special Preparations Required:                  Graphs from Lesson 1</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.6: Developing and Monitoring Personal Educational Plans.</p> <p><b>Grade Level Expectation(s):</b>                  AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning..</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English
X Mathematics	3. data analysis, probability and statistics
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.  
 Assessment can be question answer, performance activity, etc.**

Assessment for the unit will be completed through review of final student works, i.e. graphs, resumes and personal goal plans.

**Brief Summary of Unit:**

In this unit students will analyze their strengths and weaknesses by graphing their grades. Using this information and a list of their life experiences, students will create their formal resumes and personal goal plans.

**Unit Goals:**

Students will analyze their knowledge of self and use this information to create resumes and personal goal plans.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students need to have developed general knowledge of self and have an accurate view of their academic standing, career interests, etc...

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

<p><b>Unit # 1 Title:</b> My Path to Success</p> <p><b>Lesson Title:</b> Graphing My Path to Success <span style="float: right;"><b>Lesson 1</b> of 2</span></p> <p><b>Grade Level:</b> 7</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.6: Developing and Monitoring Personal Educational Plans</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.</p>
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**Materials (include activity sheets and/ or supporting resources)**

Student Transcript of Grades Graph Paper Colored Pencils
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	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 self-assess by analyzing completed graphs of academic ability and performance and comparing results to requirements for career goals.

**Lesson Preparation**

**Essential Questions:**

How does my academic performance affect later career/education choices?

**Engagement (Hook):**

The counselor will ask the students if they have ever seen commercials of businesses looking at graphs to analyze data. Ask students to provide examples.

Counselor asks the students why businesses analyze information such as this.

(Counselor may want to provide examples of graphs.)

### Procedures

<b>Counselor/Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. After the hook, the counselor tells the students that today they are going to graph information regarding personal performance in school. The counselor will provide students with their individual grades. These grades could be from last school year and the first reporting period of the current school year or a series of bi-weekly or progress reports. Students will create a line graph with all courses plotted on the graph. The counselor will provide students with graph paper and colored pencils. Students will be instructed to plot the grade on the vertical axis and the reporting period on the horizontal axis. Students will be given enough colored pencils to graph each subject with a different color. If a school district has access to computers, students could create the graphs electronically in an Excel program.</p> <p>2. The counselor will collect grades and completed graphs to be used in the next lesson.</p>	<p>1. Students construct a graph to demonstrate and self-assess strengths and weaknesses in academic performance and ability.</p> <p>2. Students turn in grades and completed graphs.</p>

### Teacher Follow-Up Activities

<p>The counselor may need to follow up with an additional session to allow time for the completion of the graphs.</p> <p>PLEASE NOTE: Be certain to address confidentiality of data. All data, including graphs, should be kept confidential as would be done with a test taken in the classroom. Students may however volunteer to share their summarizations.</p>
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### Counselor reflection notes (completed after the lesson)

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<b>Unit # 1 Title:</b> My Path to Success	
<b>Lesson Title:</b> Analyzing My Path to Success	<b>Lesson 2</b> of 2
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> AD.6: Developing and Monitoring Personal Educational Plans	
<b>Grade Level Expectation (GLE):</b> AD.6.A.07.a.i: Assess academic achievement to refine education goals for life-long learning.	
<b>American School Counselor Association National Standard (ASCA):</b> Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	

**Materials (include activity sheets and/ or supporting resources)**

Graphs from previous lesson
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems 5. reason inductively from a set of specific facts and deductively from general premises
	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	1. speaking and writing standard English
X	Mathematics	3. data analysis, probability and statistics
	Social Studies	
	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 self-assess by analyzing completed graphs of academic ability and performance and develop a plan for future action.

**Lesson Preparation**

**Essential Questions:**

How does my academic performance affect later career/education choices?

**Engagement (Hook):**

The counselor asks the students to name successful business people. Counselor asks the students to list strengths of these business people. Counselor then directs the students to brainstorm weaknesses that these people might have.

**Procedures**

**Counselor/Instructor Procedures:**

1. The counselor returns the graphs from the previous lesson to the students and asks students to complete the graph or review graphs for trends.
2. The counselor instructs the students to look at their personal graphs and look for strengths, weaknesses, and trends with those strengths and weaknesses. The counselor asks the students to write a journal entry summarizing the strengths, weaknesses, and trends.
3. Following summarization, students will write a "So What" paragraph..." I know more about my strengths, weaknesses and trends. So what? What do I need to do to attain my goals?
4. The counselor collects and secures grades and files the completed graphs and journal entries in the students' career folder.

**Student Involvement:**

1. If graphs are incomplete, students complete graphs. If graphs are complete, students review graphs for trends.
2. Students self-assess strengths and weaknesses shown on their graphs and write a journal entry describing the data discovered through the graphing assignment.
3. Student will continue above entry with "So What" paragraph.
4. Students turn in their personal grades, completed graphs, and journal entries.

**Teacher Follow-Up Activities**

The teacher may review student journals and graphs.

**Counselor reflection notes (completed after the lesson)**

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**Unit # 1 Title:** Planning for Life

**Grade Level:** 8

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 30 minutes

**Best time of year to implement this Unit:** Late Spring Semester

**Lesson Titles:**

Lesson 1: Finding My Pathway

Materials/Special Preparations Required:

Student Career Folder

Career Pathways Sheet

High School Vocabulary List

High School Students/Mentors to perform “Pitfalls” Skit

Pencil and Paper

Lesson 2: Mapping My Pathway

Materials/Special Preparations Required:

Student Career Folder with Graphs (Grade 7) and KUDER or other Interest

Inventories Results

High School Vocabulary List

Career Pathway Sheet

My Chosen Career Pathway Plan of Action Template and Sample

Pencil and Paper

Lesson 3: My Four to Six Year Plan (My Personal Plan of Study)

Materials/Special Preparations Required:

District Graduation Requirements

District A+ Planner

District 4-Year Plan Template

District Course Descriptions

High School Vocabulary List

HS Students/Mentors,

Completed Student Career Folders

Pencil and Paper

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans.

**Grade Level Expectation(s):**

AD.6.A.08.a.i: Recognize the importance of an educational plan

**American School Counselor Association National Standard (ASCA):**

Academic Development

B: Students will complete school with the academic preparation essential to choose from a

wide range of substantial post-secondary options, including college.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits, and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's.**  
**Assessment can be question answer, performance activity, etc.**  
 Student comprehension will be assessed through the high school counselor's review of completed four to six year plans and journal entries.

**Brief Summary of Unit:**  
 In this unit students will use information about self and careers gained in grades six through eight to successfully complete and evaluate a four to six year plan with the assistance of the middle school and high school counselors, as well as high school student mentors.

**Unit Goals:**  
 Students will develop a four to six year plan for high school and beyond.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students need to have developed a general knowledge of self and have a realistic view of their academic standing, career interests, etc...

Students will need to review specialized career vocabulary presented in sixth grade that also applies to this lesson.

Students will need to be aware of the different career pathways, graduation requirements and basic requirements for any post-secondary plans.

<p><b>Unit # 1 Title:</b> Planning for Life</p> <p><b>Lesson Title:</b> Finding My Pathway <span style="float: right;"><b>Lesson:</b> 1 of 3</span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.6: Developing and Monitoring Personal Educational Plans</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.6.A.08.a.i: Design a four- to six-year educational plan.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.</p>
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**Materials (include activity sheets and/ or supporting resources)**

High School Vocabulary List Career Pathways Sheet High school students/mentors to perform “Pitfalls” Skit Student Career Folder Pencil and Paper
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	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.**

Student performance will be assessed by evaluating students' oral responses and through analysis of their questions and comments regarding career pathways.

**Lesson Preparation**

**Essential Questions:**

- What special vocabulary will I need to know in high school and in the world of work?
- To what extent do choices made and opportunities missed or taken impact short and long-term goals?
- How does academic performance affect later career/education choices?

**Engagement (Hook):**

High school students perform skit "Pitfalls" (attached)

**Procedures**

<b>Counselor/Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. High school students, serving as mentors, will perform a skit entitled “Pitfalls”</li><li>2. Counselor distributes and reviews the career pathways sheet and post-secondary choices such as school to work, military, vocational and 2-year programs and four-year colleges.</li><li>3. Counselor provides assistance and answers questions that students may have about choosing a career pathway.</li><li>4. Counselor instructs students to write a journal entry personalizing the career pathway activity.</li></ol>	<ol style="list-style-type: none"><li>1. Students watch presentation and then think of other pitfalls they might experience due to poor choices in middle school.</li><li>2. Students ask any questions about the possibilities suggested and orally demonstrate an understanding of the vocabulary words.</li><li>3. Students use the knowledge they have acquired to choose a career pathway that aligns with their current interests.</li><li>4. Students write a journal entry personalizing the career pathway activity.</li></ol>

**Teacher Follow-Up Activities**

All student work should be filed in student’s career folder or portfolio (or teacher identified filing process) for future use.

**Counselor reflection notes (completed after the lesson)**

# HS Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career path

Practical art

Fine art

GPA

Vocational/technical classes

Four to six year plan

## Pitfalls!

Student 1: What's the matter with you?

Student 2 (crying): My whole life is ruined! I just found out I may not get accepted into the school I want!

Student 1: Geez, what happened?

Student 2: Well, it seems that the school I want to go to expects me to have already taken algebra, algebra II, geometry, calculus and trigonometry!! In high school!!!

Student 3: Hey! I know you're an excellent student. I sat behind you in geometry. I don't think you ever missed a single problem.

Student 2: Yeah, well that's after I woke up. I didn't do very well in sixth grade, so I was put in 7<sup>th</sup> grade math instead of pre-algebra...and that meant I had to take pre-algebra as an 8<sup>th</sup> grader...and so on! Next year as a senior I will be one class behind to meet my career goal. Ugh!

Student 3: Well, all may not be lost. Sure, it would have been better if you had planned it all out, but according to the counselor there are other options. It might be as simple as just having to take a dual-enrollment class next year.

Student 2: Really!?

Student 3: Well, you'd better ask the counselor, but I think it would work. Now if I had as easy a solution to my problem.

Student 1: What's the matter with you?

Student 3: Well, I would be earning all sorts of honors in vocational agriculture if I had entered the program as a freshman....now, like her, I'm behind. I never thought it would make that much difference. I'll do well, but I could have done better if I had planned it all out ahead.

Student 1: Looks like planning is very important. Kind of like Lewis & Clark as they made their way across the United States. Do you think they just started out every day of the expedition not knowing what course they would take.....just seeing where they happened to end up?

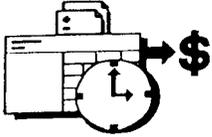
Student 2: I'm telling all my younger cousins and my little sister that planning is essential....and that what you do in middle school really *can* effect high school...even college!!

Student 3: Well, don't forget to tell them to ask a counselor if in doubt. I've heard they're good at helping kids find their way.

Student 2: Oh don't worry...in fact I'm headed to see the counselor right now!  
Dual enrollment, huh?.....

## *Career Paths*

### *Working Together in Our Community*



#### ***Business, Management, & Technology***

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



#### ***Arts & Communications***

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



#### ***Natural Resources/Agriculture***

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



#### ***Industrial & Engineering Technology***

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



#### ***Human Services***

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



#### ***Health Services***

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

<p><b>Unit # 1 Title:</b> Planning for Life</p> <p><b>Lesson Title:</b> Mapping My Pathway <span style="float: right;"><b>Lesson:</b> 2 of 3</span></p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.6: Developing and Monitoring Personal Educational Plans</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.6.A.08.a.i: Design a four- to six-year educational plan.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.</p>
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**Materials (include activity sheets and/ or supporting resources)**

Career Pathway Sheet Student Career Folder with Graphs (Grade 7) and Kuder or other Interest Inventory Results My Chosen Pathway Plan of Action (Template) My Chosen Pathway Plan of Action (Sample) High School Vocabulary List Paper and Pencil
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b></p> <p>Evaluation of the completed My Chosen Career Pathway Plan of Action will be used to assess student performance.</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>                  How does knowledge of myself influence and assist in the attainment of my goals? To what extent do choices made and opportunities missed or taken impact short and long-term goals?</p> <p><b>Engagement (Hook):</b>                  Visit from High School Counselor. A “get acquainted time” (5-10 min.)</p>
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**Procedures**

<b>Counselor/Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. Middle school counselor will introduce high school counselor(s).</p> <p>2. Counselor facilitates after conversation with high school counselor students review of career portfolios/folders, including interest inventories, review of self-evaluations, graphs, etc.</p> <p>3. Counselor assists students in completing the “My Chosen Career Pathway Plan of Action”.</p>	<p>1. Students become acquainted with and have an opportunity to ask questions of the HS counselor.</p> <p>2. Students review their career portfolios and assess what information will assist them in developing their Personal Educational Plan.</p> <p>3. Students use the information from their career portfolios to complete the My Chosen Career Pathway Plan of Action.</p>

4. Counselor instructs students to write a journal entry for their career folder about the Career Pathway Plan of Action and how they will use it.

4. Students will write a journal entry for their career folder on the Career Pathway Plan of Action.

**Teacher Follow-Up Activities**

All student work should be filed in student's career folder for future use.

**Counselor reflection notes (completed after the lesson)**

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CHOOSING MY PATH

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My Chosen Career Pathway...

Health Services

The Career I think I would like....

Registered Nurse (B.S.N.)

The Path I Will Take to Meet That Goal....

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

University of MO-Columbia

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. Biology
2. Chemistry
3. Health Occupations
4. Algebra
5. Geometry
6. Algebra II
7. Calculus
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

CHOOSING MY PATH

---

My Chosen Career Pathway...

---

The Career I think I would like....

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The Path I Will Take to Meet That Goal....

SCHOOL-TO WORK

2 YEAR/VOCATIONAL SCHOOL

4 YEAR COLLEGE

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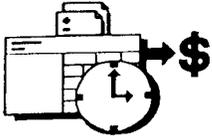
Career Goal

Some classes I will need to include in my 4 to 6 year plan to meet this career goal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## *Career Paths*

### *Working Together in Our Community*



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Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



#### ***Arts & Communications***

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



#### ***Natural Resources/Agriculture***

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



#### ***Industrial & Engineering Technology***

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



#### ***Human Services***

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



#### ***Health Services***

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

# HS Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career path

Practical art

Fine art

GPA

Vocational/technical classes

Four to six year plan

<p><b>Unit # 1 Title:</b> Planning for Life</p> <p><b>Lesson Title:</b> My Four to Six Year Plan (My Personal Plan of Study)      <b>Lesson:</b> 3 of 3</p> <p><b>Grade Level:</b> 8</p> <p><b>Length of Lesson:</b> 30 min.</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  AD.6: Developing and Monitoring Personal Educational Plans</p> <p><b>Grade Level Expectation (GLE):</b>                  AD.6.A.08.a.i: Design a four to six year educational plan.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Academic Development                  B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.</p>
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**Materials (include activity sheets and/ or supporting resources)**

High School Mentors Student's Completed Career Folder District 4-Year Plan (Personal Plan of Study) District Graduation Requirements District Course Descriptions District A+ Planner Career Pathway Sheet Teacher Recommendations High School Vocabulary List
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**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation.
X	Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace
X	Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. speaking and writing standard English 4. writing formally and informally 6. participating in formal and informal presentations and discussions of issues and idea
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	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.**

Evaluation by the high school counselor and parent review of the completed 4 to 6 year plan will assess student comprehension.

**Lesson Preparation**

**Essential Questions:**

- What plans do I need to make to reach my career goals?
- What classes will I need to take in high school to follow my chosen career pathway?

**Engagement (Hook):**

High school mentors start off the class by sharing their experiences with developing their 4 to 6 year plans. (5-10 min)

**Procedures**

<b>Counselor/Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Counselor will introduce high school mentors. Mentors will spend approximately 5-10 minutes sharing their experiences about developing and revising their 4 to 6 year plan as well as the concerns, worries and joys they experienced during this stage of their education.</li> <li>2. Counselor facilitates students review of their career portfolios/folders, including interest inventories, self-evaluations, graphs, and teacher recommendations (for math, special education classes, at-risk</li> </ol>	<ol style="list-style-type: none"> <li>1. Students become acquainted with mentors and have an opportunity to see high school through their eyes.</li> <li>2. Students review their career portfolios and use the information to assist them in developing their 4 to 6 year plans. They work one-on-one with student mentors who will assist them.</li> </ol>

classes, etc.)	
3. Counselor goes over the 4 to 6 year plan step by step while student mentors assist. The counselor remains available to answer any questions with which the mentors need assistance.	3. Students work toward completion of their plan.
4. Counselor instructs students to write a journal entry for their career folder re: "My hopes for my future."	4. Students write a journal entry for their career folder re: "My hopes for my future."

### **Teacher Follow-Up Activities**

All student work should be filed in student's career folder for future use. The counselor may choose to invite the high school mentors back another day if students are unable to finish in the time allowed. This will allow for follow-up questions.

The high school counselor(s) will review the 4 to 6 year plans and middle school and high school counselors may work together to set up a parent night to share the student's completed plans and address transition into the high school.

### **Counselor reflection notes (completed after the lesson)**

# HS Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career path

Practical art

Fine art

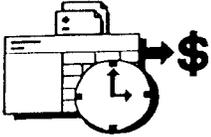
GPA

Vocational classes

Four year Plan

## *Career Paths*

### *Working Together in Our Community*



#### ***Business, Management, & Technology***

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



#### ***Arts & Communications***

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



#### ***Natural Resources/Agriculture***

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



#### ***Industrial & Engineering Technology***

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



#### ***Human Services***

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



#### ***Health Services***

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

**Unit # 1 Title:** Who Am I as a Career?

**Grade Level:** 6

**Number of Lessons in Unit:** 2

**Time Required:** 2 sessions of 30 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

Lesson 1: Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: "Ideas for Personal Plan of Study/Career Portfolio"

"Career Path Descriptions"

"Career Path Posters" (set of six)

"Occupation Card Sort Answers"

Activity Sheets: "Career Path Group Project Form"

"Occupation Cards"

Tootsie Rolls™ (or similar product)

"Worker Interview" Activity Sheets

Lesson 2: Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: "Career Path Descriptions"

Career Path Posters (Set of 6),

Activity Sheets: "Worker Interview"

Career Path Student Surveys

Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectation:**

CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06.a.i: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06.a.i: Identify males and females in nontraditional work roles.

CD.8.A.06.a.i: Evaluate career and educational information resources.

CD.8.B.06.a.i: Compare the different types of post-secondary training and education as it relates to career choices.

<b>American School Counselor Association National Standard (ASCA):</b>	
Career Development	
A:	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C:	Students will understand the relationship between personal qualities, education, training and the world of work.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	Reading and verbal skills; interview and writing skills
X Mathematics	Data analysis
X Social Studies	Recognition of roles of careers in society
Science	
Health/Physical Education	
Fine Arts	

**Unit (Summative) Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>                  Question and answer, performance activity, consensus, interview form, career path survey, the Personal Career Portfolio is introduced as a means for on-going self-assessment.</p>
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**Brief Summary of Unit:**

A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the Career Path concept as a means of organizing the World of Work. Students will work in task groups to determine Career Paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.

**Unit Goals:**

Students will be familiar with the Career Paths concept.

Students will use interviews to become familiar with the training and education associated with various careers.

Students will explore stereotypes regarding gender roles in the world of work.

**Unit # 1 Title:** Who Am I as a Career?

**Lesson Title:** Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 1)

**Lesson:** 1 of 2

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectation:**

CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06.a.i: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06.a.i: Identify males and females in nontraditional work roles.

CD.8.A.06.a.i: Evaluate career and educational information resources.

CD.8.B.06.a.i: Compare the different types of post-secondary training and education as it relates to career choices.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

*Please note: This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers in getting a product produced and into our "hands". The Unit/Lessons were developed before the new Guidelines for Healthy Snacks were issued. We retained the use of the Tootsie Roll™ as an example with the caveat to review the Healthy Snack Guidelines and your district's implementation policy. As for any lesson involving food, allergies, sensitivities and health implications must be considered. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri's Rules and Regulations.*

**Resources:** Career Path Descriptions Sheet  
Career Path Posters (Set of 6)  
additional Career Path Posters are available through DESE  
Occupation Card Sort Answers

Activity Sheets: Career Path Group Project Form Occupation Cards Worker Interview Form Tootsie Rolls TM (or similar products),
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**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. Question and answer, performance activity, consensus, authentic assessment (inclusion in personal career portfolio), interview form
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## Lesson Preparation

**Essential Questions:** How do the Career Paths relate to who YOU are?

**Engagement (Hook):** Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

## Procedures for Session 1

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Review Career Paths and the attributes of the individuals who work in them, utilizing Career Path description handout. Display Career Paths posters on the board or wall.</li><li>2. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape.  Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc.  Students are given a 5-minute time limit to perform the task.</li><li>3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may</li></ol>	<ol style="list-style-type: none"><li>1. Students will respond to a question-answer session, such as, "Which path is the fixing and building path?"</li><li>2. Given occupation cards, students will confer in their task groups and determine which Career Path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, a <b>recorder</b> who writes group answers on the project form; a <b>materials person</b> who is responsible for bringing materials to and from the group; a <b>sticky tack or tape person</b> who is responsible for this item; and a <b>"poster"</b> to post occupation cards on the board/wall.  Once the group has made a decision about where each of those jobs fits, the "poster" from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).</li><li>3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.</li></ol>

<p>be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)</p> <p>4. (Read note in “materials” section) Tootsie Roll™ review of Career Paths. The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, “What do you think is in this package?” “How do you know what is inside without seeing the name of the candy?” “Someone had to design the package so that when you see it, you would know what was inside. Which Career Path would this be?” (Arts &amp; Communication)</p> <p>5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. “Which Career Path is responsible for these?” (Natural Resources)</p> <p>6. The counselor continues. “Let’s pretend you are a farmer, and you want to transport your soybeans from your field to the place where they make partially hydrogenated soybean oil. Which Career Path would that be?” (Human Services)</p> <p>7. “Now, imagine that you are working in the Tootsie Roll factory. Suddenly, the Tootsie Roll machine breaks down. Which Career Path are you going to call for help?” (Industrial &amp; Engineering Technology)</p> <p>8. “When is the best time to ship extra Tootsie Rolls to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to send out extra candy. Which Career Path is this?” (Business, Management, and Technology)</p> <p>9. “Your mom has bought a bag of Tootsie Rolls. You ask her if you can have one</p>	<p>4. Students will respond to questions as a check for understanding.</p> <p>5. Students will respond to questions as a check for understanding.</p> <p>6. Students will respond to questions as a check for understanding.</p> <p>7. Students will respond to questions as a check for understanding.</p> <p>8. Students will respond to questions as a check for understanding.</p> <p>9. Students will respond to questions as a check for understanding.</p>
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<p>serving. One serving is... (Read from the nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)</p> <p>10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to consumers, what was in your mind? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?</p> <p>11. Distribute the Activity Sheet: Worker Interview (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner.</p> <p>Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills—skills they can learn.</p> <p>12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the "interviewee" each person will assume the role of a worker and respond to the questions as if he or she were working in that work role (encourage outrageous roles).</p> <p>Give students time to review the "Worker Interview" Activity Sheet from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a "quick-check" of the</p>	<p>10. In small groups, pairs or as a large group, students will respond with "personalized" information about their own thought processes during the conversation.</p> <p>11. Students will contribute to list of interviewing skills.</p> <p>12. Students will: select the worker role they will assume, review "Worker Interview" questions, participate in practice interviews.</p>
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<p>process. Have partners switch roles and follow the same procedures.</p> <p>13. Following students' practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult (e.g., some may be uneasy asking about salary). Respond to questions. Assign the due date for completion of the interview.</p> <p>14. Help students identify the individuals to be interviewed. Writing down the names of the "interviewees" will strengthen students' commitment to completing the project.</p> <p><i>Note: The most "readily available" worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.</i></p>	<p>13. Students will reflect on process and ask clarifying questions about the procedures and/or process.</p> <p>14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.</p>
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#### Teacher Follow-Up Activities

Ask the classroom teacher to collect student interviews in preparation for the next guidance session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.

#### Counselor reflection notes (completed after the lesson)

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\*One copy for each student

## Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

### **Arts and Communication**

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

### **Business, Management, and Technology**

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

### **Health Services**

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

### **Human Services**

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

### **Industrial and Engineering Technology**

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

### **Natural Resources/Agriculture**

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

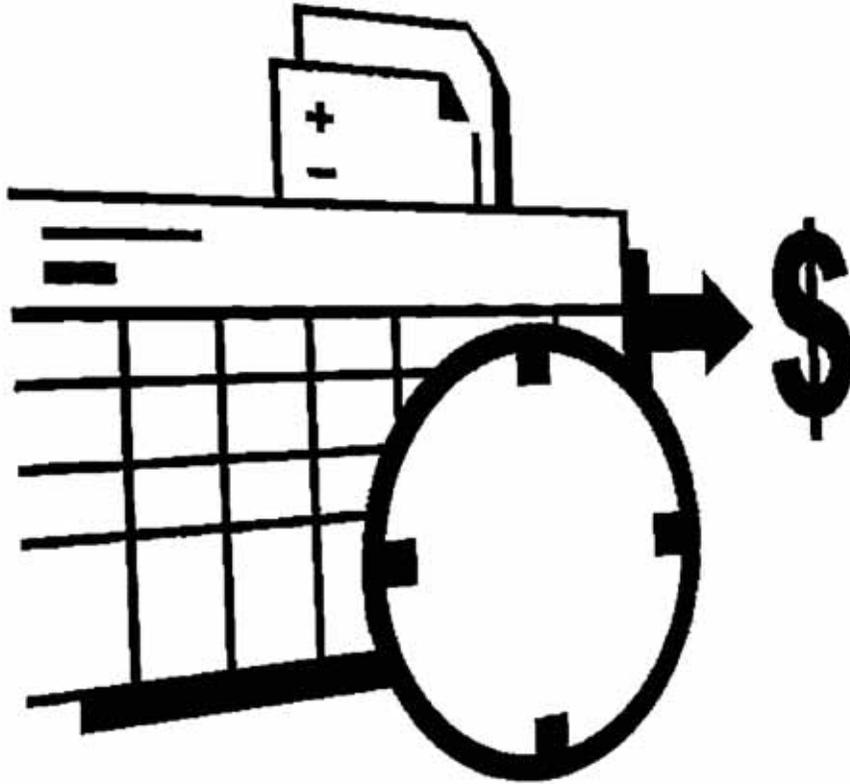
\*One copy to be posted on the board or wall

## ARTS & COMMUNICATION



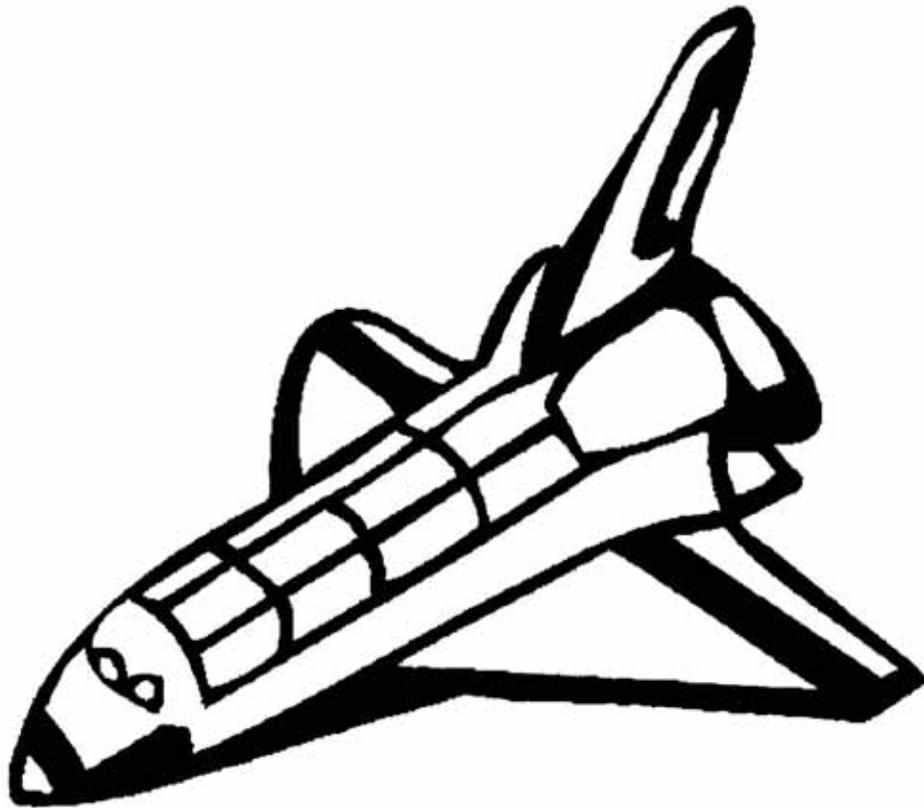
\*One copy to be posted on the board or wall

# BUSINESS, MANAGEMENT, & TECHNOLOGY



\*One copy to be posted on the board or wall

# INDUSTRIAL & ENGINEERING TECHNOLOGY



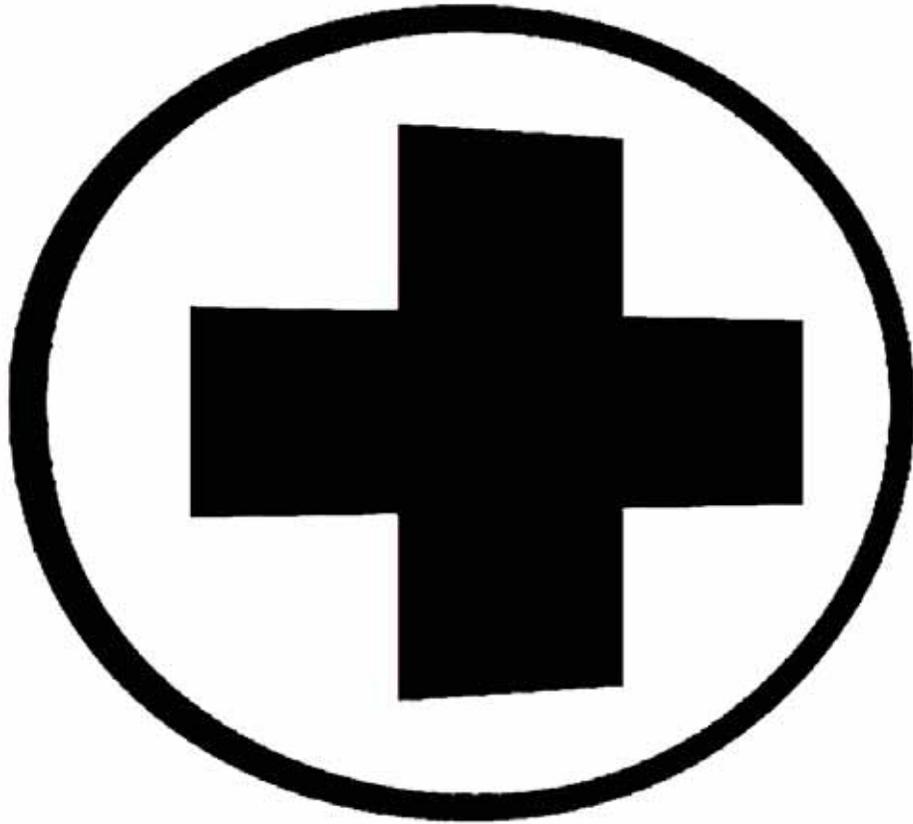
\*One copy to be posted on the board or wall

# HUMAN SERVICES



\*One copy to be posted on the board or wall

## HEALTH SERVICES



\*One copy to be posted on the board or wall

# NATURAL RESOURCES



### Activity Sheet: Career Path Group Project Form

\*One copy for each task group

<b>ARTS &amp; COMMUNICATION</b>	<b>BUSINESS, MANAGEMENT, &amp; TECHNOLOGY</b>
<b>INDUSTRIAL &amp; ENGINEERING TECHNOLOGY</b>	<b>HEALTH SERVICES</b>
<b>HUMAN SERVICES</b>	<b>NATURAL RESOURCES</b>

\*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

### Resource: Occupation Cards

<b>Hotel/Motel Clerk</b>	<b>Computer Programmer</b>
<b>Legal Secretary</b>	<b>Loan Officer</b>
<b>Travel Agent</b>	<b>Retail Sales Person</b>
<b>Chiropractor</b>	<b>Dentist</b>
<b>Dental Assistant</b>	<b>Physical Therapy Assistant</b>
<b>Speech Pathologist</b>	<b>Nurse Aide/Orderly</b>

<b>Lawyer</b>	<b>Pastor/Priest/Rabbi</b>
<b>Firefighter</b>	<b>Teacher</b>
<b>Barber</b>	<b>Recreation Worker</b>
<b>Computer Repair Technician</b>	<b>Architect</b>
<b>Printing Press Operator</b>	<b>Locksmith</b>
<b>Floral Designer/Florist</b>	<b>Photographer</b>
<b>Welder</b>	<b>Painter/Paperhanger</b>

<b>Pest Control Worker</b>	<b>Zoologist</b>
<b>Fish Hatchery Worker</b>	<b>Meteorologist</b>
<b>Forester/Conservation Scientist</b>	<b>Farmer</b>
<b>Actor</b>	<b>Professional Athlete</b>
<b>Composer</b>	<b>Reporter</b>

## Resource: Occupation Card Sort Answers

### Business, Management, and Technology

Hotel/Motel Clerk  
Legal Secretary  
Loan Officer  
Computer Programmer  
Assistant  
Travel Agent  
Retail Sales Person

### Arts and Communication

Photographer  
Actor  
Composer  
Reporter  
Floral Designer/Florist  
Professional Athlete

### Health Services

Chiropractor  
Dentist  
Dental Assistant  
Physical Therapy  
Speech Pathologist  
Nurse Aide/Orderly

### Industrial and Engineering Technology

Computer Repair Technician  
Printing Press Operator  
Locksmith  
Welder  
Painter/Paperhanger  
Architect  
Scientist

### Human Services

#### Resources/Agriculture

Lawyer  
Firefighter  
Teacher  
Barber  
Pastor/Priest/Rabbi  
Recreation Worker

### Natural

Fish Hatchery Worker  
Meteorologist  
Zoologist  
Pest Control Worker  
Farmer  
Forester/Conservation

## Activity Sheet: Worker Interview

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Whom did you interview? \_\_\_\_\_

Career: \_\_\_\_\_

Career Path: \_\_\_\_\_

### Questions to Ask the Person You Interview:

What is the most important “thing” you want to tell me about your career?

What led you to this career?

Average salary/wage range: Entry: \_\_\_\_\_ Mid-point in career \_\_\_\_\_ Upper \_\_\_\_\_

How many hours do you work each day? \_\_\_\_\_

How many days do you work each week? \_\_\_\_\_

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

**Unit # 1 Title:** Who Am I as a Career?

**Lesson Title:** Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 2)

**Lesson:** 2 of 2

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectation:**

CD.7.A.06.a.i: Use current interests, strengths and limitations to guide individual career exploration.

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CD.8.A.06.a.i: Evaluate career and educational information resources.

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**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Resources (see Resources for Lesson 1): \*Career Path Descriptions

\*Career Path Posters (set of six)

\*Ideas for Personal Plan of Study/Career Portfolio

Activity Sheets: \*"Worker Interview Questions" (completed by students prior to this lesson)

Career Path Student Survey

Job and Gender Role Survey

(\*Materials introduced in the previous lesson).

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students,
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	workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and verbal skills; interview and writing skills
X Mathematics	Data analysis
X Social Studies	Recognition of roles of careers in society
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>                  Question and answer, performance activity, consensus, authentic assessment (inclusion in Personal Plan of Study/Career Portfolio), "Worker Interview Questions"</p>
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**Lesson Preparation**

<p><b>Please Note:</b> <i>The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. Some districts have a well-developed system for student portfolios, some districts have adopted portfolio guidelines and do not yet have the "system" in place, some districts are in the "talking about" stage. We have included some general ideas (see Resource: "Ideas for Personal Plans of Study/Career Portfolios"); however, we suggest that counselors work with administrators and teachers in their districts to make the Comprehensive Guidance Program Portfolios an extension of the student portfolios used in other content areas.</i></p> <p><b>Essential Questions:</b> How do the Career Paths relate to who YOU are?</p>
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**Engagement (Hook):** Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs have gender?

**Procedures:**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Review information Career Path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product?</li><li>2. Divide class into small groups to present information gathered during their interviews with workers (see completed “Worker Interview” questionnaire). Ask the students to decide which Career Path each job belongs to and whether the job is considered a male or female job. (<b>NOTE WELL:</b> the purpose of this question is to create an awareness of students’ unintentional stereotyping of occupations—with the goal of increasing students’ awareness of their subtle/hidden biases.)</li><li>3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the “Job and Gender Role Survey” to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a “friendly” attitude) opinions as a group, and then as a class, concerning “men only” and “women only” jobs. Students will be asked if there are <u>real</u> reasons why some careers should not be open to both genders.</li><li>4. Students will be given the “Student Career</li></ol>	<ol style="list-style-type: none"><li>1. Students will participate in the review process.</li><li>2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion.</li><li>3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.</li><li>4. Students return to their regular seating to</li></ol>

<p>Path Survey”. The students are to mark the “bubble” for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students.</p> <p><i>NOTE: Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.</i></p> <p>5. Once the survey is complete, the counselor will reveal which Career Paths are represented in each column. Allow time for students to reflect on the results of their surveys.</p> <p><i>NOTE: Students’ surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study</i></p>	<p>complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.</p> <p>5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across Career Paths by similarities/differences and high/low markings in the categories</p> <ul style="list-style-type: none"><li>a. Activities of interest</li><li>b. Personal Qualities</li><li>c. Free-time Preferences</li><li>d. School Subject Preferences</li></ul> <p>Upon completion of their conversation, students will consider the trends of their responses and identify Career Paths and related occupations that would fulfill the personal preferences noted.</p>
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**Teacher Follow-Up Activities**

During classroom discussions that involve occupations or people in the news, point out those individuals in non-traditional roles and/or the skills needed to perform those jobs.

**Counselor reflection notes (completed after the lesson)**

Career Path Survey Name \_\_\_\_\_ Grade \_\_\_\_\_

\*Adapted for Middle School Subjects from Krista Flowers' Model, Mid Rivers Tech Prep Consortium

<p><b>Career Path # 1 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Preparing medicines in a pharmacy</li> <li><input type="radio"/> Helping sick people</li> <li><input type="radio"/> Working with animals</li> <li><input type="radio"/> Helping with sports injuries</li> <li><input type="radio"/> Studying anatomy and disease</li> <li><input type="radio"/> Performing surgery</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Compassionate and caring</li> <li><input type="radio"/> Good listener</li> <li><input type="radio"/> Good at following directions carefully</li> <li><input type="radio"/> Conscientious and careful</li> <li><input type="radio"/> Patient</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Volunteering in a hospital</li> <li><input type="radio"/> Taking care of pets</li> <li><input type="radio"/> Exercising and taking care of myself</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Math</li> <li><input type="radio"/> Science</li> <li><input type="radio"/> Physical Education</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>	<p><b>Career Path # 2 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Predicting weather</li> <li><input type="radio"/> Predicting or measuring earthquakes</li> <li><input type="radio"/> Growing flowers/trees or gardening</li> <li><input type="radio"/> Studying rocks and minerals</li> <li><input type="radio"/> Raising fish or other animals</li> <li><input type="radio"/> Working in a chemistry lab</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Helping with problems</li> <li><input type="radio"/> Nature lover</li> <li><input type="radio"/> Physically active</li> <li><input type="radio"/> Problem solver</li> <li><input type="radio"/> Observant</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Hiking</li> <li><input type="radio"/> Participating in FFA or 4H</li> <li><input type="radio"/> Experimenting with a chemistry set</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Math</li> <li><input type="radio"/> Social Studies</li> <li><input type="radio"/> Science</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>	<p><b>Career Path # 3 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Reading or writing stories or articles</li> <li><input type="radio"/> Designing and building scenery for plays</li> <li><input type="radio"/> Gardening</li> <li><input type="radio"/> Taking photographs</li> <li><input type="radio"/> Acting in a play or movie</li> <li><input type="radio"/> Listening to or playing music</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Imaginative</li> <li><input type="radio"/> Creative</li> <li><input type="radio"/> Outgoing</li> <li><input type="radio"/> Using my hands to create things</li> <li><input type="radio"/> Performer</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Working on a school newspaper or yearbook</li> <li><input type="radio"/> Acting in a play</li> <li><input type="radio"/> Painting pictures or drawing</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Music/Choir/Band</li> <li><input type="radio"/> Language</li> <li><input type="radio"/> Art</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>
<p><b>Career Path # 4 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Putting things together</li> <li><input type="radio"/> Designing buildings</li> <li><input type="radio"/> Working on cars or mechanical things</li> <li><input type="radio"/> Using math to solve problems</li> <li><input type="radio"/> Gardening</li> <li><input type="radio"/> Using tools</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Practical</li> <li><input type="radio"/> Like using my hands</li> <li><input type="radio"/> Logical</li> <li><input type="radio"/> Good at following instructions</li> <li><input type="radio"/> Observant</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Building stage sets for a school play</li> <li><input type="radio"/> Drawing sketches of cars or mechanical things</li> <li><input type="radio"/> Working on cars</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Math</li> <li><input type="radio"/> Science</li> <li><input type="radio"/> Shop</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>	<p><b>Career Path # 5 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Interviewing people</li> <li><input type="radio"/> Using computer programs to do math</li> <li><input type="radio"/> Typing letters, forms, banners, etc.</li> <li><input type="radio"/> Keeping records, taking notes at meetings</li> <li><input type="radio"/> Working with numbers</li> <li><input type="radio"/> Organizing files and paperwork</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Practical</li> <li><input type="radio"/> Independent</li> <li><input type="radio"/> Organized</li> <li><input type="radio"/> Like to use machines</li> <li><input type="radio"/> Like to be around people</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Being in a speech contest or debate</li> <li><input type="radio"/> Using a computer</li> <li><input type="radio"/> Volunteering in a local hospital office</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Speech</li> <li><input type="radio"/> Language</li> <li><input type="radio"/> Math</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>	<p><b>Career Path # 6 is</b></p> <hr/> <p><b>Activities That Interest Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Helping people solve problems</li> <li><input type="radio"/> Working with kids</li> <li><input type="radio"/> Working with elderly people</li> <li><input type="radio"/> Preparing food</li> <li><input type="radio"/> Being involved in politics</li> <li><input type="radio"/> Solving a mystery</li> </ul> <p><b>Personal Qualities That Describe Me</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Friendly</li> <li><input type="radio"/> Open</li> <li><input type="radio"/> Outgoing</li> <li><input type="radio"/> Good at making decisions</li> <li><input type="radio"/> Good listener</li> </ul> <p><b>In My Free Time I Would Enjoy</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Tutoring young children</li> <li><input type="radio"/> Helping with a community project</li> <li><input type="radio"/> Coaching kids in a sport</li> </ul> <p><b>School Subjects/Activities That I Enjoy or Do Well</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Language</li> <li><input type="radio"/> Social Studies</li> <li><input type="radio"/> Speech</li> </ul> <p><b>How Many Did I Pick?</b> <input type="text"/></p>

## Career Path Student Survey Answer Sheet

- Career Path # 1 = Health Services
- Career Path # 2 = Natural Resources/Agriculture
- Career Path # 3 = Arts & Communication
- Career Path # 4 = Industrial and Engineering Technology
- Career Path # 5 = Business, Management, and Technology
- Career Path # 6 = Human Services

**Jobs and Gender Role Survey**

\*One copy for each student

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Directions: Place a check-mark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	<u>Males Only</u>	<u>Both Genders</u>	<u>Females Only</u>
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

## Resource: Ideas for Personal Plan of Study/Career Portfolios Developed by Carolyn S. Magnuson for Discussion Purposes Only

The ideas that follow are thought-starters as YOU and your colleagues formulate the guidelines for the Comprehensive Guidance aspect of student portfolios.

### I. Foundation Principles:

1. The purpose of the portfolio is three-fold:
  - a. To serve as a storage/retrieval system for selected student work
  - b. To provide students and counselors with a “running record” of students’ achievement, their interests, their perceived aptitudes and abilities
  - c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school.
2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
3. Your ideas ....

### II. Contents

1. Student’s Personal Plan of Study
2. Assessment Results (Informal and Standardized)
3. Student’s Life Career Goals
4. Student’s Reflections
5. Your Ideas ....

### III. Storage/Retrieval/Access

1. Student Privacy is of utmost importance
  - a. The sensitivity of student-provided content is addressed “before the fact.”
  - b. Students are able to determine who has access to Portfolio
  - c. The district’s implementation policies/guidelines regarding The Family Educational Rights and Privacy Act will be followed.
  - d. All access/retrieval policies and guidelines will be “transparent” for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
2. Storage of Portfolio is the responsibility of the school district
  - a. Notebooks?
  - b. Electronic?
3. In the case of some documentation it may be more appropriate for student to maintain information.

<p><b>Unit # 1 Title:</b> Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p><b>Number of Lessons in Unit:</b> 2</p> <p><b>Time Required:</b> 40 minutes</p> <p><b>Best time of year to implement this Unit:</b> anytime</p> <p><b>Lesson Titles:</b></p> <p><b>Lesson 1:</b> How Does Who I Am Relate to Employability? (Part 1)                  Materials/Special Preparation Required                  Activity Sheet: “Ethical Dilemma Scenarios”                  Markers, butcher block paper,</p> <p><b>Lesson 2:</b> How Does Who I Am Relate to Employability? (Part 2)                  Materials/Special Preparation Required                  Activity Sheet: “It’s All About Me!”                  OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the “It’s All About Me” Activity Sheet. Most computer word processing software contains a resume template</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success</p> <p><b>Grade Level Expectation:</b>                  CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.                  CD.9.B.06.a.i: Develop a resume of work experiences for home and school.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Career Development                  C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p><b>Grade Level: 6</b></p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements.

	<ol style="list-style-type: none"> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</li> <li>4. Examine problems and proposed solutions from multiple perspectives.</li> <li>7. Evaluate the extent to which a strategy addresses the problem.</li> <li>8. Assess costs, benefits and other consequences of proposed solutions.</li> </ol>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions.</li> <li>3. Analyze the duties and responsibilities of individuals in societies.</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace.</li> <li>8. Explore, prepare for and seek educational and job opportunities.</li> </ol>

**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit (Summative) Assessment (acceptable evidence):**

Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve. Students will prepare a preliminary, skill-based resume.

**Brief Summary of Unit:**

This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.

**Unit Goals:**

Students will learn what is meant by the term “ethics” and why ethical behavior is important in the workplace.

Students will assess and analyze work habits.

Students be introduced the resume-writing process as part of the job-seeking process.

**Prior Knowledge Required:**

Interview Process; Work habits, Personal Characteristics, written communication skills

Vocabulary: Honesty, Responsibility, Respect, Self-discipline, Self-respect

<p><b>Unit # 1 Title:</b> Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p><b>Lesson Title:</b> How Does Who I Am Relate to Employability? (Part 1)      <b>Lesson:</b> 1 of 2</p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success</p> <p><b>Grade Level Expectation (GLE):</b>                  CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Career Development                  C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Markers, butcher block paper                  “Ethical Dilemma Scenarios” Activity Sheet</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Communicating thoughts and ideas
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

Students will participate in question and answer sessions.
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**Lesson Preparation**

<p><b>Essential Questions:</b>                  What are ethics? What if people didn't respect others? Why is honesty important? Or courage? Or responsibility? Or self-discipline? Or self-respect?</p> <p><b>Engagement (Hook):</b>                  Mark did not do his math homework. He takes Shondra's homework, erases her name, and puts his name on her paper. You watch Mark make the change. What do you do?</p>
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**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. Divide class into small discussion groups. Give each group markers and a large piece of butcher paper on which to write their ideas. Pose the following questions: "What are ethics?" "What if people didn't respect others?" "Why is honesty important?" "What about courage?" "Or responsibility?" "Or self-discipline?" "Or self-respect?"</p> <p><i>[Note: The counselor may want to discuss what the terms are, or provide students with definitions of the terms from which to work.]</i></p> <p>2. Have the students brainstorm, writing their</p>	<p>1. Students will write their ideas on the butcher paper and discuss the questions in their groups.</p> <p>2. Once the groups have come up with</p>

<p>ideas on the butcher paper and discussing their ideas with the group. Once the groups have discussed the questions, present their responses to the class for discussion. As the groups present their ideas to the class, list their responses on the board.</p> <ol style="list-style-type: none"> <li>3. Follow with the hook: “Why would ethics be important to employers?” Giving the students another piece of butcher paper on which to write their ideas during the brainstorming.</li> <li>4. Provide Activity Sheet “Ethical Dilemma Scenarios “. Students will discuss the dilemmas by assuming the role and point-of-view of each individual (including those not present) involved in the scenario.</li> <li>5. Closure: Ask for 3-4 volunteers to share the response of their choice with the class. Provide opportunities for students to have a small-group (3-4 students) conversation about their thoughts and questions they still have re: ethical decision-making.</li> </ol> <p>Preview of next guidance lesson: Employment readiness skills. Say something like: “Do you know ... that ... there are skills employers want all workers to possess—and those skills have nothing to do with what you know and are able to do related to job tasks? And that people lose their jobs because they don’t have “these” skills more often than because they can’t perform the job-related tasks?”</p>	<p>answers to the questions, they will present their ideas to the class.</p> <ol style="list-style-type: none"> <li>3. Students will write their ideas on the butcher paper during the brainstorming.</li> <li>4. Students will work within their groups to come up with possible solutions to the scenarios.</li> <li>5. Students will respond to the questions listed at the end of the series of scenarios.</li> </ol>
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**Teacher Follow-Up Activities**

Ethical dilemmas present themselves everyday in the classroom. Encourage classroom teachers to point out situations in which students are presented with an ethical decision.

**Counselor reflection notes (completed after the lesson)**



## Activity Sheet: Ethical Dilemma Scenarios

### Scenario #1:

As an employer, one of your employees arrives at work 10 minutes late everyday. It's just 10 minutes, right (the employee does not have a car and must rely on public transportation to get to and from work—and this is her second job)?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

### Scenario #2:

Martin works at the movie theater. He allows his friends to sneak in without paying for tickets. What's the big deal?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

### Scenario #3:

A customer drops a \$10 bill as she pays Cindy for her groceries and doesn't realize it. What should Cindy do (it's the 21<sup>st</sup> of the month, Cindy is a single mom – and has no money to buy groceries)?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

### Scenario #4:

You are with a group of employees in the stockroom. A package of CD's is open. You watch as a couple of the employees take copies of the CD's for themselves. They ask you not to tell the manager. What do you do? What are the consequences of your choices (the other employees are individuals with whom you want be friends)?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

**Scenario #5:**

Devon gets a job at the local fast-food restaurant. He has to wear a uniform everyday that the manager says must be clean and pressed. He is tired when he gets home from work and doesn't want to do laundry. He has school tomorrow and is scheduled to work after school. What does he do? What are his choices?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

**Scenario #6:**

An employer asks Juanita to complete a job assignment by 11:00 a.m. She is almost finished at 10:30, when her friend, Rhonda, comes by. Rhonda wants Juanita to take her break now, so that they can eat a snack together. What should Juanita do (Rhonda is the sister of the person Juanita wants to date)?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

As we were talking about these dilemmas, I thought about a time when:

Ethical Dilemmas Are:

The most difficult part of ethical decision-making for me is:

Ethical Dilemmas in the workplace remind me of (school/classroom experiences):

To be an ethical decision-maker, I have to:

I wonder:

<p><b>Unit # 1 Title:</b> Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p><b>Lesson Title:</b> How Does Who I Am Relate to Employability? (Part 2)                      <b>Lesson: 2 of 2</b></p> <p><b>Grade Level:</b> 6</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success</p> <p><b>Grade Level Expectation (GLE):</b>                  CD.9.B.06.a.i: Develop a resume of work experiences for home and school.</p> <p><b>American School Counselor Association National Standard (ASCA):</b>                  Career Development                  C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Activity Sheet: “It’s All About Me!”                  OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the “It’s All About Me” Activity Sheet. Most computer word processing software contains a resume template.</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 2. Recognize and practice honesty and integrity in academic work and in the workplace. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
X	Social Studies
	Use of tools of social inquiry and relationships of the individual to the group
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

Students will participate in question and answer sessions.  
 Students will develop a skill-based resume. Students will be able to explain resume-writing situations in which an ethical dilemma may present itself. Students will be able to project the personal consequences AND the ethics involved in presenting oneself in a positive, yet truthful, light. Self-evaluation tools will be used.

**Lesson Preparation**

**Essential Questions:** What is a resume and what is its purpose? Why are personal, ethical, and work habits important to career decision making? How do these components relate to job-seeking skills?

**Engagement (Hook):** How will employers know who you are and what your capabilities may be before they have seen you? What is a resume? What skills and experiences have you had that would be valuable to employers and to employability in general?

**Procedures**

Instructor Procedures:	Student Involvement:
1. Students will review prior the prior guidance lesson pointing out the importance of Personal Characteristics and Work Habits in the job seeking, getting and keeping process.	1. Students will identify personal characteristics and work habits and relate them to ethical decision-making at school as well as on the job.
2. Pose the engagement questions for this lesson to the class and provide information concerning job-seeking skills and how the resume fits into that process.	2. Students will contribute information/ideas to discussion, respond to the questions and will ask clarifying questions.
3. Continue with, "A resume is a short story of	3. Students will complete Activity Sheet.

<p>our life experiences, interests, and abilities. Today, we will start that process. Today, you will be completing an Activity Sheet that will give you a chance to ‘talk in writing’ about yourself. You will be reviewing and reflecting what you have said about yourself from the point of view of an employer.” Provide students with “It’s All about Me” Activity Sheet.</p> <p>4. Once the students have completed the Activity Sheet, ask students to take the role of a prospective employer. Does the resume reflect who the student is and his or her capabilities? How is the information in the resume presented? Based on what’s presented, how will the individual’s academic skills and abilities be viewed? What about personal skills and work habits?</p> <p>5. <b>OPTIONAL:</b> The counselor may allow time for students to work with a computer software program to complete a resume, based on information from the Activity Sheet.</p> <p>Information will be inserted into the students’ Personal Plan of Study/Career Portfolios for review and discussion throughout Middle School (See Unit 1 Lesson 1:Guidelines for Personal Plan of Study/Career Portfolio)</p>	<p>4. Students will engage in a critical self-evaluation of their responses on the “It’s All About Me” Activity Sheet. The final question—“Will I be called for an interview with the employer?”</p> <p>5. <b>OPTIONAL:</b> Students will complete their resumes using computer software.</p>
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**Teacher Follow-Up Activities**

The teacher will give students an opportunity to update the resume information.

**Counselor reflection notes (completed after the lesson)**

## Activity Sheet: It's All About Me!

Your life experiences can lead to opportunities in the future. When you are applying for a job, a resume is a way to introduce yourself and to tell about your experiences.

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_

Telephone Number: \_\_ (Area Code \_\_\_\_\_) \_\_\_\_\_

**Wellness and Self-Care:** (You must be healthy and fit to be your most successful self): How do you maintain your mental and physical wellness? (handling stress, personal hygiene, getting the rest you need for learning and working each day, eating foods that contribute to your energy, well-being and success.. )

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How would others rate your care for yourself?                      Great                      Good                      Poor

How do you rate yourself in the area of "Wellness"?                      Great                      Good                      Poor

**At Home:** How do you help at home? (Help with laundry, cooking, cleaning, taking care of animals, mowing, raking leaves, etc.)

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How would your parents/guardians rate your work?                      Great                      Good                      Poor

Do you finish your jobs?                      Always                      Sometimes                      Once in a While

**At School:** How do you help at school? (Tutoring other students, classroom jobs, etc.)

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How would school people rate your work?	Great	Good	Poor
Do you finish your jobs?	Always	Sometimes	Once in a While

**Social Responsibility—Service to Others:** How do you help in the community? (E.g., Helping someone in your neighborhood, working on a church or scout project, or participating in a community project—such as a walkathon, community clean-up project, food drive)

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How would people in the community rate your work?	Great	Good	Poor
Do you finish your jobs?	Always	Sometimes	Once in a While

**Unit # 1 Title:** How Do the Pieces Fit?

**Grade Level:** 7

**Number of Lessons in Unit:** 3

**Time Required:** Usually 50 minutes; however, length will vary depending on the length of the inventories selected.

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

Lesson 1: If the Career Fits, Explore It!

Materials/Special Preparation Required:

A Career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7<sup>th</sup> grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, Kuder, CX Bridges Career Explorer, Choices

Lesson 2: If the Career Fits, Explore It! (Part 2)

Materials/Special Preparation Required:

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: "Who I Am..." "Researching a Career" (optional)

Lesson 3: We Are All Pieces of the Puzzle

Materials/Special Preparation Required:

Completed "Who I Am ..." and "Researching a Career" Activity Sheets (see Lesson 2)

Activity Sheet: "Map It Out" concept map (2 copies for each student)

Item(s) purchased locally and produced in another country

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

**Grade Level Expectation:**

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Be aware of occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.7.C.07.a.i: Recognize the relevance of all work and workers and that they coexist in a global society.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.  
 CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

**American School Counselor Association National Standard (ASCA):**

Career Development

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

**Lesson Assessment (acceptable evidence):**

Career interest inventory, such as Job-O, Career Game, COIN Career Targets, Kuder, CX Bridges Career Explorer, Choices, etc., and authentic assessment through inclusion in career portfolio.  
 Data on careers and the training required.  
 Question answer, group discussion, group task completion.

**Brief Summary of Unit:** Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.

When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the Career Paths.

**Unit Goals:** Students will complete an interest inventory; use the information from the inventory to investigate careers using written or computerized resources; create and present a career project incorporating personal interests; categorize an occupation based on the Career Paths model.

Students will investigate and/or brainstorm various careers/products to recognize the relevance of all workers and that they coexist in a global society.

**Students' Prior Knowledge:**

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength,
Limitation		
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 7 the common conceptual understanding includes: the integration of self knowledge into life and career plans, adapting to changes in the world economy and work, respect for all work (and workers)

For CD 8 the common conceptual understanding includes: the career decision-making processes and the education and training requirements of careers.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning
Skills	
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics

**Unit # 1 Title:** How Do the Pieces Fit?

**Lesson Title:** If the Career Fits, Explore It! (Part 1)

**Lesson:** 1 of 3

**Grade Level:** 7

**Length of Lesson:** one class period

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

**Grade Level Expectation (GLE):**

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Be aware of occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

A Career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7<sup>th</sup> grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, Kuder, CX Bridges Career Explorer, Choices

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

	8. Explore, prepare for and seek educational and job opportunities.
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**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing; compare and contrast; research
X Mathematics	Data analysis
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b>                  Career interest inventory, such as those listed above, and authentic assessment through inclusion in career portfolio</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b> How does <i>who you are</i> relate to possible choices for careers and career paths? How would an interest inventory help someone have an understanding of oneself?</p> <p><b>Engagement (Hook):</b> Partners tell each other qualities they see in one another and what career(s) they think they might be good at.</p>
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**Procedures for Session 1**

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> <li>1. Introduce the Interest Inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed AND to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory.</li> <li>2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g.,</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately.</li> <li>2. Post-inventory: Reflect on process and respond to questions</li> </ol>



**Unit # 1 Title:** How Do the Pieces Fit?

**Lesson Title:** If the Career Fits, Explore It! (Part 2)

**Lesson:** 2 of 3

**Grade Level:** 7

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

**Grade Level Expectations (GLEs):**

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07.a.i: Be aware of occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest.

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: “Who I Am...” “Researching a Career” (optional)

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
X	Science	Scientific inquiry
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	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.**  
 Question answer, group discussion, group task completion

**Lesson Preparation**

**Essential Questions:** How does who I am relate to Career Paths and career choices?  
**Engagement (Hook):** **TOMORROW'S THE DAY!!!**

**Procedures:**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>Say to students: You <b>HAVE</b> to get a job by noon <b>TOMORROW!!</b> The magic is ... You have the ability get the job of your dreams ... a job that will allow you to <b>BE YOURSELF!!</b> What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson.</li> <li>Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results:                     <ul style="list-style-type: none"> <li>Are your results "YOU"?</li> <li>How do your results fit with the job you identified in #1?</li> <li>The person who "takes" an interest inventory <b>MUST USE</b> the results (<b>NOT</b> let the results <b>USE THEM</b>) with information</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Students will identify a job.</li> <li>Students will review and reflect <b>HONESTLY</b> on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions.</li> </ol>

<p>they know to be true about themselves (e.g., “The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.”).</p> <ol style="list-style-type: none"><li>3. Review Career Paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each Career Path and the job they identified in “1” above. Is there a fit? Would you still choose the job you chose in #1? Would you like to take the interest inventory again?</li><li>4. Provide instructions for the “Who I Am...” Activity Sheet and have students complete it by marking an X in the boxes that are “like them”.</li></ol> <p><i>NOTE: Students may be unfamiliar with the vocabulary on this Activity Sheet. The counselor may choose to read the items and offer explanation as questions arise.</i></p> <ol style="list-style-type: none"><li>5. Collect the completed Activity Sheets. Tell students that during the next guidance lesson, they will be using the results and that between now and then, they will be discovering more about a specific occupation.”</li><li>6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check. While students are investigating a specific career, they should consider which Career Path that occupation “fits”.</li></ol>	<ol style="list-style-type: none"><li>3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories ...in light of the job they identified in “1” above.</li><li>4. Review the “Who I Am ...” Activity Sheet and ask clarifying questions.</li><li>5. Complete Step 1 of “Who I Am...” Activity Sheet; give to counselor when complete.</li><li>6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next guidance lesson, they will be using the information gained from their career research to complete Step 2 of “Who I Am...”</li></ol>
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<p>7. Help students explore the career information resources available to them – on the internet, in the counselor’s office, in the school library.</p>	<p>7. Students may use information downloaded from an online source OR if they are unable to print a hard copy of their career information from an online source, they can use the Activity Sheet “Researching a Job” to record information they find during the research they conduct.</p>
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**Teacher Follow-Up Activities**

Students post careers they investigated on a classroom career path chart.

**Counselor reflection notes (completed after the lesson)**



Activity Sheet: Who I Am .....

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

A Career I'm Considering: \_\_\_\_\_

Career Path: \_\_\_\_\_

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> High salary<br>(over \$50,000)                    | <input type="checkbox"/> Working in a wet place                              | <input type="checkbox"/> Working in a safe place                           |
| <input type="checkbox"/> Middle income<br>(\$20,000 to \$50,000)           | <input type="checkbox"/> Working in some hazardous<br>surroundings           | <input type="checkbox"/> Working at the same location<br>all day           |
| <input type="checkbox"/> Low income<br>(under \$20,000)                    | <input type="checkbox"/> Pleasant working conditions                         | <input type="checkbox"/> Working inside                                    |
| <input type="checkbox"/> Staying clean                                     | <input type="checkbox"/> Working outside                                     | <input type="checkbox"/> Getting dirty                                     |
| <input type="checkbox"/> Working in a factory                              | <input type="checkbox"/> Working in a rural setting                          | <input type="checkbox"/> Working in many areas                             |
| <input type="checkbox"/> Working in a store                                | <input type="checkbox"/> Working in an office                                | <input type="checkbox"/> Traveling as part of the job                      |
| <input type="checkbox"/> Working in a noisy place                          | <input type="checkbox"/> Working with other people                           | <input type="checkbox"/> Working in a quiet place                          |
| <input type="checkbox"/> Working in heat                                   | <input type="checkbox"/> Planning your own work                              | <input type="checkbox"/> Working alone                                     |
| <input type="checkbox"/> Working in cold                                   | <input type="checkbox"/> Doing work that provides a<br>chance to be creative | <input type="checkbox"/> Working in air conditioning                       |
| <input type="checkbox"/> Working in a dry place                            | <input type="checkbox"/> Doing the same task each day                        | <input type="checkbox"/> Having a high level of<br>responsibility          |
| <input type="checkbox"/> Following orders                                  | <input type="checkbox"/> Spending lots of time with your<br>family           | <input type="checkbox"/> Doing different tasks every<br>day                |
| <input type="checkbox"/> Working a seasonal job                            | <input type="checkbox"/> Being your own boss                                 | <input type="checkbox"/> Having vacation time                              |
| <input type="checkbox"/> Working for someone else                          | <input type="checkbox"/> Working short hours                                 | <input type="checkbox"/> Having flexible hours                             |
| <input type="checkbox"/> Performing mental, rather<br>than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week                      | <input type="checkbox"/> Having respect in the<br>community                |
| <input type="checkbox"/> Working with details                              | <input type="checkbox"/> Working with tools                                  | <input type="checkbox"/> Performing physical, rather<br>than mental, tasks |

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Having good fringe benefits                                  | <input type="checkbox"/> Manufacturing a product                | <input type="checkbox"/> Performing a service                |
| <input type="checkbox"/> Working while standing                                       | <input type="checkbox"/> Working while sitting                  | <input type="checkbox"/> Helping people                      |
| <input type="checkbox"/> Doing work that requires a great deal of reading and writing | <input type="checkbox"/> Competing with others                  | <input type="checkbox"/> Working in an expanding career area |
| <input type="checkbox"/> Motivating others  | <input type="checkbox"/> Influencing others                     | <input type="checkbox"/> Working in a city                   |
| <input type="checkbox"/> Working in the suburbs                                       | <input type="checkbox"/> Supervising others                     | <input type="checkbox"/> Making decisions on the job         |
| <input type="checkbox"/> Working in a declining career area                           | <input type="checkbox"/> No high school diploma or GED required | <input type="checkbox"/> Social skills required              |
| <input type="checkbox"/> Listening skills required                                    | <input type="checkbox"/> Following directions carefully         | <input type="checkbox"/> Trade or technical school required  |
| <input type="checkbox"/> Working with a chance for advancement                        | <input type="checkbox"/> Advanced college degree required       | <input type="checkbox"/> Using writing skills                |
| <input type="checkbox"/> Using speaking skills  | <input type="checkbox"/> Using reading skills                   | <input type="checkbox"/> On-the-job training required        |
| <input type="checkbox"/> Apprenticeship offered                                       | <input type="checkbox"/> License required                       | <input type="checkbox"/> Memory skills required              |
| <input type="checkbox"/> Working as a member of a team                                | <input type="checkbox"/> Good grooming required                 | <input type="checkbox"/> Using science skills                |
| <input type="checkbox"/> Advanced math skills required                                | <input type="checkbox"/> Basic math skills required             | <input type="checkbox"/> Union membership required           |
| <input type="checkbox"/> Typing skills required                                       | <input type="checkbox"/> Special skills required                | <input type="checkbox"/> College degree required             |
| <input type="checkbox"/> Social studies skills required                               | <input type="checkbox"/> Good manners required                  | <input type="checkbox"/> Working by myself                   |

**Step 2 Directions:** Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for YOU) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

<b>Unit # 1 Title:</b> How Do the Pieces Fit?	
<b>Lesson Title:</b> We Are All Pieces of the Puzzle	<b>Lesson:</b> 3 of 3
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.	
<b>Grade Level Expectation (GLE):</b>	
CD.7.C.07.a.i: Recognize the relevance of all work and workers and that they coexist in a global society.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Career Development	
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
C: Students will understand the relationship between personal qualities, education, training and the world of work.	

**Materials (include activity sheets and/ or supporting resources)**

Completed “Who I Am ...” and “Researching a Career” Activity Sheets (see Lesson 2)
Activity Sheet: “Map It Out” concept map (2 copies for each student);
Item(s) purchased locally and produced in another country

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		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, portfolio, etc.**  
 Students will be able to use mapping skills related to careers and career paths.

**Lesson Preparation**

**Essential Questions:**  
 How are various occupations interrelated? How do those occupations relate to the career paths?

**Engagement (Hook):**  
 Show students a small puzzle. Explain that without all the pieces, a puzzle is not complete. The same principle applies to the world of work. Each person who provides a service or who produces a product depends on others to make the process complete.

**Procedures for Lesson**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Distribute students' completed "Who I Am ..." Activity Sheets. Have them complete the second part of the inventory: With one of the careers they researched in mind, students will mark the items that "fit" that career with an "0"</li> <li>2. Divide students into task groups. Give each group a "Map It Out" concept map Activity Sheet. Encourage the groups to choose a specific career that they find appealing. The students will write the name of that career in the middle bubble.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete the second part of the Activity Sheet and review the "match" asking himself or herself if their preferences would make them a good fit with the occupation they researched.</li> <li>2. Participate in group discussion while respecting the views of others.</li> </ol>

<p>Ask the groups to consider related careers. Related careers are those that may not be the specific career goal, but would allow students to be professionally involved in the career area desired. With every specific career, there are typically many related careers. The students will then brainstorm as many related careers as possible, placing them in the Career Path boxes. Encourage the students to come up with as many jobs in as many Career Paths as possible. Some jobs may have many Career Paths involved. Others may not.</p> <p>Example: A specific career may be a news anchor-person. Related careers might include camera operator, copywriter, freelance writer, reporter, producer, actor, and sportscaster.</p> <p>Allow 5 minutes for students to complete the concept map.</p> <ol style="list-style-type: none"><li>3. Review the groups' results, soliciting opinions from the rest of the class.</li><li>4. Present items purchased in the United States and produced in another country to the groups. Have them consider all the potential individuals who may have contributed to that product being available for purchase in the local store. Give the groups another copy of the "Map It Out" Activity Sheet to use for this activity; telling students to place the name of the product in the center and the names of occupations in the career path "boxes" surrounding the product. Allow 5 minutes for students to complete the concept map.</li><li>5. Discuss the results of the groups' concept mapping exercise. Follow up with discussion of a global society, the value of all work and workers and the</li></ol>	<ol style="list-style-type: none"><li>3. When concept map is complete, groups will explain their choices for related occupations either to the whole class group or to another small task group.</li><li>4. Review group roles and ways of showing disagreement without being disagreeable. Consider the many people who have work because of this product--in the country of origin and in the United States. Students will contribute ideas and listen to others' ideas through brainstorming, group discussion, and class discussion.</li><li>5. Students will do a 2-minute writing as closure. The focus will be: "My piece of the puzzle ...". Entries will be included in the students' Personal Plan of</li></ol>
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interdependence of people all over the world.	Study/Career Portfolio.
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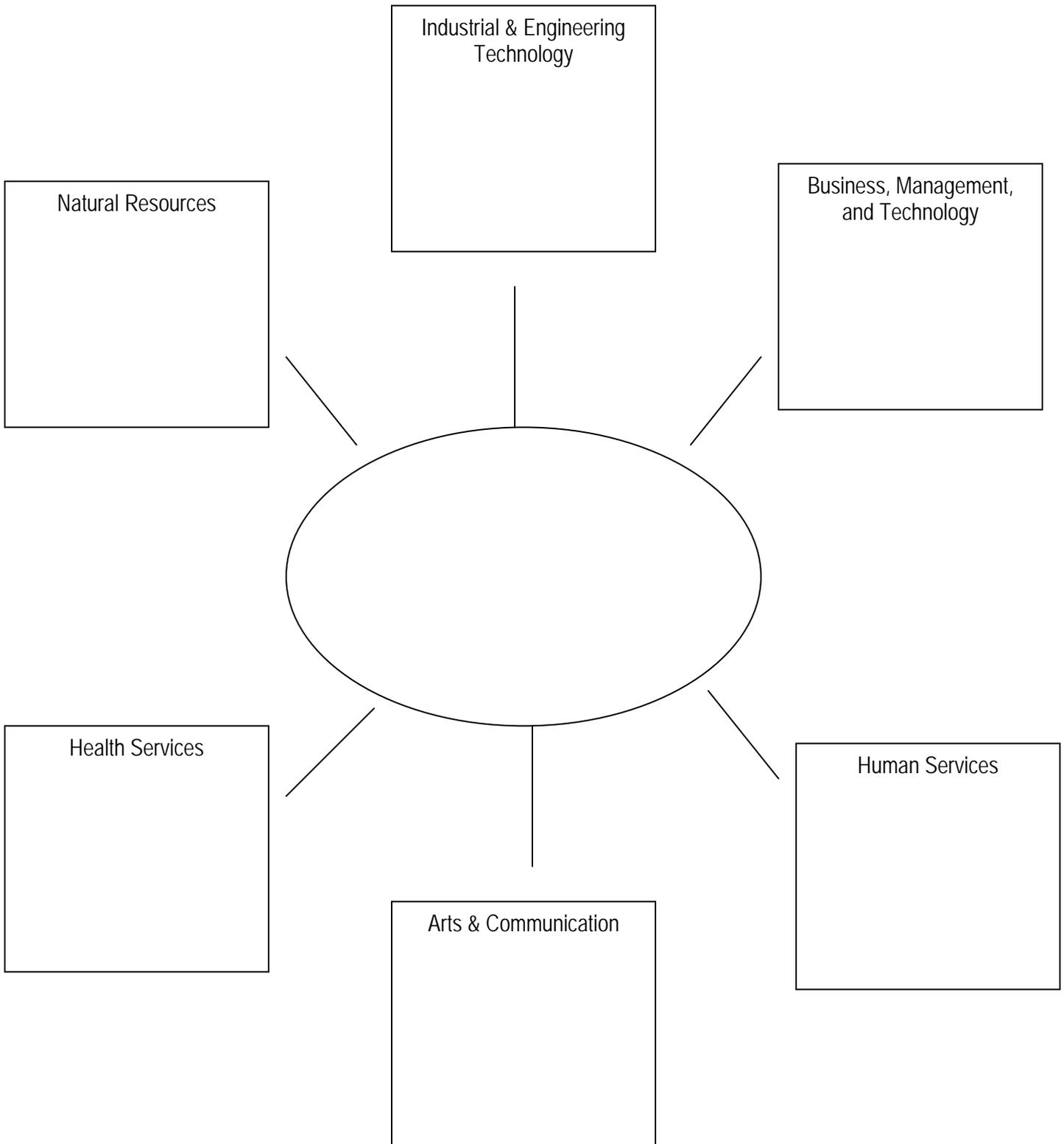
**Teacher Follow-Up Activities**

Teacher may want to post Activity Sheets on bulletin board so students can visually understand many examples of how various careers are dependent on one another.

**Counselor reflection notes (completed after the lesson)**

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### Activity Sheet: Map It Out!



<b>Unit # 2 Title:</b> Using Job-Seeking Skills	<b>Grade Level:</b> 7
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required:</b> 50 minutes	
<b>Best time of year to implement this Unit:</b> anytime	
<b>Lesson Titles</b>	
<b>Lesson 1:</b> Who Will Get the Job? (Part 1)	
Materials/Special Preparation Required:	
Activity Sheets: “Job Application: Happy Hamburger House” (Raven Stone and Marvin Smith). It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students	
Activity Sheets: “Interview Scenarios” (Raven Stone and Marvin Smith). Make copies of each for all students)	
2 highlighters per group (1 yellow and 1 green), paper and pencil.	
Copies of job applications from two community employers.	
<b>Lesson 2:</b> Who Will Get the Job? (Part 2)	
Materials/Special Preparation Required:	
Completed job applications (two) from the local business community (see Lesson 1)	
Activity Sheet: “Interview Checklist”	
paper and pencils	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.9 Applying Employment Readiness Skills and the Skills for On-the-Job Success	
<b>Grade Level Expectation:</b>	
CD.9.A.07.a.i: Utilize information about personal, ethical and work habit skills to enhance individual student success.	
CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.	
<b>American School Counselor Association Standard (ASCA):</b>	
Career Development	
C: Students will understand the relationship between personal qualities, education, training and the world of work.	

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences

	6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

**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 develop a Personal Plan of Study (POS) so that they can establish goals for the future (both short-term and long-term): The Plan will evidence: Student's integration of self knowledge with knowledge about career paths and potential occupations including, but not limited to, student's understanding of his or her personal values and the roles these values will play in career satisfaction; an assessment of his or her work and study patterns and a projection of how these might help or hinder the accomplishment of goals; clearly articulated short and long term goals (including personal change goals); and action plans for accomplishing goals.

**Brief Summary of Unit:**  
 Students will develop a resume, complete sample job applications and evaluate their job interview skills. Students will develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

**Unit Goals and Objectives:**  
 Students will learn how to write a resume, fill out job applications and the process of job interviewing.  
 Students will learn what personal, ethical and work habits are and why they are important.  
 Students will identify necessary components in a career portfolio.  
 Students will assess and analyze personal, ethical, academic and work habit skills.  
 Students will use personal, ethical, academic and work experience to make future career decisions.

**Students' Prior Knowledge:**  
 Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and

understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength,
Limitation		
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

At the seventh grade level, students are expect to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning
Skills	
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics

<p><b>Unit # 2 Title:</b> Using Job-Seeking Skills</p> <p><b>Lesson Title:</b> Who Will Get the Job? (Part 1) <span style="float: right;"><b>Lesson:</b> 1 of 2</span></p> <p><b>Grade Level:</b> 7</p> <p><b>Length of Lesson:</b> 50 minutes</p> <p><b>Missouri Comprehensive Guidance Standard:</b>                  CD.9 Applying Employment Readiness Skills and the Skills for On-the-Job Success</p> <p><b>Grade Level Expectation (GLE):</b>                  CD.9.A.07.a.i: Utilize information about personal, ethical, and work habit skills to enhance individual student success.                  CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p> <p><b>American School Counselor Association Standard (ASCA):</b>                  Career Development                  C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>
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**Materials and Resources (include handouts or supporting documents)**

<p>Activity Sheets: “Job Application: Happy Hamburger House” (Raven Stone and Marvin Smith) It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students</p> <p>Activity Sheets: “Interview Scenarios” (Raven Stone and Marvin Smith) Make copies of each for all students)</p> <p>2 highlighters per group (1 yellow and 1 green), paper and pencil.                  Copies of job applications from two community employers.</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	Reading and writing
Mathematics	
X Social Studies	Use of tools of social inquiry, relationships of the individual and groups
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

**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 able to report on the appropriate way to complete a job application and a job interview.

**Lesson Preparation**

**Essential Questions:**  
 What is a “good” worker?  
 Have you ever applied for a job? Have you ever had a job interview? Why are personal, ethical and work habit skills important to an employer?

**Engagement (Hook):**  
 Ask the students, “How can you lose a job in less than five minutes?”

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
1. Ask the “hook” question and seek responses from 4 or 5 volunteers. Write the essence of each response on the board. Ask students what they notice about the responses ... are ‘job-task’ skills listed?  2. Ask a follow-up “hook” question: “How can you lose a job before you have the job?” Record the essence of students’ responses on the board. Remind class of the elementary school guidance lesson about applying for classroom jobs – and to remember that the classroom job application	1. Students will volunteer responses to the question, review the list of responses and make an observation about the list on the board.  2. Students will volunteer responses the question.

<p>was a way to “sell themselves” as a qualified candidate for their preferred classroom job. If they had not completed their applications neatly and accurately, they might not have gotten the classroom job they really wanted. So--one way to lose a job before you even have it is to be careless about the application submitted.</p> <ol style="list-style-type: none"><li>3. Ask students for ideas on the correct way to complete a job application.</li><li>4. Divide the class into groups of 4. Explain that they will to be given two completed job applications to review and evaluate as a group. They will indicate what is done <b>incorrectly</b> (highlight in yellow) and what is done <b>correctly</b> (highlight in green).</li><li>5. Ask each group to choose a spokesperson to give an example of an <b>incorrect</b> item and a <b>correct</b> item on one of the two applications. The instructor asks students whether or not they agree with each group’s choices.</li><li>6. “Good News, Students! You have just found out – your application sold you as a potential candidate! However -- You still have an opportunity to LOSE the job before you begin – How??” Write 4 or 5 responses on the board. Link responses to lack of or poor interviewing skills. Ask the students for ideas about how to make a job interview successful.</li><li>7. Each group is given the Activity Sheet: “Interview Scenarios” (interviews with Marvin and Raven). They are instructed to review, evaluate and highlight the “Interview Scenarios” in the same way they did the job applications, problem areas</li></ol>	<ol style="list-style-type: none"><li>3. Students will share ideas they have on the correct way to complete a job application. Possible answer: It should be done neatly by being typed or printed legibly.</li><li>4. Students will get into groups. Students will review and assesses the two job applications and highlight in yellow those things that they think are incorrect and highlight in green those things they think are done correctly.</li><li>5. Students choose a spokesperson and the person reports to the class an <b>incorrect</b> item and a <b>correct</b> item from one of the applications. Students respond as to whether or not they agree with each group’s choices. If there is disagreement, a rationale must be given.</li><li>6. Students will share ideas they have on the correct way to complete a job application. Possible answer: Dress nice and use good manners.</li><li>7. Students will highlight the interview scenarios using yellow for problem areas (<b>incorrect areas</b>) and green for the use of effective interviewing skills (<b>correct areas</b>).</li></ol>
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<p>(<b>incorrect areas</b>) in yellow and effective interview skills (<b>correct areas</b>) in green.</p> <p>8. Ask each group’s spokesperson to give an example of a problem area and an effective interview skill from one of the two interviews. Ask other students whether or not they agree with each group’s choices.</p> <p>9. Review the pros and cons of each application and each interview with the students and ask, “Who will get the job?” “Could either applicant have lost the job before they had it?” Students will support responses with evidence from the examples provided.</p> <p>10. Tell the students that next week they will be interviewing for jobs with people from the local business community. Job applications from at least two local businesses will be given to students. Students are to complete the applications and return them to the classroom teacher within two days. Review the applications and, at least two days before the interviews; inform students whether or not they have been chosen to be interviewed.</p> <p><i>(NOTE: If individual students choose not to complete and return the applications on time, help the individual use that choice as a piece of her or his individual “puzzle” in the self-evaluation process.)</i></p>	<p>8. Spokespersons report to the class a problem area and an effective interview skill from one of the two interviews. Students (in large group) discuss whether or not they agree with each groups’ choices. If there is disagreement, the rationale for disagreeing must be presented.</p> <p>9. Students will, as a group, decide if Marvin or Raven (or neither) will get the job based on the information provided in the scenario.</p> <p>10. Students will complete two job applications and return them within two days.</p>
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**Teacher Follow-Up Activities**

The counselor will give the teacher envelopes to collect the applications; the teacher will remind the students of the assignment and possibly give class time to work on the applications. (This would work well in a communication arts class or careers class).

**Counselor reflection notes**

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**Activity Sheet: Applications**

**Instructions for Review of Completed Applications**

*These instructions for the review and evaluation of Raven Stone's and Marvin Smith's applications: Read each application and highlight in yellow the **incorrect** parts of each application and highlight in green the **correct** parts of each application. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin completed their applications. Use this page to make your comparisons and to write the summary of your evaluation of the applications.*

## Happy Hamburger House Job Application

*Please print (use blue or black ink) or type.*

**Name**

<b>Last</b>	Stone	<b>First</b>	Raven	<b>MI</b>	M
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**Address**

<b>Number</b>	307	<b>Street</b>	Maple Avenue	<b>City</b>	Anytown	<b>State</b>	MO
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**Phone**

<b>Daytime phone</b>	555-1234	<b>Evening phone</b>	
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**Position**

<input type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 E. 11 <sup>th</sup> Anytown, MO		
Middle/Jr. High	456 E. 11 <sup>th</sup> Anytown, MO		
High School	456 E 11 <sup>th</sup> Anytown, MO		May 2005
Post Secondary			
Other			

**Are you planning any more schooling? If yes, explain.** \_Yes, going to college in the fall.

**Previous Employment (from most recent)**

Company Name	From mo/yr mo/yr	To	Supervisor	Job/ Responsibility
Mr. and Mrs. Conner	6/03			Babysat/Take care of their son

**Why did you leave your last job?** \_\_\_\_\_

**May we contact your previous supervisors?** \_\_\_\_\_

**Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)**

I have babysat and can fix food for the child I sit with. I want to major in restaurant and hotel management someday.
---

\_\_\_\_\_*Raven M. Stone*\_\_\_\_\_

\_\_\_\_4-15-2007\_\_\_\_

**Signature**

**Date**

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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**Happy Hamburger House Job Application**  
*Please print (use blue or black ink) or type.*

**Name**

<b>Last</b> Smith	<b>First</b> Marvin	<b>MI</b> L
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**Address**

<b>Number</b> 703	<b>Street</b> Birch Lane	<b>City</b> Anytown	<b>State</b> MO
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**Phone**

<b>Daytime phone</b> 555-123-4321	<b>Evening phone</b> 555-123-4321
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**Position**

<input checked="" type="checkbox"/> <b>Full-time</b>	<input type="checkbox"/> <b>Evenings</b>	<input type="checkbox"/> <b>Days</b>	<input type="checkbox"/> <b>Any</b>
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 11 <sup>th</sup> Anytown, MO	Not applicable	Not applicable
Middle/Jr. High	456 11 <sup>th</sup> Anytown, MO	Not applicable	Not applicable
High School	456 11 <sup>th</sup> Anytown, MO	Not applicable	Expected May 2005
Post Secondary	Not applicable	Not applicable	Not applicable
Other			

Are you planning any more schooling? If yes, explain At this time I am not sure.

**Previous Employment (from most recent)**

Company Name	From mo/yr	To mo/yr	Supervisor	Job/ Responsibility
None				

Why did you leave your last job? Not applicable

May we contact your previous supervisors?                     

**Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)**

I am very involved in school and I like to have good grades. I've never worked anywhere before.
---

Marvin Smith 4-15-205

Signature

Date

## **Activity Sheet: “Interview Scenario” for Raven Stone Seeking Employment with Happy Hamburger House**

*Instructions for Raven Stone’s and Marvin Smith’s interviews: Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Raven wanted a job at Happy Hamburger House. She had decided she needed to work during the summer in order to earn some spending money for college in the fall. Raven was dreaming of going to college and having a career in restaurant and hotel management. She had never worked except for the occasional babysitting job and was excited to be interviewing for a “regular” job doing something in the area she was considering as a career.

Raven had never interviewed for a job and asked some of her friends who worked at Happy Hamburger House what to expect during the interview. She felt confident about the interview after talking with her friend, Marcus, who had been the “Employee of the Month” recently.

Raven had an interview appointment after school at 4:00 and she went home after school to shower and change clothes before going to the interview. Raven put on a nice pair of slacks, a blouse tucked in with a belt and pulled her hair up into a ponytail.

Raven arrived 10 minutes late for the interview because of the time she had taken to go home and change. Mr. Langley, the manager, was waiting for her when she arrived and she greeted him with a smile and a handshake. Mr. Langley invited her to his office. Raven sat slouched down in the chair offered to her.

*Mr. Langley:* “Raven, I could not help but notice that you are 10 minutes late for the interview. Could you explain why you are late?”

*Raven:* “Well I went home to change after school and it took me longer than I thought it would.”

*Mr. Langley:* “Being to work on time will be important, are you going to be able to get to work on time?”

*Raven:* “I should be able to.”

*Mr. Langley:* “Raven, why do you want to work here at Happy Hamburger House?”

*Raven:* “Well Mr. Langley, I am going to go to school in the fall where I plan to major in the restaurant and hotel management program. I think that working here will give me some experience to help me in my future career.”

*Mr. Langley:* “It sounds like you have future plans. Let’s talk about what you are doing now. What is your school attendance and grades like?”

*Raven:* “I get to school when I can, I have a lot of sinus infections and just don’t feel like going to school. I have been on the honor roll 1 out of 3 quarters. I really don’t do much extra at school.”

*Mr. Langley:* “Do you think this job will create problems for you getting your academic work done?”

*Raven:* “I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it.”

*Mr. Langley:* “Do you have any experience or knowledge to share with me concerning the fast food business?”

*Raven:* “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with Marcus about his work experience here and feel that I know what the job would be like and could do it.”

*Mr. Langley:* “When would you be able to work?”

*Raven:* “I have discussed it with my parents and I can work after school 3 days a week and on Saturdays.”

*Mr. Langley:* “Who is Mr. & Mrs. Conner on your reference list?”

*Raven:* “I have babysat their little boy on several occasions.”

*Mr. Langley:* “I will probably contact them, will that be a problem?”

*Raven:* “I don’t think so. It’s just that I haven’t sat for them since their son broke his arm when I babysat for them last time. He was jumping out of a tree while I was on the phone talking to a friend.”

*Mr. Langley:* “Oh, I see. Do you have any questions for me?”

*Raven:* “I was wondering how much money I would be making?”

*Mr. Langley:* “It will be minimum wage. Do you have any other questions?”

*Raven:* “No, I don’t think so.”

*Mr. Langley:* “Thank you for coming in.”

*Raven:* “You’re welcome.”

## **Activity Sheet:” Interview Scenario” for Marvin Smith Seeking Employment with Happy Hamburger House**

*Instructions for Raven Stone’s and Marvin Smith’s interviews: Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Marvin wanted a job at Happy Hamburger House. He had decided he needed to work in order to earn some spending money. He was looking at Happy Hamburger House because several of his friends worked there.

Marvin had never interviewed for a job before and asked some of his friends who worked at Happy Hamburger House what to expect during the interview. He got a lot of different answers. Most of his friends said the pay was good and that they did as little as they could when Mr. Langley the manager wasn’t there to supervise. Marvin liked the sound of that because he was looking to make some money without having to do much or give up his weekend time. He wasn’t going to have a lot of time to study outside of school if he worked every night and he didn’t really want to have to work hard for the money.

Marvin had an interview appointment after school at 3:30 so he wore what he wore to school that day to the interview. Marvin was dressed in jeans with holes in the knees, a faded t-shirt and his favorite pair of sneakers.

Marvin arrived 5 minutes early for the interview and waited for Mr. Langley, the manager, to come get him for the interview. When Mr. Langley came to get him Marvin stood up and greeted him with a smile and a handshake. Mr. Langley invited him to his office. Marvin slouched down in the chair offered to him at first, but soon sat straight up.

*Mr. Langley:* “Marvin, why do you want to work here at Happy Hamburger House?”

*Marvin:* “Well Mr. Langley I am looking to make a little money to spend.”

*Mr. Langley:* “Let’s talk about what you are doing now. What is your school attendance and grades like?”

*Marvin:* “I have missed 5 days of school this year and I have been on the honor roll 2 out of 3 quarters. I’ve got Chemistry and it’s been kind of difficult this semester. I really enjoy school because I am involved in three organizations and hold an office in one of them.”

*Mr. Langley:* “Do you think this job will create problems for you getting your academic work done or hinder you from being involved in your organizations?”

*Marvin:* “I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it.”

*Mr. Langley:* “Do you have any experience or knowledge to share with me concerning the fast food business?”

*Marvin:* “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with several of my friends and they say it’s an okay place to work.”

*Mr. Langley:* “Who are your friends that you talked to?”

*Marvin:* “I’d rather not say.”

*Mr. Langley:* “Okay. When would you be able to work?”

*Marvin:* “I can work after school 5 days a week, but I prefer not to work weekends at all.”

*Mr. Langley:* “Do you have any references?”

*Marvin:* “References? No, I don’t have any except my friends that work here.”

*Mr. Langley:* “Okay. Do you have any questions for me?”

*Marvin:* “When will I know if I’ve been hired?”

*Mr. Langley:* “I am hoping to hire someone in the next 3 days. I will call you one way or the other. Thank you for coming in.”

*Marvin:* “Thank you for your time and consideration.”

<b>Unit # 2 Title:</b> Using Job-Seeking Skills	
<b>Lesson Title:</b> Who Will Get the Job?(Part 2)	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 50 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success	
<b>Grade Level Expectation (GLE):</b> CD.9.A.07.a.i: Utilize information about personal, ethical, and work habit skills to enhance individual student success. CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.	
<b>American School Counselor Association Standard (ASCA):</b> Career Development: C: Students will understand the relationship between personal qualities, education, training and the world of work.	

**Materials and Resources (include handouts or supporting documents)**

Completed job applications (two) from the local business community (see Lesson 1), Activity Sheet: "Interview Checklist" paper and pencil.
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	Reading and writing
	Mathematics
X Social Studies	Use of tools of social inquiry, relationships of the individual and groups
X Science	Process of scientific inquiry

	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

**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 demonstrate their ability to identify interview skills that lead to success in the job-seeking process by participating in/observing an interview with an employer. During observation, students will use a checklist to validate their ability to identify the use of effective interview skills.

**Lesson Preparation**

**Essential Questions:**  
 What makes the difference between who gets a job and who doesn't?  
 Would you "get the job?"  
**Engagement:**  
 Who will be interviewing for a job today?  
 Who will get the job?

**Procedures**

<p><b>Instructor's Procedures:</b>  <i>(Note: be cautious about setting students who have been selected apart from those who have not been selected – Remember, one of middle schoolers' priorities is peer-approval.)</i></p> <ol style="list-style-type: none"> <li>After asking the "hook" questions," and hearing student responses, ask "Is being appropriately dressed enough to get you a job or is there more to it?"</li> <li>Outline the interviewing procedure for students: A total of six interviews will be conducted (each interviewer will interview three students). The interviews will last no more than five minutes each. As interviews are being conducted, observers will complete the Activity Sheet "Interview</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students will respond to the questions.                      (Students will know beforehand who will be interviewed and are to come prepared to have someone interview them if told they have been chosen.)</li> <li>Students will ask clarifying questions.</li> </ol>
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<p>Checklist”, including the Overall Impressions section.</p> <p>Specific Procedures:</p> <ol style="list-style-type: none"> <li>3. Give each student and the interviewers copies of the Activity Sheet “Interview Checklist”. Interviewers will receive 3 Interview Checklists; students who will not be interviewed will be given six checklists and those who will be interviewed, at least three and at the most five.</li> <li>4. Interviews: The students who will be interviewed by each employer will be assigned to be 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup></li> <li>5. First Round: Employer # 1: The student to be interviewed 1<sup>st</sup>” will remain in classroom; the 2<sup>nd</sup> and 3<sup>rd</sup> students to be interviewed will wait outside the classroom until they are called in for their interviews. Students who are not being interviewed will be observers.</li> <li>6. Each interview will last no more than five (5) minutes. Let the employers know when the five minutes are up. Observers and interviewer will complete the first checklist and get a checklist ready for the next interview.</li> <li>7. Second Round: Employer # 2: Follow the above procedures.</li> <li>8. When all the interviews are completed, the employers will meet for 8-10 minutes with the three students they interviewed in a separate space (e.g. hallway, corner of classroom). The employer will give his or her interviewees general feedback about the process and students’ interviewing skills.</li> <li>9. While interviewees and interviewers are meeting, observers will review their</li> </ol>	<ol style="list-style-type: none"> <li>3. Students will review the “Interview Checklist” and ask clarifying questions. They will complete the checklist during each interview they observe.</li> <li>4. Students interviewing for a specific job will sit outside the classroom until they are called in for their interview. Students not interviewing will complete a checklist during each interview.</li> <li>5. Students will start a new checklist each time a new interview is begun; students who have been interviewed will begin completing checklists.</li> <li>6. Students will complete Interview Checklists for each interview.</li> <li>7. Students will follow same procedures!</li> <li>8. Students who participated as interviewees, will meet with the employer who interviewed them.</li> <li>9. Students will go over their checklists to see which student demonstrated</li> </ol>
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<p>completed checklists and decide who will get the job based on the interview checklist.</p> <p>10. The group will be brought back together and the interviewers will give their insight into how the students did as a whole on completing job applications and interviewing.</p> <p>11. Students will be told who gets the job. Emphasize the importance of reflecting on the process rather than reacting to it, i.e., rather than feeling rejected if one did not get the job, reject rejection and use the information gained to “pick yourself up and start all over again”!</p> <p>12. Have students write a group and/or individual notes of appreciation to the employers. You may want to write a note to students who were interviewed acknowledging their courage and commitment, again – remembering that many middle schoolers aren’t keen on public recognition of success ... but will treasure “private words” of acknowledgement.</p> <p>13. Closure: Ask students to write a brief reflective paper that incorporates the past, present and future, e.g., before this lesson, I ....., During the lesson and the interviews, I ..... In order to be sure I get the job I want, I will ....! Add writing to student’s Personal Plan of Study/Career Portfolio.</p>	<p>appropriate interviewing skills and would be most likely to get the job based on the checklist and what the interviewers have to say about appropriate interviewing skills and completing job applications.</p> <p>10. In the large group, general feedback, (no specific student feedback) will be given.</p> <p>11. Students will begin the reflection process.</p> <p>12. Write notes of appreciation to employers.</p> <p>13. Write the reflection/projection paper – include in Personal Plan of Study/Career Portfolio.</p>
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**Teacher Follow-Up Activities**

The instructor will ask the teacher to encourage good interpersonal and academic skills within the classroom and reinforce how those skills will be important in applying for and obtaining a job.

**Counselor reflection notes**

## Activity Sheet: Interview Checklist

Applicant: \_\_\_\_\_ Reviewed by: \_\_\_\_\_

Circle each action demonstrated and indicate who initiated the action: **I** for **Interviewer** and **A** for **Applicant**

### First Impressions:

\_\_\_\_\_ Handshake (firm)      \_\_\_\_\_ Smile      \_\_\_\_\_ Eye contact

\_\_\_\_\_ Dressed appropriately (clean, neat and well-groomed)

\_\_\_\_\_ “Attentive” posture (Stood and sat up straight)

### Attitude:

Applicant’s attitude was: \_\_\_\_\_ Positive      \_\_\_\_\_ Indifferent      \_\_\_\_\_ Poor

Applicant’s energy level was: \_\_\_\_\_ Enthusiastic      \_\_\_\_\_ Good      \_\_\_\_\_ Poor

### Stress Level of Applicant:

\_\_\_\_\_ Hands relaxed (not clenched)      \_\_\_\_\_ Appeared relaxed and calm

\_\_\_\_\_ Did not play with hair, clothing, bite nails or fidget

### Substance of Interview:

\_\_\_\_\_ Applicant nodded head or gave other nonverbal cues to show he or she was engaged in the interview.

\_\_\_\_\_ Applicant answered questions as though involved in a normal conversation.

\_\_\_\_\_ Applicant asked questions that were pertinent to situation.

### Ending the Interview:

\_\_\_\_\_ Applicant honored end of interview by: \_\_\_\_\_ Making eye contact with interviewer

\_\_\_\_\_ Firmly shaking the interviewer’s hand      \_\_\_\_\_ Thanking the interviewer.

### Overall impressions of interview:

Write a sentence or two describing your impressions/feelings/thoughts about the interview from the perspective of the **interviewer**, the **interviewee**, yourself as a neutral **observer**.

**Unit # 1 Title:**How Does Who I Am Relate to Planning for  
High School and Beyond?

**Grade Level:** 8

*Note: This Unit is “Under Construction” It is the culminating Performance Event for the Middle School Career Development Strand. Additional materials and process will be added as we receive feedback during the 2006-2007 Academic year.*

**Number of Lessons in Unit:** 3

**Time Required:** 50 Minutes

**Lesson Titles:**

**Lesson 1:** Putting It All Together: The Personal Plan of Study (Part 1)

Materials/Special Preparation

A geologic map of California (the map may be any kind [climatic, hydrologic, topographic] anything but a highway map; the State may be any state EXCEPT New York)

A highway map of the United States and a puzzle with a picture of a New England community (A puzzle of “Sleepy Hollow” would be ideal in relationship to Tarrytown, New York)

Students’ Personal Plan of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed Activity Sheets, assessment results and reflection “papers”. The availability of this cumulative information is a key to the effectiveness of the strategies in this Unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

**Lesson 2:** Putting It All Together: The Personal Plan of Study (Part 2)

Materials/Special Preparation

Students’ Personal Plan of Study/Career Portfolio

Completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future”

Activity Sheet: “The Pieces of Our Puzzles: Our Discoveries”

Activity Sheet: “The Pieces of My Puzzle: My Discoveries”

**Lesson 3:** Putting It All Together: The Personal Plan of Study (Part 3)

Materials/Special Preparation

Activity Sheet: “Setting Priorities The Turtle Bay Way”

Activity Sheet: Consider This ...

Activity Sheet: Personal Plan Of Study

Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information

**Missouri Comprehensive Guidance Standard:**

- CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals  
 CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education  
 CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation:**

- CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.  
 CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.  
 CD.7.C.08.a.i: Identify personal contributions made to school and community.  
 CD.8.A.08.a.i: Compare personal interests with career and educational information.  
 CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.  
 CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student’s educational career plan.  
 CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.

**American School Counselor Association National Standard (ASCA):**

Career Development

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Time Required:** Varies according to the instruments used

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

The culminating performance event for the Middle School Career Development Strand is a presentation by each student of his or her “My Design for My Life” and “My Personal Plan of Study”. The students will identify their “cheering section” – a small group of their strongest supporters e. g, parents, a favorite aunt, a middle school teacher, an elementary teacher, a school staff person (e.g. a custodian) and, of course, the Counselor! The student will creatively design the materials and the delivery method for the presentation. The materials will demonstrate the student’s written communication skills, (using writing standards specified by the Communication Arts department), the ability to organize documents so they are easily accessible, creative and critical thinking ability. The presentation will demonstrate the student’s ability to utilize technology, to orally communicate ideas in an engaging manner. Content will reflect the students: understanding and will answer the following questions: re: “My Design for My Life”: What do I want for me and my life (My mission and purpose)? What “thumbprint” do I want to leave via my personal contributions to my family, school and community (my philosophy about living in a global community). How does my work/occupation fit my design for my life? Re: “My Personal Plan of Study”: What skills and experiences have I had that would be valuable to employers and to employability in general, especially in my current career path of interest? Where can I go (now and in the future) to find information related to occupations that fit my interests and abilities? How do my skills, talents, and experience relate to academic/career planning? How do the Career Paths relate to my academic/career planning? How can I use my portfolio to help me retain, retrieve and review new data/information about myself and career paths and career clusters. How can I use that information to review/rethink and refine/revise “My Personal Plan of Study” regularly and systematically in high school (and beyond)

**Brief Summary of Unit:**

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year educational plan that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.

**Unit Goals:**

Students will identify personal interests, academic strengths, and abilities. They will review Career Paths and careers within those paths that are specific to the students’ interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

**Students’ Prior Knowledge:**

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for eighth graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength,
Limitation		
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

**Unit # 1 Title:** How Does Who I Am Relate to Planning for High School and Beyond?

**Lesson Title:** Putting It All Together: The Personal Plan of Study (Part 1)      **Lesson:** 1 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation (GLE):**

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08.a.i: Compare personal interests with career and educational information.

CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

A geologic map of California (the map may be any kind [climatic, hydrologic, topographic] anything but a highway map; the State may be any state EXCEPT New York)

A highway map of the United States and a puzzle with a picture of a New England community (A puzzle of "Sleepy Hollow" would be ideal in relationship to Tarrytown, New York)

Students' Personal Plan of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed Activity Sheets, assessment results and reflection "papers". The availability of this cumulative information is a key to the effectiveness of the strategies in this Unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance	X	Integrity	X	Problem Solving
X	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 collect and organize their completed self-information and reflection materials (as specified by the counselor); Students will complete the first two areas of the “Back to the Future ....” Activity Sheet.
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**Lesson Preparation**

<p><b>Essential Questions:</b>                  Life is a puzzle – A puzzle we create and put together for ourselves.                  Picture Your Ideal Life! What picture do you want the pieces of YOUR life’s puzzle to create?                  How can YOU shape and put together the pieces of your life’s puzzle to make your ideal life?</p> <p><b>Engagement (Hook):</b>                  Enter the classroom with an enlarged topical map of California and a puzzle box filled with disparate puzzle pieces. Say something like: “Who can help me get to Tarrytown, New York? I have a map and a puzzle that, I hope, will make a picture of Tarrytown. I don’t</p>
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know why I can't figure out how to get where I want to go...I've looked at the map over and over and tried to put the picture puzzle together—I still can't get to Tarrytown, New York!  
 (Hide a roadmap of the United States and a picture puzzle of a New England community (A "Legend of Sleepy Hollow" puzzle would be ideal)

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Arrange for students to have their Personal Plan of Study/Career Portfolios accessible throughout this unit.</li>   <li>2. Introduce this Unit to students by asking for help getting to Tarrytown, NY. If necessary, lead conversation to students telling you that you have the wrong kind of map and the puzzle pieces are from different kinds of puzzles and they won't fit together.</li>   <li>3. Make the following points via a conversation with students.                             <ul style="list-style-type: none"> <li>• When planning a trip to an unknown destination, how do you know where to go?</li> <li>• What are some places or ways you can get that information?</li> <li>• Which methods and/or sources seem better than others FOR YOU?</li> <li>• No matter where you are going, the key to arriving at your destination is planning.</li> <li>• People often spend more time planning a 2 week vacation than they do planning their lives</li> </ul> </li>   <li>4. Continue: This Comprehensive Guidance Unit will help you become a proactive participant in your own life planning. During the next three lessons, I am going to be your guide and you will be the explorers – Together we are going to bring the pieces of your life's puzzle together into a meaningful picture for you – and then you will develop a Personal Plan of Study that will guide your way on toward</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will have Personal Plan of Study/Career Portfolio available for use throughout this Unit.</li>   <li>2. Complete the career interest inventory.</li>   <li>3. Students will sit in a circle or another configuration that will allow them to engage in conversation. The conversation is intended to involve everyone and everyone is expected to contribute ideas, questions, opinions ...</li>   <li>4. Students will be provided the opportunity to contribute their ideas and to ask questions.</li> </ol>

<p>the ideal picture you want your pieces to make.</p> <ol style="list-style-type: none"><li>5. The final event will be your presentation of your Personal Plan of Study to a small group of your greatest supporters: people such as, your parents, your favorite aunt, a good friend, a favorite teacher and your counselor. On the first page of your portfolio, write the names of people you MAY want to include in your cheering section.</li><li>6. ARE YOU READY?? Then LET’S GET ON THE ROAD AND GO—toward your ideal life. Be sure to bring your puzzle pieces ... you will need them to help you reflect/refine/revise your choices as we travel!</li><li>7. Leaf through your Portfolio – it contains a wealth of information about what you have been thinking and feeling along your journey. All of this information will contribute to your decision-making about careers and courses of study. For example, when considering what career path you want to follow or what classes you want to take in high school, planning is important. Having information from assessments such as a career interest inventory and achievement test scores, can be a starting point for planning. You have those results in your Portfolio.</li><li>8. We are going to review those pieces of your puzzle, create some new ones and gradually put them all together so you can envision you living your ideal life—AND developing a Personal Plan of Study that will take you there!.</li><li>9. The first step is “kinda” boring for some of us... but we have to do it ...ORGANIZE. Review your portfolio pieces and make sure that you have the following</li></ol>	<ol style="list-style-type: none"><li>5. Students will develop a tentative list of people they will include in their cheering section.</li><li>6. Students will respond with “I’m Ready – Let’s Go!” or some other chant to demonstrate the liveliness of the process.</li><li>7. Students will look through the materials in their Portfolios.</li><li>8. Students will ask questions and/or contribute ideas/opinions about using the information.</li><li>9. The Resource: “Portfolio Checklist” will guide the organization of the students’ portfolios. Students will work at desks or tables and begin sorting the materials</li></ol>
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<p>information readily available: The Resource: “Portfolio Checklist” will help you identify and organize into categories information about yourself based on assessment processes developed by others and your own assessment of yourself via reflections.</p> <p>Take about 10 minutes to begin the process of reviewing and organize the current contents of your portfolio now.</p> <p>10. Distribute Activity Sheet “Back to the Future ...” Another important part of planning for the future is thinking about the past. The Activity Sheet “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future” will help you remember some of the activities you loved doing earlier ... but perhaps have forgotten! Give students time to read the “prompts” on the Activity Sheet.</p> <p>11. Explain each section of the Activity Sheet. Encourage students to thoughtfully reflect on their lives at each grade level and to be as thorough as possible when capturing their memories --- Ask: What questions came to your mind as we were going through the Activity Sheet?</p> <p>12. Work through the first column (Kindergarten) with students – Help students have fun with their memory scanning. Tell students that between this guidance lesson and the next guidance lesson, complete the “Memory Magnifiers. During our next lesson we will continue the journey!</p>	<p>they have (some students are born “organizers” and will have their materials organized – use their expertise to help other students).</p> <p>10. Students will read the “prompts” on the Activity Sheet and ask questions or contribute comments that will help clarify the items.</p> <p>11. Students will follow the counselor’s explanation and ask questions to strengthen understanding of the task.</p> <p>12. Students will explain what they will be doing before the next guidance lesson (organizing the information in their Portfolios and completing the Activity Sheet)</p>
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### Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Encourage classroom teachers to allow students to work on “Memory Magnifiers” during “discretionary” class-time as appropriate.

**Counselor reflection notes (completed after the lesson)**

## RESOURCE: PORTFOLIO CONTENTS CHECKLIST

The “items” in the following list will be used during the process of “Putting the Pieces Together: Developing a Personal Plan of Study” Unit. You may have included other items in your portfolio (e.g. a reflection paper you completed in 5<sup>th</sup> grade) to include. This list is to help you begin the process of reflection and is not intended as “MUST have” items:

### Completed Activity Sheets AND Reflections

#### Grade Level: 6

- Career Path Student Surveys
- Worker Interview
- It’s All About Me!
- Ethical Dilemma Scenarios
- 
- 

#### Grade Level: 7

- Interview Checklist
- Who I Am...
- Researching a Career
- Map It Out concept map
- 
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### Results of Achievement, Aptitude, Interest Assessments AND Reflections

#### Interest Inventories

Dates	Name of Inventory
Results	

#### Achievement Test Scores (Middle School)

Dates	Name of Achievement Test
Results	

**Aptitude Assessments (include Job Shadowing experiences)**

<b>Dates</b>	<b>Name of Assessment/Experience</b>
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**Results**

**Reflection Papers/Paragraphs/Experiences**

<b>Dates</b>	<b>Title of "Item"</b>
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**Results**

**Other Items Your Teacher and/or Counselor specify:**

- Item:**
- Item:**
- Item**
- Item:**
- Item**
- Item:**
- Item**

Activity Sheet "Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future"

Developed by Carolyn S. Magnuson

Based on ideas gleaned through 35 years of learning from Sidney Simon (Values and Teaching) Richard Bolles, (What Color is Your Parachute), Jack Canfield (Self-Esteem Facilitator Training) and my long-time colleague and friend Ron Litherland (Lincoln University). At this point in my life it is difficult to know what came from whom—however, I give them each credit –they are a part of the whole!

The following requires a memory scan – get out your magic memory magnifiers and think back to the time you were in Kindergarten, then 3<sup>rd</sup> grade, then 5<sup>th</sup> grade—pick up the pieces of your puzzle and bring them forward to your planning in the present.

<b>SCAN YOUR MEMORY</b>	<b>Kindergarten</b>	<b>3<sup>rd</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
Where I Lived				
When I Grow Up I Want to Be ... What did you imagine yourself doing: as work, at home, at "play" Write as many as you can remember –Don't worry if you can't remember everything!)				
I Really Enjoyed .... What did you really enjoy doing? Collect baseball cards, fix up your room, help your mother when she volunteered, being the leader of a club				
I was/am "good" at ... What school areas did/do you really like and consider yourself able to do fairly well?				
Things that are really important to me are... What did/do you really value for you and your life e.g., honesty, taking care of others, being fair				
Social Responsibility and Community Action: To make our global community better and as a socially responsible person, for what have you taken (or would like to take) a stand or action? e. g., Speaking out about pet abandonment or discrimination of other human beings.				

**Unit # 1 Title:** How Does Who I Am Relate to Planning for High School and Beyond?

**Lesson Title:** Putting It All Together: The Personal Plan of Study (Part 2)      **Lesson:** 2 of 3

**Grade Level:** 8

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance Standard:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation (GLE):**

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08.a.i: Compare personal interests with career and educational information.

CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student's educational career plan.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Students' Personal Plan of Study/Career Portfolio

Completed Activity Sheet: "Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future"

Activity Sheet: "The Pieces of Our Puzzles: Our Discoveries"

Activity Sheet: "The Pieces of My Puzzle: My Discoveries"

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems.

X	Goal 4: make decisions and act as responsible members of society
	1. Explain reasoning and identify information used to support decisions.
	5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.
	8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
X	Mathematics Data analysis
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's.</b>  <b>Assessment can be question answer, performance activity, etc.</b></p> <p>Students will have an “organized” Personal Plan of Study/Career Portfolio. They will use their completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From then to Now to the Future” and information in their Portfolios to develop a synthesis of the “puzzle pieces” from their past. Small group discussion (see Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide) will help students narrow information and will provide background knowledge that will aid in their bringing shape to their discoveries (see Activity Sheet: “The Pieces of My Puzzle: My Discoveries”</p>
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**Lesson Preparation**

<p><b>Essential Questions:</b>                  How can I (you) “control” my (your) own future?</p> <p><b>Engagement (Hook):</b>                  Arrive in class with a United States of America roadmap that shows highways from California to New York and a picture puzzle showing a New England town (<i>Legend of Sleepy Hollow</i> puzzle if Tarrytown, New York is your destination). “WOW! It surely will be easier to get to Tarrytown now that I have the right kind of map and puzzle pieces that fit together to let me see where I am going.”</p>
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## Procedures

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"><li>1. Ask students to relate “hook” statements to their own goals and plans; e.g. having a goal that is clear that “fits” with who I am makes it easier to develop a plan for getting there!. Explain that during this lesson, they will be putting more of the pieces of their puzzles together. They will be using their completed “Back to the Future ...” Activity Sheets” to describe and prioritize what they want their completed puzzles to be and in the next lesson will be considering the results of the assessments they’ve completed during middle school and comparing all of the data (information) they have completed about themselves to create their “Design for My Life” and “My Personal Plan of Study”.</li><li>2. Using the completed Activity Sheet: “Back to the Future: Pick up the Pieces of Your Past and Bring them Forward: From Then to Now to the Future” students will be able to answer the question: “What did you learn about yourself using your “magical memory magnifiers” to go back in time?</li><li>3. Allow about 12 minutes for students to work in groups of 3 or 4 and discuss their memory scans with peers. Guide their discussion by going through the Activity Sheet one row at a time: For each row guide students to discuss several of the following questions:<ul style="list-style-type: none"><li>• How have you changed/stayed the same since Kindergarten in this area?</li><li>• What patterns appeared?</li><li>• How have interests changed?</li><li>• What stands out the most?</li><li>• What is the most surprising?</li><li>• What similarities/differences are there among group members’ memories?</li><li>• (see Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide)</li></ul></li></ol>	<ol style="list-style-type: none"><li>1. Students will volunteer responses that indicate an awareness of the need to establish one’s own goals and to develop plans to get to their goals.</li><li>2. Students will volunteer to identify 1 or 2 “things” they learned and/or discovered about themselves.</li><li>3. Students will work in groups to reflect on their memory scans and what they want to bring forward to the future as they create “Design For My Life”</li></ol>

<p>4. Ask for 3 or 4 students to tell the rest of the class one discovery that was surprising.</p> <p>5. Working individually, students will complete the Activity Sheet: “The Pieces of My Puzzle: My Discoveries” which is intended to synthesize students discoveries.</p> <p><i>(NOTE: Plan to have students complete the items in more than one sitting – otherwise the task will become tortuous rather than joyous!)</i></p> <p>6. As this guidance lesson closes, preview the next lesson. They will be:</p> <ul style="list-style-type: none"><li>• Prioritizing their lists from the Activity Sheet “The Pieces of My Puzzle: My Discoveries”</li><li>• Reviewing the results of assessment tools such as, career interest inventories, achievement test scores, world of work explorations and reflections.</li></ul> <p>Ultimately, students will evaluate the results of all their explorations relate to Career Paths of interest and/or career choices. They will be investigating the classes needed in high school and post-high school that will help them fulfill their life and career goals. Post-secondary education and training requirements for occupations in their career paths of interest will be considered when completing “My Personal Plan of Study”</p> <p>7. Remind students to complete their “The Pieces of My Puzzle...” Activity Sheet before the next guidance lesson.</p>	<p>4. After working in small groups, all students will identify a discovery that was surprising. Three or four students will volunteer to publicly share their ideas.</p> <p>5. Students will work individually to complete the listings of their discoveries.</p> <p>6. Students will make sure they have the assessments mentioned and if not, will work with the counselor to obtain self-information from other sources.</p> <p>7. Students will put the Activity Sheet with their other “take-home” materials.</p>
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**Teacher Follow-Up Activities**

Teachers may follow up in an advisory capacity, helping students with the high school planning process. Encourage teachers to “allow” students to complete their “Pieces of My Puzzle” Activity Sheet.

**Counselor reflection notes (completed after the lesson)**

## **Activity Sheet: “The Pieces of Our Puzzles—Discussion Guide**

The following will guide your small group discussion of your memory scans. Your counselor will identify the questions everyone will discuss – however, you and your peers may decide to discuss other questions in addition to those your counselor identifies.

**Where have you lived? Which place was your favorite? What made it your favorite?**

**When I Grow Up I Want to Be ...What did you imagine yourself doing: as work, at home, at “play”**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

**I Really Enjoyed ... What did you really enjoy doing?**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

**I was/am “good” at ...What school areas did/do you really like and consider yourself able to do fairly well?**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

**Things that are really important to me are ...What did/do you really value for you and your life**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

**Social Responsibility and Community Action...To make our global community better and as a socially responsible person, for what have you taken (or would like to take) a stand or action?**

How have you changed/stayed the same since Kindergarten in this area?

What patterns appeared?

How have interests changed?

What stands out the most?

What is the most surprising?

What similarities/differences are there among group members’ memories?

## **Activity Sheet: “The Pieces of My Puzzle: My Discoveries”**

Developed by Carolyn S. Magnuson

This Activity Sheet will help you know more about the shape of the pieces of your puzzle. Respond to the following questions using the information (data) you have collected via such sources as your “Back to the Future....” Activity Sheet, discussions with your peers, and your own self-knowledge respond to the following thought-starters:

**Where have you lived? Which place was your favorite? What made it your favorite?**

**When I Grow Up I Want to Be ..... List a minimum of 11 “things” you have wanted to do in each area.**

**At Home (e.g., your ideal family, what you do in your “free time”)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**At Work (list at least 11 [total] work tasks/skills/responsibilities [this does *not* include specific occupations])**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**“Self” Time (List at least 11 ideas you have about what you want to do for yourself (sometimes called “leisure time” or hobbies. “Self-Time” can also include travel, learning new things)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**I Really Enjoyed ... (List at least 11 activities /achievements/experiences you really enjoy/enjoyed doing)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**I was/am “good” at (List at least 11 school-related skills/topics you really like/liked)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**Things that are really important to me are ... (List at least 11 “things” you value/valued for you and your life**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**I have strong feelings/beliefs about ..... (List at least 11 Actions/Stands you have taken/will take as a socially responsible person. This can include home, school, community)**

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11  |
| 6. |     |

**Unit # 1 Title:** How Does Who I Am Relate to Planning for High School and Beyond?

**Lesson Title:** Putting It All Together: The Personal Plan of Study (Part 3) **Lesson:** 3 of 3

**Grade Level:** 8

**Length of Lesson:** This lesson will require a minimum of two 50-minute sessions + time for students to plan and make their presentations to their “support group” (See Unit Assessment)

**Missouri Comprehensive Guidance Standards:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation (GLE):**

CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.7.C.08.a.i: Identify personal contributions made to school and community.

CD.8.A.08.a.i: Compare personal interests with career and educational information.

CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08.a.i: Evaluate personal, ethical and work habits as they relate to achieving the student’s educational career plan.

CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.

**American School Counselor Association National Standard (ASCA):**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Activity Sheet: “Setting Priorities The Turtle Bay Way”

Activity Sheet: Consider This ...

Activity Sheet: Personal Plan Of Study

Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing skills
X Mathematics	Data analysis
Social Studies	
X Science	Scientific inquiry
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.</b></p> <p>The culminating performance event for the Middle School Career Development Strand is a presentation by each student of his or her “My Design for My Life” and “My Personal Plan of Study”. The students will identify their “cheering section” – a small group of their strongest supporters e. g., parents, a favorite aunt, a middle school teacher, an elementary teacher, a school staff person (e.g. a custodian) and, of course, the Counselor! The student will creatively design the materials and the delivery method for the presentation. The materials will demonstrate the student’s written communication skills, (using writing standards specified by the Communication Arts department), the ability to organize documents so they are easily accessible, creative and critical thinking ability. The presentation will demonstrate the student’s ability to utilize technology, to orally communicate ideas in an engaging manner. Content will reflect the students: understanding and will answer the following questions: re: “My Design for My Life”: What do I want for me and my life (My mission and purpose)? What “thumbprint” do I want to leave via my personal contributions to my family, school and community (my philosophy about living in a global community). How does my work/occupation fit my design for my life? Re: “My Personal Plan of Study”: What skills and</p>
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experiences have I had that would be valuable to employers and to employability in general, especially in my current career path of interest? Where can I go (now and in the future) to find information related to occupations that fit my interests and abilities? How do my skills, talents, and experience relate to academic/career planning? How do the Career Paths relate to my academic/career planning? How can I use my portfolio to help me retain, retrieve and review new data/information about myself and career paths and career clusters. How can I use that information to review/rethink and refine/revise “My Personal Plan of Study” regularly and systematically in high school (and beyond)

**Lesson Preparation**

**Essential Questions:**  
 So Many Pieces—So Many Options—How will I EVER be able to Make a choice.  
 What do we mean when we talk about personal skills? Ethics? Academics? Work habits? How do these values and characteristics relate to planning for high school and beyond? How are high school courses related to academic/career goals?

**Engagement (Hook):**  
 What information in your portfolio will help you prepare your Personal Plan of Study?

**Procedures**

<p><b>Instructor Procedures:</b></p> <p><i>A Reminder: This lesson will require more than one classroom session. In order to make it the most meaningful for students, it will require 3-4 sessions. You are encouraged to work with your principal and colleagues to incorporate the lessons into a cooperative classroom experience.</i></p> <ol style="list-style-type: none"> <li>1. Introduce the essential questions and discuss the culminating unit task: Presenting their: “Design for My Future” and “My Personal Plan of Study” to their “cheering section” (parents, teacher, counselor, aunt, friend).</li> <li>2. Tell students that the next steps in their journey will require several classroom guidance sessions. Facilitate students’ review of the steps they have taken to this point. Ask them to “get out” the following as you describe the use they have made and/or will make of each: Completed Activity Sheets:             <ul style="list-style-type: none"> <li>• “Back to the Future...”, (will serve as a</li> </ul> </li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Question and answer session; group discussion.</li> <li>2. Students will “get out” the materials as they are described.</li> </ol>
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<p>reminder of the importance of thinking about the past) and</p> <ul style="list-style-type: none"><li>• The Pieces of My Puzzle...”(to be used during this session to establish priorities to consider while they are designing their future, including, choosing a career).</li></ul> <p>3. The next step is to determine personal preferences and priorities. Introduce the “Turtle Bay” process to students (See Activity Sheet: “Setting Priorities The Turtle Bay Way” -- <i>NOTE!! This can be a confusing process – however, once you have done it, the process is an easy way to compare and prioritize lists.</i>) Students will need one “Turtle Bay” Activity Sheet for each category they will be prioritizing:</p> <ul style="list-style-type: none"><li>• Home Activities</li><li>• Work Activities</li><li>• Self-Time Activities</li><li>• Enjoyable Activities</li><li>• “Good-Ats”</li><li>• Values</li><li>• Social Responsibility Actions</li></ul> <p>4. When students have prioritized their lists, have them write a 1-2 page narrative titled “My Design for My Life” (This will be a rough draft copy and will be refined as a part of the culminating presentation).</p> <p>5. The next step is to review and summarize information about self as measured by:</p> <ul style="list-style-type: none"><li>• Interest Inventories, Achievement Tests, Aptitude measures,</li><li>• Grades</li><li>• Participation classes and school activities</li><li>• Reflections of work exploration experiences, e.g. job shadowing, worker interviews, observations of workers.</li></ul> <p>6. After reviewing the information they have collected about themselves via many data</p>	<p>3. Students will write the “items” they listed in each category of the “The Pieces of My Puzzle” Activity Sheet on a “Turtle Bay” prioritizing Activity Sheet (one Activity Sheet for each category) and proceed with the prioritization process.</p> <p>4. When students have prioritized their lists, have them write a 1-2 page narrative titled “My Design for My Life” (This will be a rough draft copy and will be refined as a part of the culminating presentation).</p> <p>5. Students will review portfolios to determine what information might be pertinent in the Personal Plan of Study building process.</p> <p>6. Students will review and make “rough” summary notes about the information.</p>
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<p>sources, have students create a grid to compare 9 or 10 of the occupations they are considering with the transferable/functional work-related factors (e.g. being able to afford a sports car; using my creativity in my work) that have emerged as high priorities for them as they have gathered the pieces of their life-puzzle. Consider:</p> <ul style="list-style-type: none"> <li>• Self Knowledge (Discoveries, results of inventories and reflections)</li> <li>• World of Work Knowledge:</li> <li>• Job tasks &amp; responsibilities</li> <li>• Salary</li> <li>• Working Conditions</li> <li>• Opportunities for Advancement</li> <li>• Post-secondary Education/Training Required</li> </ul> <p>7. The next step: Develop “My Personal Plan of Study”! The Activity Sheet: “Consider This” is list of questions/considerations that will help students focus their thoughts as they develop their “Personal Plan of Study”. Facilitate a discussion of the questions--challenge students’ assumptions.</p> <p>8. With these considerations in mind, students will consult their priority listings, their career portfolios and academic information to complete the Personal Plan of Study template. Provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Provide any information students will need as they complete their “Personal Plan of Study”. Ideally students will be able to enter data for their “Personal Plan of Study” may want to complete the form in pencil, so that they can review and revise their plans as they progress through high school.</p> <p>9. As students work on their plans, review</p>	<p>7. Students will develop a grid and compare their current jobs of interest with their life’s-design priorities.</p> <p>8. Students will participate in a class discussion of the items on the Activity Sheet “Consider This”. They will ask clarifying questions and/or contribute ideas to the discussion.</p> <p>9. Students will identify personal, ethical,</p>
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<p>their progress. Ask the students to consider whether the Personal Plan of Study reflects who they are, their interests and their abilities.</p> <p>10. Facilitate the development of students' presentations of their "My Design for My Life" and "My Personal Plan of Study"</p>	<p>and work habit skills that contribute to development of a Personal Plan of Study that reflects future academic and career goals. Students will engage in self-evaluation of their plans and will invite peers to review and make suggestions to improve their plans.</p> <p>10. Students will develop presentations using guidelines provided in the "Unit Assessment" section of this Lesson Plan</p>
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#### Teacher Follow-Up Activities

Teachers may serve in an advisory capacity, reviewing plans for accuracy and plausibility. Encourage Communication Arts and Computer Science classroom teachers to work with you to plan class time students can work on their presentation.

#### Counselor reflection notes (completed after the lesson)

**ACTIVITY SHEET: SETTING PRIORITIES THE TURTLE BAY WAY**

The Turtle Bay process is one of those strategies that has been around so long that the origin has been lost. Richard Bolles has used a similar process in his “What Color is Your Parachute?” materials (Ten Speed Press, Berkley, California)..

<b>A-1. Rank each item against each of the other items—e.g. if you could only have or do #1 or #2, which would you choose? Circle your choice. If you could only have or do #1 or #3 which would you choose</b>											<b>B. List the “thing” you listed on your “The Pieces of my Puzzle”</b>	<b>A-2. Use this side if your preference is the item being compared e.g., When comparing item 1 with all other items – circle the “1” in this column. If you would choose Item 1 over item 3 circle 1 in this column</b>										
	2	3	4	5	6	7	8	9	10	11	1.	1	1	1	1	1	1	1	1	1	1	1
	2	3	4	5	6	7	8	9	10	11	2.	2	2	2	2	2	2	2	2	2	2	2
		3	4	5	6	7	8	9	10	11	3.	3	3	3	3	3	3	3	3	3	3	3
			4	5	6	7	8	9	10	11	4.	4	4	4	4	4	4	4	4	4	4	4
				5	6	7	8	9	10	11	5.	5	5	5	5	5	5	5	5	5	5	5
					6	7	8	9	10	11	6.	6	6	6	6	6	6	6	6	6	6	6
						7	8	9	10	11	7.	7	7	7	7	7	7	7	7	7	7	7
							8	9	10	11	8.	8	8	8	8	8	8	8	8	8	8	8
								9	10	11	9.	9	9	9	9	9	9	9	9	9	9	9
									10	11	10.	10	11									
										11	11.											

<b>Enter the number of times you circled an item # in columns A-1 and A-2</b>										
1	2	3	4	5	6	7	8	9	10	11

**Items in Priority Order:**

**Priority 1:**

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**Priority 2:**

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**Priority 3:**

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**Priority 4:**

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**Priority 5:**

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**Priority 6:**

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**Priority 7:**

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**Priority 8:**

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**Priority 9:**

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**Priority 10:**

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**Priority 11:**

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## ACTIVITY SHEET: CONSIDER THIS ...

What is the current status of your:

- academic performance?
- study habits?
- academic skills?
- participation in after-school activities?

How will the above influence your choice of high school classes that will lead to your ideal life?

What options have you considered for your high school planning,

- math, science, language, and social studies requirements?
- elective courses should you consider that fit with your career path/cluster?

What personal contributions do you want to make?

What contributions have you made so far in the school and the community? Consider how these activities relate to your potential career path choices.

Have you thought about/considered:

A career technology center program during your junior and/or senior year of high school?

The extracurricular activities in which you want to participate?

Your post-high school plans; are you considering technical school, on-the-job training, military service, junior college, or four years of college or more?

How do the above questions and responses relate to helping you along the path to what you want your ideal life to be?

**ACTIVITY SHEET: PERSONAL PLAN OF STUDY**

Student Name: \_\_\_\_\_

Current Career Path/Cluster of Interest \_\_\_\_\_

**Grade 9**

Required Courses	Elective Courses

**Grade 10**

Required Courses	Elective Courses

**Grade 11**

Required Courses	Elective Courses

**Grade 12**

Required Courses	Elective Courses

**Graduation Requirements**  
 (\_\_\_\_\_ units are required)

**Communication Arts** \_\_\_\_\_  
**Math** \_\_\_\_\_  
**Social Science** \_\_\_\_\_  
**Science** \_\_\_\_\_  
**Fine Arts** \_\_\_\_\_  
**Practical Arts** \_\_\_\_\_  
**Physical Education** \_\_\_\_\_  
**Personal Finance** \_\_\_\_\_  
**Electives** \_\_\_\_\_

**Other Educational Experiences:**

**Summer School**  
 9<sup>th</sup> Grade \_\_\_\_\_  
 10<sup>th</sup> Grade \_\_\_\_\_  
 11<sup>th</sup> Grade \_\_\_\_\_  
 12<sup>th</sup> Grade \_\_\_\_\_

**Internships/Job Shadowing Experiences**  
 9<sup>th</sup> Grade \_\_\_\_\_  
 10<sup>th</sup> Grade \_\_\_\_\_  
 11<sup>th</sup> Grade \_\_\_\_\_  
 12<sup>th</sup> Grade \_\_\_\_\_

**Dual Enrollment/College Courses**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Student's Signature** \_\_\_\_\_

**Parent's Signature** \_\_\_\_\_