

<b>Unit #1 Title:</b> Working Together	
<b>Lesson 2 Title:</b>	Going for the Gold! <span style="float: right;"><b>Lesson 2 of 2</b></span>
<b>Grade Level:</b> 4	
<b>Length of Lesson:</b> 30 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.04.a.i: Demonstrate personal and ethical skills needed to work with diverse groups of people.	
<b>American School Counselor Association (ASCA):</b> Career Development C. Students will understand the relationship between personal qualities, education, training and the world of work.	

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

Large blankets (enough for 1 blanket per 5-7 students) Magazine pictures of food students contribute (see Lesson 1 Step # 8) List of words brainstormed in Lesson 1 An area with floor space large enough for blankets to be spaced so as to allow groups room to “maneuver” blankets (e.g. gymnasium). Masking tape, paper and pencils Stop watch
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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
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 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 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	1 speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4 writing formally (such as reports, narratives, 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		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

Students will participate in a discussion afterwards about their successes and failures. They will also be expected to write a short essay on what they learned about the personal and ethical skills needed to work with this diverse group of people.

**Lesson Preparation**

**Essential Questions:**  
 What does it look like when someone uses the appropriate communication skills and respect for each other to achieve a common goal?

**Engagement (Hook):** Prepare large blankets (enough for 1 blanket per 5-7 students)  
 Tape or pin a ‘gold medal’ to one side of each of the blankets.  
 Say, “Raise your hand if you have ever been on an island. What surrounded that island?”  
 Today YOU are going on an island adventure with a group of your friends.  
 Have groups turn blankets over so the gold medal is on the side to the floor. Have students sit on their blankets. Explain that this is their island, but their gold is on the other side of their island (blanket). They must work together, using helpful personal and ethical skills (e.g. acceptance, taking turns, sharing responsibility), to turn the entire blanket over to get to the gold without sacrificing anyone to the “shark infested water” (falling off the blanket). If anyone falls off, they must start over.

**Procedures**

Instructor Procedures:	Student Involvement:
1. Tell students to begin. Use stopwatch to time groups. After 2 or 3 minutes of	1. Students will talk within groups to determine what is working and what is

<p>working, stop the process and ask: “What is working? What isn’t working?” What can you do differently to accomplish your goal? Plan as a group. Tell students they have 4 minutes to accomplish goal. On signal, re – start process (and stopwatch) note when each group completes the task.</p> <ol style="list-style-type: none"> <li>2. Tell students how much total time it took each group. Have each student draw a “T-chart” on paper. Label one column: This was effective, and the other column “This wasn’t effective.” Give students 2 or 3 minutes to reflect and make notes on their “T-chart.” Discuss what was effective and what was not and what they learned. What kind of communicator were you? What was effective/not effective? What would you do differently? What personal and ethical skills were/were not used? Facilitate the discussion.</li> <li>3. Ask students to review their individual brainstorming list from Lesson 1. How has thinking changed since they made that list? What new personal and ethical skills would they add? Take away?</li> <li>4. Give students directions for their written essay.</li> </ol> <p>NOTE: There may not be time for students to write essays during this period. You may want to plan another session on this topic. Another option: Work with classroom teacher to use the essay as a writing assignment.</p>	<p>not and how they will revise their plan of action to more readily reach the “gold.”</p> <ol style="list-style-type: none"> <li>2. In their groups, students will complete “T-charts” individually and then discuss as a group using the questions you ask as prompts for group discussion.</li> <li>3. Students will compare their individual ideas with their actual experiences in evaluating what personal and ethical skills are needed when working in a group.</li> <li>4. Students will write essays: “Going for the Gold: What I Have Learned About Working In Diverse Groups.”</li> </ol>
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**Teacher Follow-Up Activities**

Prior to lesson, talk with classroom teacher about using the written essay as a classroom writing assignment. Encourage classroom teacher to talk about personal and ethical skills in relation to individual and group assignments.

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