

Unit #1 Title: A Newer, BETTER, Older Me	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 20-30 minutes	
Best time of year to implement this Unit: March	
Lesson Titles:	
Lesson 1: I'm Just a Bag of Feelings	
Materials/Special Preparations Required	
A fancy bag (may be paper or material—just decorated)	
10 Note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)	
<i>Feelings Thermometer</i> worksheet (attached)	
Stickers	
Lesson 2: Character Clovers	
Materials/Special Preparations Required	
<i>Clover Pattern</i> worksheet – have copies cut from green construction paper for each student.	
Crayons and or markers	
Chart paper, whiteboard, SMART Board, etc.	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectations (GLEs):	
PS.1.A.01 Identify a variety of feelings. (DOK Level - 1)	
PS.1.B.01 Identify personal roles in the school. (DOK Level - 1)	
PS.1.C.01 Recognizing personal character traits. (DOK Level - 1)	
American School Counselor Association (ASCA) National Standard:	
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)

	Goal 1: Gather, analyze and apply information and ideas
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
	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
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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	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	

Unit Essential Questions:

<p>How can exploring our feelings help us? Why do people have different feelings? Why is it important to understand feelings?</p>

Unit Measurable Learning Objectives:

<p>The student will identify feelings based on real life situations. The student will identify three personal roles in school. The student will recognize three personal character traits.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Explicit Teaching; Guided & Shared – reading, listening, viewing, thinking) <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential (Games) <input checked="" type="checkbox"/> Independent Study (Learning Activity Packages) <input checked="" type="checkbox"/> Interactive Instruction (Discussion)</p>

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will identify the feelings, the personal roles, and characteristics that they have in school.</p>

Brief Summary of Unit:

In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet.

In lesson two, students identify personal school roles and accompanying character traits. Students then create character clovers.

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

Basic understanding of feelings, roles, and character traits.

<p>Unit #1 Title: A Newer, BETTER, Older Me</p> <p>Lesson Title: I'm Just a Bag of Feelings Lesson 1 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectation (GLE): PS.1.A.01 Identify a variety of feelings.</p> <p>American School Counselor Association (ASCA) National Standard: 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)

<p>A fancy bag (may be paper or material—just decorated) 10 note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared) <i>Feelings Thermometer</i> worksheet (attached) Stickers</p>
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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 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
	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

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	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify at least eight feelings on the *Feelings Thermometer* worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will complete a *Feelings Thermometer* worksheet.

Lesson Preparation

Essential Questions:

Why do I need to know about different kinds of feelings?

Engagement (Hook): The counselor comes into the classroom, holding the fancy feelings bag. Counselor shakes the bag mysteriously, asking the students to guess what’s in the bag. Students offer guesses. Counselor tells group that this is a special bag that contains many different feelings. There are as many different feelings as there are different people, and all feelings are okay.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor explains that 10 students will have a chance to pull a feeling from the fancy bag. The student is to act out the feeling on the card. The class will have three tries to guess the feeling being acted out. 2. After each role-play, counselor asks students for suggestions of when people might feel that way. 3. Explain that every person has many different feelings, and not all people will feel the same way in the same situations. This is okay because our feelings are our own...which makes them all ok. 4. Counselor explains the <i>Feelings</i> 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen to the directions. Chosen students will pull a feeling from the bag, and act it out. Counselor should help students having difficulty reading card and/or thinking of acting ideas. Students guess the feeling. 2. Students offer examples. 3. Students listen. 4. Students work on the assignment.
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<p><i>Thermometer</i> worksheet.</p> <p>5. Students are directed to hold up their thermometers and look around to notice that responses may vary.</p> <p>6. Counselor should collect these to look for any unusual patterns.</p>	<p>5. Students hold up their Feelings Thermometers and look around at other's worksheets.</p> <p>6. Students hand in their worksheets.</p>
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Teacher Follow-Up Activities

Teacher should consult with counselor as necessary if particular students are having difficulty with feelings displayed in the classroom.

Counselor reflection notes (completed after the lesson)

Feelings Thermometer

Mark each column to indicate your feelings about each statement

			How I feel playing with my friends
			How I feel when I lose a game
			How I feel working by myself
			How I feel when someone says something mean to me
			How I feel when I finish my work
			How I feel when someone sits next to me
			How I feel when I have to do my chores
			How I feel when I am at home

Unit #1 Title: A Newer, BETTER, Older Me	
Lesson Title: Character Clovers	Lesson 2 of 2
Grade Level: 1	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectations (GLEs):	
PS.1.B.01	Identify personal roles in the school.
PS.1.C.01	Recognizing personal character traits.
American School Counselor Association (ASCA) National Standard:	
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)

Clover Pattern—copies cut from green construction paper for each student. Crayons and/or markers Chart paper, whiteboard, SMART Board, etc.

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 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
	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

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	

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify four roles they have at school and a corresponding character trait for each role.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will create character clovers.

Lesson Preparation

Essential Questions:

- What roles do people have at school?
- How do people know how to act in different roles?

Engagement (Hook):

Counselor tells the student that today students will be creating character clovers. In order to help the students create character clovers, counselor will begin with a brainstorming session.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor tells the students that today they will be talking about the roles that students have in school and the traits that accompany those roles. 2. Counselor asks the students, “What roles do you have here at school?” As the student respond, counselor records the answers. 3. Counselor says, “With each role that we have, we also have certain traits that we exhibit in those roles. For instance, as a counselor, I am caring, I am a good listener, I am friendly, I am responsible, etc. What traits do you exhibit in your school roles?” Counselor records answers as done earlier. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen. 2. Students respond (learner, friend, classmate, helper, line leader, etc.) 3. Students respond
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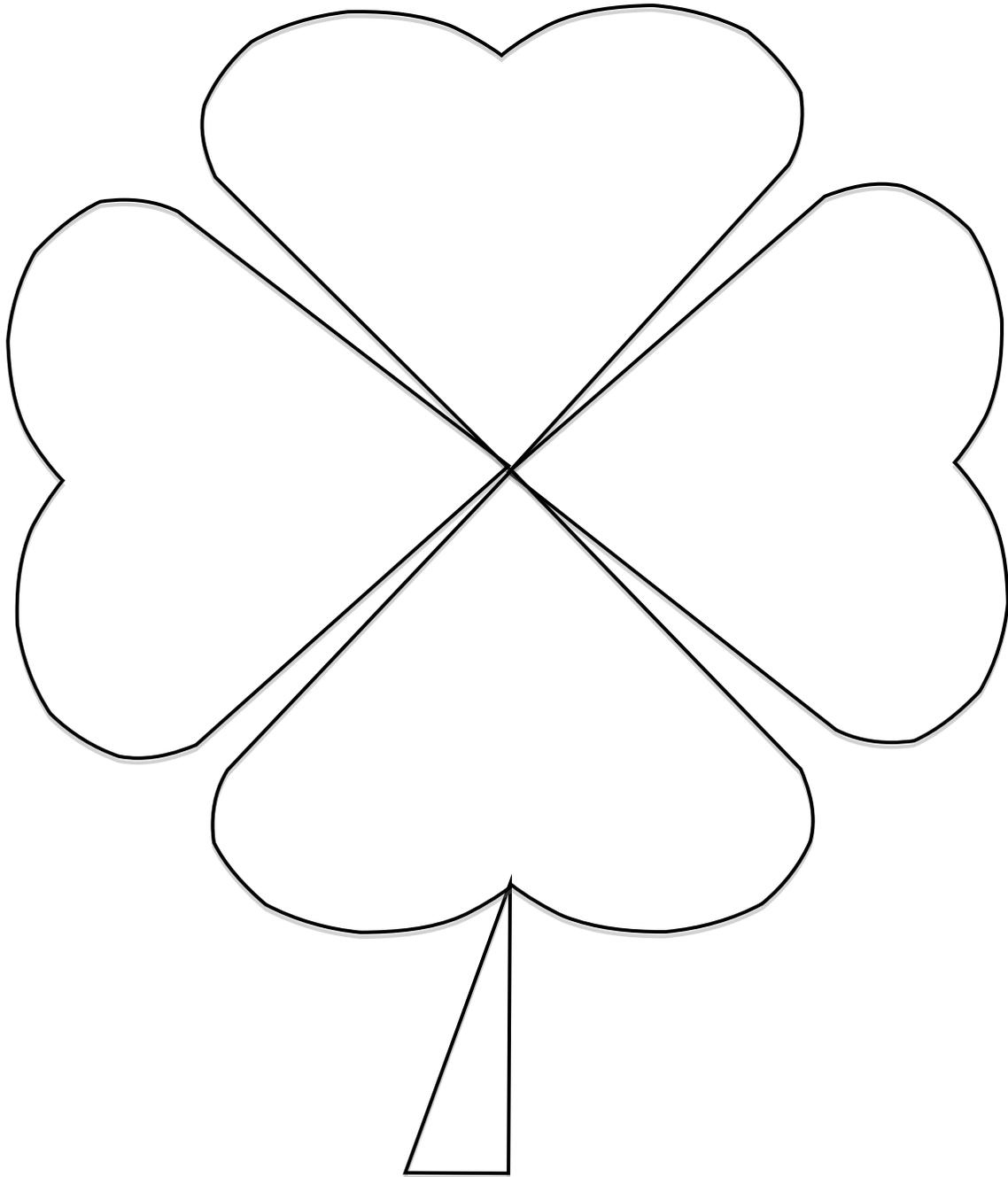
<p>4. Counselor explains that each student will be creating a character clover. On one side of the clover, students will list their school roles (one role on each of the leaves). On the back, the students will identify the trait that they use the most in that role and write it on the corresponding leaf.</p> <p>5. Have students share their favorite leaf of the clover and tell how they feel about having that personal characteristic.</p>	<p>4. Students create character clovers.</p> <p>5. Students share character clovers.</p>
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Teacher Follow-Up Activities

Teacher may display the character clovers by punching a hole in the top and stringing them in the classroom. Teacher may refer to the clovers to reinforce positive behaviors.

Counselor reflection notes (completed after the lesson)

Clover Pattern



Personal/Social Development

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: A Newer, BETTER, Older Me In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet. In lesson two, students identify personal school roles and accompanying character traits. Students will then create character clovers.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 20 – 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How can exploring our feelings help us? 2. Why do people have different feelings? 3. Why is it important to understand feelings?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify feelings based on real life situations.		PS.1.A.01 Identify a variety of feelings.		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1
		PS.1.B.01 Identify personal roles in the school.		SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6		Level 1
		PS.1.C.01 Recognizing personal character traits.				Level 1
2. The student will identify three personal roles in school.		PS.1.A.01 PS.1.B.01 PS.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6	P/SD A	Level 1 Level 1 Level 1

				L.1.1 L.1.2 L.1.4 L.1.5 L.1.6		
3. The student will recognize three personal character traits.		PS.1.A.01 PS.1.B.01 PS.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6	P/SD A	Level 1 Level 1 Level 1
ASSESSMENT DESCRIPTIONS*: Students will identify the feelings, the personal roles, and characteristics that they have in school.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers					
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing	

<input checked="" type="checkbox"/> Explicit Teaching Ls. 2 <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1	<input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 1 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 2 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>				

Unit 1 Title: Elementary Interactions	Grade Level: 1
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Any time of year would be appropriate; however, it might be helpful to do it first semester since it introduces positive ways to express feelings.	
Lesson Titles:	
Lesson # 1: Friendship Line Dancing	
Materials/Special Preparations Required	
One Puppet	
Enough space for students to stand in two lines facing each other.	
Lesson # 2: Same and Different	
Materials/Special Preparations Required	
SMART Board, white board, or chart paper and appropriate writing utensils	
Lesson # 3: Express Yourself!	
Materials/Special Preparations Required	
<i>Express Yourself</i> Song	
<i>Express Yourself</i> Handout	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.2: Interacting with Others in Ways that Respect Individual and Group Differences	
Grade Level Expectations (GLEs):	
PS.2.A.01: Demonstrate the ability to be a friend. (DOK Level-2)	
PS.2.B.01: Identify similarities and differences among students within the school community. (DOK Level-2)	
PS.2.C.01: Express feelings effectively, both verbally and non-verbally. (DOK Level-2)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A: Students will acquire 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 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 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 7. Identify & 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.

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

Unit Essential Questions:

Why is it important to be accepted by others?

Unit Measurable Learning Objectives:

The student will demonstrate at least four friendship skills.
The student will name three differences and three similarities among his/her peers.
The student will determine an appropriate way to express six feelings.

Unit Instructional Strategies/Instructional Activities:

Direct (Drill & Practice; Compare & Contrast; Demonstrations; Guided & Shared-reading, listening, viewing, thinking)
 Indirect
 Experiential (Simulations; Games)
 Independent Study
 Interactive Instruction (Brainstorming; Peer Partner Learning; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will demonstrate various friendship skills with a partner.
Students will name ways they are alike and different from their peers.
Students will express their feelings appropriately through class discussion and a handout.

Brief Summary of Unit:

Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.

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 have to have a basic understanding of friends. Students will need to be able to

identify a variety of feelings.

Unit 1 Title: Elementary Interactions	
Lesson Title: Friendship Line Dancing	Lesson 1 of 3
Grade Level: 1	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE):	
PS.2.A.01: Demonstrate the ability to be a friend.	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A. Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others	

Materials (include activity sheets and/ or supporting resources)

One puppet Enough space for students to stand in two lines facing each other

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 2. Review and revise communications to improve accuracy and clarity 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	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		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will demonstrate at least four friendship skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will demonstrate various friendship skills with a partner.

Lesson Preparation

Essential Questions: Why do you need friends?

Engagement (Hook):

Counselor asks puppet why he is feeling bad. Puppet says that he is down because he is having difficulty keeping friends. Counselor lets puppet know that he’s in luck because today we are going to be practicing ways of keeping friends.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor divides the students into two groups and asks them to form two lines that will face each other.	1. Students stand up and form two lines facing each other.
2. Counselor states “I would like the people in the left line to shake hands and say “Hi, my name is _____?” to the person across from them in the right line.	2. Students in the left line would shake hands and talk to the students in the right line.
3. Counselor has the person in the right line say and do the same thing to the people in the left line.	3. Students in the right line would shake hands and talk to the students in the left lane.
4. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor asks the person in the left line to say ‘How are you today?’ with a smile. The person from the right line answers the question.	4. Students in the left lane slide one person to the right. Left line students ask the right line students the question of how they are today.
5. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor has the person on the right pat the person on the left on the back and say, “Are you okay?” The person from the left	5. Students in the left lane slide one person to the right. Right line students ask the left line students if they are okay and pat them on the back.

<p>side answers the question.</p> <p>6. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. The person on the left line asks the person on the right line, “Would you like to play with us?” The person on the right line says yes.</p> <p>7. Counselor has students in the left line move to the end of the line and everyone in the left line moves to the right. The person in the right line asks the person in the left line “May I please borrow your markers?” Students in the left line say “yes”.</p> <p>8. If time permits, counselor can continue having the students practice various other friendship skills in the line.</p> <p>9. Counselor then states that today we learned that good friends introduce themselves to others, asks how they are doing, invites them to play, and shares with them.</p>	<p>6. Students in the left lane slide one person to the right. Left line students ask the right line students if they would like to play with them. The students in the right line respond yes.</p> <p>7. Students in the left lane slide one person to the right. Right line students ask the right line students if they can borrow the person on the right line’s markers. Students in the left line respond affirmatively.</p> <p>8. Students participate.</p> <p>9. Students listen.</p>
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Teacher Follow-Up Activities

Teacher will continue doing friendship activities with class and reminding them of the friendship skills when students seem to be having problems keeping their friends.

Counselor reflection notes (completed after the lesson)

Unit 1 Title:	Elementary Interactions
Lesson Title:	Same and Different Lesson 2 of 3
Grade Level:	1
Length of Lesson:	20-30 minutes
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE):	
PS.2.B.01: Identify similarities and differences among students within the school community.	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others	

Materials (include activity sheets and/ or supporting resources)

SMART Board, white board, or chart paper and appropriate writing utensils

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
	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	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		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will name three differences and three similarities among his/her peers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
 Students will name ways they are alike and different from their peers.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor has class do a song regarding similarities and differences to the tune of “If You’re Happy”.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor has the class form a circle sitting on the carpet. The counselor says that they are going to do an activity that goes to the tune of “If You’re Happy and You Know It”.</p> <p>Counselor is going to say, “If you’re 6 years old and you know it, clap your hands. If you’re 6 years old and you know it, clap your hands. If you’re 6 years old and you know it and your birth certificate shows it, if you’re six years old and you know it clap your hands. If you’re in first grade and you know it stomp your feet, if you’re in first grade and you know it stomp your feet, if you’re in first grade and you know it and your teacher really shows it, if you’re in first grade and you know it stomp your feet. If you have blonde hair and you know it jump up and down, if you have blonde hair and you know it jump up and down, if you have blonde hair and you know it and people always stare, if you have blonde hair and you know it jump up and down. If you’re wearing blue today wave your hand, if you’re wearing blue today wave your hand, if you’re wearing blue today and you only have nice things to say, if you’re wearing blue today wave your hand. If you like to read and you know it, blink your eyes if you like to read and you know it, blink your eyes, if you like to read and you know it and you do so with some</p>	<p>1. Class forms a circle and students participate in what the song says if that quality applies to them.</p>

<p>speed, if you like to read blink your eyes.”</p> <p>2. Counselor asks the students if all of the parts of the song fit all of us. “Which parts of the song did you notice did not fit everyone (i.e. hair color, clothing)? The parts of the song that fit all of us were the ways we are the same. The parts of the song that did not fit all of us were the ways we are different. Even though we are not the same in every way can we still be friends? Can we still have fun together?”</p> <p>3. Counselor writes the words “same” and “different” on the white board. Counselor asks students to name ways we are the same and the ways that we are different. Counselor writes these ideas on the board.</p> <p>4. Counselor concludes the lesson by reiterating that although we have similarities and differences, we can still get along with each other.</p>	<p>2. Students will answer questions that the counselor asks regarding similarities and differences based on the song.</p> <p>3. Students name ways that they are the same and different.</p> <p>4. Students share final thoughts.</p>
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Teacher Follow-Up Activities

Teacher continues to remind students that although people are different they can still get along.

Counselor reflection notes (completed after the lesson)

Unit 1 Title: Elementary Interactions
Lesson Title: Express Yourself! Lesson 3 of 3
Grade Level: 1
Length of Lesson: 30 minutes
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting with Others in Ways That Respect Individual and Group Differences
Grade Level Expectation (GLE): PS.2.C.01: Express feelings effectively, both verbally and non-verbally.
American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

Materials (include activity sheets and/ or supporting resources)

<i>Express Yourself</i> Song <i>Express Yourself</i> Handout

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 2. Review and revise communications to improve accuracy and clarity
	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.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	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		Problem Solving
	Courage	X	Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

Students will determine an appropriate way to express six feelings.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.

Assessment can be question answer, performance activity, etc.

Students will express their feelings appropriately through class discussion and a handout.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook): Counselor will hook the students by having them in the circle singing the “Express Yourself” song to the tune of “London Bridges” and acting out the motions.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will have the students form a circle standing up around the carpet.	1. Students will form a circle standing up around the carpet.
2. Counselor will introduce the students to the song by letting them know it is sung to the tune of “London Bridge” and let them know that they will not only be singing but also using hand motions. The counselor will sing the first verse to the song “Express Yourself” and do the hand motions. The counselor will ask the class to repeat after her. The counselor will sing the 2 nd verse and have the class repeat after her. The counselor will continue singing each verse and having the students repeat after her.	2. Students will repeat each verse after the counselor and do the appropriate hand motions.
3. The counselor will then ask the students to go back to their desk/table and get out a pencil	3. Students will leave the circle and go back to their desk.
4. Counselor will hand each student the “Express Yourself Handout”. Once each student has the worksheet, the counselor will read the directions with the class.	4. Student will receive handout and start working on it based on the directions.
5. Counselor will recap with students the importance of releasing their feelings in good ways that don’t hurt	5. Students share final thoughts.

themselves/others.	
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Teacher Follow-Up Activities

Teacher will follow up with students when she sees them having difficulty expressing their feelings.
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Counselor reflection notes (completed after the lesson)

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Express Yourself Song

Written by Annie Moffatt

(Sung to the tune of "London Bridges Falling Down")

When I feel sad I write in a journal, write in a journal, write in a journal, when I feel sad I write in a journal; whenever I feel sad.
(Counselor and students pretend like they're writing in air)

When I feel happy, I like to smile, I like to smile, I like to smile, when I feel happy I like to smile; whenever I feel happy.
(Counselor and students put a big smile on their faces)

When I feel worried, I think good thoughts, I think good thoughts, I think good thoughts, when I feel worried, I think good thoughts; whenever I feel worried.
(Counselor and students point to their temple on their head)

When I feel proud, I pat myself on the back, pat myself on the back, pat myself on the back, when I feel proud I pat myself on the back; whenever I feel proud.
(Counselor and students pat themselves on their own backs)

When I feel mad, I count to 10, count to 10, count to 10, when I feel mad, I count to 10; whenever I feel mad.
(Counselor and students count to 10 with their hands)

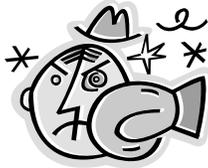
When I feel loved, I give good hugs, give good hugs, give good hugs, when I feel loved, I give good hugs; whenever I feel loved.
(Counselor and students give themselves their own personal hug)

Express Yourself Handout

Please circle the best way to express yourself for each feeling



If you're feeling mad, you should or Count to 10 1,2,3,4,5,6,7,8,9,10



If you're feeling loved, you should or



If you're feeling sad, you should or



Smile



Laugh in class

If you're feeling happy, you should or



If you're feeling worried, you should or

COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Elementary Interactions		SUGGESTED UNIT TIMELINE: 3 Lessons				
Students will practice friendship skills with one another. Students will discuss how they are the same and different from others at school. Students will be expressing their feelings in appropriate ways.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why is it important to fit in?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will demonstrate at least four friendship skills.		PS.2.A.01: Demonstrate the ability to be a friend.		RF.1.2 W.1.8 SL.1.1 SL.1.6 L.1.1	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2
		PS.2.B.01: Identify similarities and differences among students within the school community.		Level 2		
		PS.2.C.01: Express feelings effectively, both verbally and non-verbally.		Level 2		
2. The student will name three differences and three similarities among his/her peers.		PS.2.A.01 PS.2.B.01 PS.2.C.01		RF.1.2 W.1.8 SL.1.1	P/SD A	Level 2 Level 2 Level 2

				SL.1.6 L.1.1		
3. The student will determine an appropriate way to express six feelings.		PS.2.A.01 PS.2.B.01 PS.2.C.01		RF.1.2 W.1.8 SL.1.1 SL.1.6 L.1.1	P/SD A	Level 2 Level 2 Level 2
ASSESSMENT DESCRIPTIONS*: Students will demonstrate various friendship skills with a partner. Students will name ways they are alike and different from their peers. Students will express their feelings appropriately through class discussion and a handout.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson # 1: Friendship Line Dancing Lesson # 2: Same and Different Lesson # 3: Express Yourself!					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson # 1: Friendship Line Dancing Lesson # 2: Same and Different Lesson # 3: Express Yourself!					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice Ls. 3 <input checked="" type="checkbox"/> Compare & Contrast Ls. 2 <input type="checkbox"/> Didactic Questions	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 1 <input checked="" type="checkbox"/> Games Ls. 2 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2 <input checked="" type="checkbox"/> Peer Partner Learning Ls. 1 <input type="checkbox"/> Discussion	

	<input checked="" type="checkbox"/> Demonstrations Ls.1, 3 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 2, 3	<input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 2 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					

Unit 1 Title: Following Personal Safety Rules	Grade Level: 1
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: My Feelings	
Materials/Special Preparations Required:	
Feelings Game Cards and <i>Feelings Thermometer</i> worksheets	
SMART Board or chart paper and markers	
Lesson 2: What are Comfortable (good) and Uncomfortable (bad) Feelings?	
Materials/Special Preparations Required:	
<i>Personal Safety Presentation to Students Sheet</i>	
2 letters for parents	
Handout for parents	
Safety Rule poster	
Lesson 3: Healthy Touches and Private Touches	
Materials/Special Preparations Required:	
Role-Play Cards	
Safety Rule Poster	
Pictures of a boy and girl in their swimsuits	
Handout of adults students can trust	
<i>Who Are Some Adults You Can Trust</i> Activity Sheet	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
Grade Level Expectations (GLEs):	
PS.3.A.01: Identify steps of problem solving and decision making for personal safety. (DOK Level 1)	
PS.3.B.01: Identify personal safety strategies. (DOK Level 1)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
C: Students will understand safety and survival skills.	

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

<input type="checkbox"/>	Goal 1: Gather, analyze and apply information and ideas
<input type="checkbox"/>	Goal 2: Communicate effectively within and beyond the classroom
<input type="checkbox"/>	2. Review and revise communications to improve accuracy and clarity
<input type="checkbox"/>	3. Exchange information, questions and ideas while recognizing the perspectives of

	others
	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
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Unit Essential Questions:

How do you know when you are in danger?

Unit Measurable Learning Objectives:

The student will identify 4 basic feelings everyone has and demonstrate by role playing how one feeling looks.
 The student will identify the 3 problem solving safety rules.
 The student will identify at least 3 adults he/she can trust.
 The student will demonstrate how to use the 3 safety rules for one role play scenario.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast; Guided & Shared)
 Indirect
 Experiential (Games; Role Playing)
 Independent Study
 Interactive Instruction (Role Playing; Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be able to identify the three problem solving safety rules and use them during a role-play.

Brief Summary of Unit:

This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.

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

Students will have some knowledge of different types of feelings.
Students will have knowledge of the three problem solving safety rules introduced in kindergarten if they participated in the lesson. Rules will be reviewed in this unit.

<p>Unit 1 Title: Following Personal Safety Rules</p> <p>Lesson Title: My Feelings Lesson: 1 of 3</p> <p>Grade Level: 1 (This lesson can be adapted to other grade levels K-5)</p> <p>Length of Lesson: 30-40 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectations (GLEs): PS.3.A.01: Identify steps of problem solving and decision making for personal safety. PS.3.B.01: Identify personal safety strategies.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills.</p>
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Materials (include activity sheets and/ or resources)

<p>Feelings cards (attached) <i>Feelings Thermometer</i> worksheet (copies for each student) SMART Board or chart paper and markers</p>

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 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 one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	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 personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify four basic feelings everyone has and demonstrate how one feeling looks by role playing.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be able to identify the four basic feelings in a feelings game and demonstrate how each looks while it is being experienced.

Lesson Preparation:

Essential Questions: How does someone feel when someone is not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a Feelings Thermometer Sheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the Feelings Thermometer Sheet. Students share and discuss their feelings briefly.

Procedures:

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a <i>Feelings Thermometer</i> worksheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the <i>Feelings Thermometer</i> worksheet. Students share and discuss their feelings briefly. Help students become aware that 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students participate in completing feelings thermometer sheets.
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<p>each of them feels differently in those situations.</p> <ol style="list-style-type: none"> 2. After the sheet is completed the counselor asks the students if they can identify the four basic feelings that everyone has at different times or in situations (happy, sad, mad, scared). 3. The counselor writes the four basic feelings on the board. Students brainstorm what each feeling means. 4. The counselor tells the students that all other feelings that they have can fall in the same category as one of the feelings on the board. (Example: lonely is a sad feeling so you would write lonely under the sad category.). Some feelings may fall into two categories. 5. The counselor instructs the students that they're going to play the Feelings Game. The instructor cuts up the cards and uses the feelings cards to help students understand different feelings. <ol style="list-style-type: none"> a. The counselor asks students to volunteer to come forward and draw a card. The student identifies the feeling privately and role-plays for the other students to guess the feeling. b. After role-playing the student or counselor selects a classmate to share time when they felt that way. c. That student selects a different classmate to identify the category it would fall under. The counselor would write the feeling under the right category. d. Continue until all cards have been used. Make sure different students are 	<ol style="list-style-type: none"> 2. Students respond (happy, sad, mad and scared). 3. Students brainstorm ideas. Example: A person is happy when something good happens like a birthday. A person feels sad when someone dies. A person feels mad when another person hits them. A person might feel scared when they are in a dark room. 4. Students listen to teacher examples. 5. Students are selected to carry out the steps of the Feelings Game. <ol style="list-style-type: none"> a. Students role-play the feelings. b. Another student identifies a time they felt that way. c. A student identifies the feelings category of happy, sad, mad or scared.
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<p>given the opportunity to participate in the above activities. If there are not enough feelings then the counselor or student can make up their own.</p> <p>6. After the game the counselor will let students know they will continue discussing this topic and other information during the next class.</p>	<p>6. Students listen for next session information.</p>
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Teacher Follow-Up Activities:

The students share their Feelings Thermometer Sheet with the teacher. The teacher will help students identify and share their feelings throughout the week during different situations.

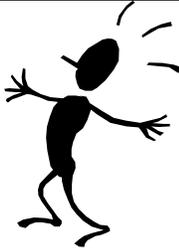
Counselor reflection notes (completed after the lesson):

Feelings Thermometer

Mark each column to indicate your feelings about each statement

			How I feel playing with my friends
			How I feel when I lose a game
			How I feel working by myself
			How I feel when someone says something mean to me
			How I feel when I finish my work
			How I feel when someone sits next to me
			How I feel when I have to do my chores
			How I feel when I am at home

Cut cards for Feelings Game.

 <p>Angry</p>	 <p>Frustrated</p>
 <p>Confused</p>	 <p>Surprised</p>
 <p>Depressed</p>	 <p>Loved</p>
 <p>Frightened</p>	 <p>Funny</p>

<p>Make up your own.</p> 	<p>Make up your own.</p> 
<p>Make up your own.</p> 	<p>Make up your own.</p> 
<p>Make up your own.</p> 	<p>Make up your own.</p> 
<p>Make up your own.</p> 	<p>Make up your own.</p> 

Unit 1 Title: Following Personal Safety Rules	
Lesson Title: What are Comfortable (good) and Uncomfortable (bad) Feelings and Situations?	Lesson: 2 of 3
Grade Level: 1 (This lesson can be adapted to other grade levels K-5)	
Length of Lesson: 30-40 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies	
Grade Level Expectations (GLEs): PS.3.A.01: Identify steps of problem solving and decision making for personal safety. PS.3.B.01: Identify personal safety strategies.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or resources)

Safety Rule Poster (attached) <i>Personal Safety Presentation to Students</i> 2 Parent letters (before and after the presentation) Handout for Parents: Keeping Your Child Safe
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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 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 one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	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 personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify the 3 problem solving safety rules.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will be able to identify the three problem solving safety rules in group discussion.

Lesson Preparation:

Essential Questions: How does someone feel when they are not in a safe place or situation? How might someone react when put in an unsafe situation?

Engagement (Hook): Puppets demonstrate comfortable (good) and uncomfortable (bad) touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they don't know very well.)

Procedures:

<p>Instructor Procedures/Instructional Strategies:</p> <p><i>* The counselor should review the Personal Safety Presentation to Students sheet before teaching lessons two and three in this unit. Modify the information to meet students' needs.</i></p> <p>1. The counselor reminds the students that we all have a feeling thermometer and then reviews the four feelings discussed in the last lesson. Using puppets, demonstrate comfortable and uncomfortable touches (1. Getting a hug from someone they love; 2. Getting a hug from a stranger; 3. Getting a back rub for a loved one they trust; 4. Getting a back rub from someone they</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students listen, and watch puppet demonstration.</p>
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<p>don't know very well.)</p> <ol style="list-style-type: none"> 2. After talking about the different feelings the counselor asks students if there are things people do to make them feel good (comfortable) or bad (uncomfortable). 3. Discuss gut feelings, belly button warnings, and/or a confused feeling. Give examples: If someone tries to get you to steal something what would your gut feeling tell you to do? Is this a good thing or bad thing to do? You don't feel safe when talking to a stranger. What does your gut feeling tell you to do? 4. What can you do if another child or adult makes you feel uncomfortable or tries to put you in an unsafe or uncomfortable situation? 5. Sometime a child may come in contact with an adult who tries to lure (trick) children away from a safe place or do something that makes them feel unsafe/uncomfortable. Share the safety rules handout with students. <i>Here are some problem-solving steps to help you when you don't feel comfortable or safe.</i> <ul style="list-style-type: none"> • Say "No" in a Big Voice! • Get away To a Safe Place. • Tell someone you trust. 6. The counselor uses the puppets used earlier in the lesson and role-plays one of the situations above where they implement the steps listed on the handout. (Getting a hug from a stranger. Getting a back rub from someone they don't know very well. Not feeling safe when talking to a stranger or someone they know.). Make sure you note that it is not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves. The counselor asks 	<ol style="list-style-type: none"> 2. Students identify the four feelings (happy, sad, angry, scared). 3. Students brainstorm ideas. 4. Students share gut feelings they would have about the situations. 5. Students brainstorm ideas (get away, tell someone you trust, talk to a friend, ask for help). Students review the steps on the handout. 6. Students identify times they might use the problem solving steps when put in an uncomfortable or unsafe situation.
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students to identify times they might use the safety steps.	
7. The counselor tells students they will continue discussing this topic and other information during the next guidance class.	7. Students listen.
8. Send home the parent letter with parent handout on the back <i>How To Help Your Child Stay Safe</i> . The counselor or teacher may want to send a letter home before the safety unit is presented. See sample letter.	8. Students take the letter home and other information home.

Teacher Follow-Up Activities:

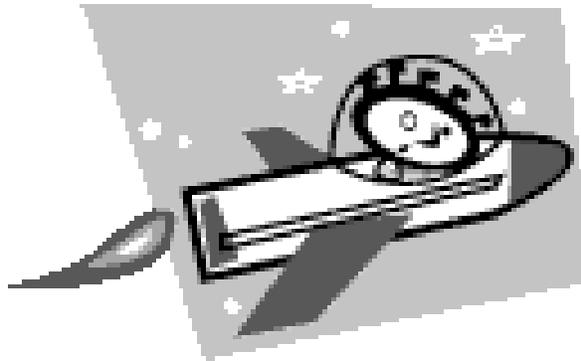
The teacher will post the safety rules in the classroom and review when appropriate.

Counselor reflection notes (completed after the lesson):

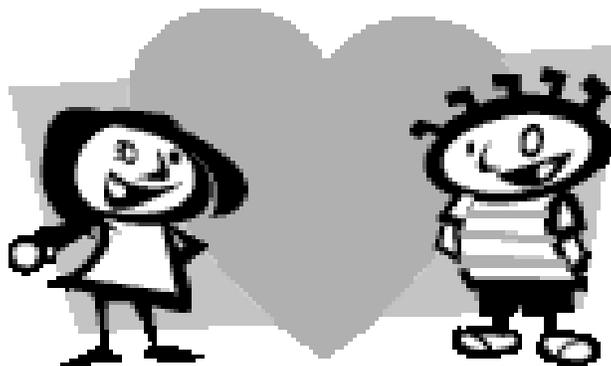
1. Say “No”
in a Big
Voice.



2. Get
Away
to a safe
place.



3. Tell
Someone
You Trust.



Can be adapted K-5th grade. The counselor should review this sheet before sharing the second and third lessons of the personal safety unit. Modify the information to meet the appropriate age level. The counselor can adapt this to meet students' needs.

Personal Safety Presentation to Students

This information was adapted from Columbia Public Schools Sexual Abuse Prevention Program Information.

Below are important points to discuss when presenting personal safety information to students.

- Discuss comfortable (good), uncomfortable (bad) touches, feelings or situations.
- Discuss confusing touch such as tickling. Tickling can be fun or uncomfortable.
- Discuss healthy touch – Healthy touches can come from a medical person, parents helping you change, bathe, check private parts of your body for rashes or put medicine on. These are usually quick touches and always have purpose.
- Discuss feelings meter (gut feelings). Example: “Belly Button Radar”, Belly Button Warning, “Gut Feeling”
- It’s not the child’s fault.
- Why do adults use threats and bribes?
- Discuss sexual harassment or other types of harassment.
- Discuss where the private parts of your body are. These are parts of your body where your swimsuit covers.
- Share that most adults want a child to grow up to be happy and healthy, but once in a while a child may come in contact with someone who tries to make them feel uncomfortable.
- Always respect the body rights and personal space of others.
- Discuss what the words abuser or molester mean. This type of information should be shared at the judgment of the instructor.
- Share that an abuser could be a man or woman. Strangers can be abusers, however, most of the time it is someone that the child knows and maybe even loves.
- Abusers are not always adults. It could be an older child, teenager or someone his or her own age.
- Discuss the difference between a good secret and bad secret.
- Review safety rules for staying home alone.
- Review the three problem solving safety rules (1. Say “NO!”; 2. Get away to a safe place; 3. Tell an adult you trust.)
- How do you say no? (Assertiveness, broken record techniques, etc.)
- Who are trusted adults you can tell? Ask students to share ideas.



Handout for Parents



Keeping Your Child Safe

- 1) Teach children they have the right to say “No,” their body is their own.
- 2) Teach children to recognize different types of comfortable and uncomfortable touches.
- 3) Teach children to tell someone they trust. Help children identify those people.
- 4) Teach children to trust their own feelings about what is comfortable & uncomfortable.
- 5) Help children discover where their resources are: family, teachers, principals, counselors, trusted friends ...
- 6) Review the three problem solving safety rules:
 - a. Say “NO” in a big voice.
 - b. Get away to a safe place.
 - c. Tell an adult you trust.

This lesson can be adapted to meet the needs of K-5th grade.

Suggestion: Sample letter to send home before the personal safety and body rights unit is presented. Copy the handout for parents on the back "*Keeping Your Child Safe.*"

Dear Parent,

This fall the counselor will present two classroom presentations and discussions about safe and unsafe situations. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in an uncomfortable way. Children are encouraged to remember three main safety rules:

- 1. SAY NO IN A LOUD VOICE.**
- 2. GET AWAY TO A SAFE PLACE.**
- 3. TELL A GROWN-UP WHO CAN HELP.**

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns about the presentation.

Sincerely,

School Counselor

Suggestion: Sample letter to send home after the personal safety and body rights unit is presented. Copy the handout for parents on the back “*Keeping Your Child Safe.*”

Dear Parent,

Today at school your child participated in the first of two classroom presentations and discussions about safe and unsafe situations. The second presentation will take place next week. During these lessons we talk about comfortable (good) and uncomfortable (bad) feelings, situations and touches. We also talk about what children can do if someone tried to touch them in a bad way. Children are encouraged to remember three main safety rules:

- 1. SAY NO IN A LOUD VOICE.**
- 2. GET AWAY TO A SAFE PLACE.**
- 3. TELL A GROWN-UP WHO CAN HELP.**

We also made a list of many people a child can tell, who will help.

To reinforce these lessons, you might ask your child to tell you the meaning of comfortable (good) and uncomfortable (bad) feelings, situations and touches. Encourage your child to identify the adults that she/he could talk with about a problem. Besides you and your immediate family, these people may include a baby-sitter, aunt, grandparent, teacher, adult friend, or neighbor. Attached you will find a sheet that will give you ideas of how to help your child feel safe. Please contact me if you have questions or concerns.

Sincerely,

School Counselor

<p>Unit 1 Title: Following Personal Safety Rules</p> <p>Lesson Title: Healthy Touches and Private Touches Lesson: 3 of 3</p> <p>Grade Level: 1</p> <p>Length of Lesson: 30-40 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectations (GLEs): PS.3.A.01: Identify steps of problem solving and decision making for personal safety. PS.3.B.01: Identify personal safety strategies.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or resources)

<p>Role-playing cards Safety Rule Poster Pictures of a boy and girl in their swimsuits <i>Who are some adults you can trust?</i> Handout</p>
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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 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 one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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	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 personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s):

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

Lesson Measurable Learning Objectives:

The student will identify at least 3 adults he/she can trust.
 The student will demonstrate how to use the 3 safety rules for 1 role play.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 The student will demonstrate the three safety rules in a role-play.

Lesson Preparation

Essential Questions: How does someone react when they don't feel safe?
Engagement (Hook): Pass out the Safety Rules Sheet and review. Role-play a couple of different situations where students might use these steps.

Procedures:

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Review the <i>Safety Rules</i> from the last lesson. Also, review the meaning of gut feelings or belly button warnings from last lesson. Have students role play related situations. 2. The counselor asks students if there are touches people give them that make them feel comfortable, uncomfortable, or confused. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen and share ideas, then role-play situations where they would use the safety rules. 2. Students share different kinds of touches that make them feel comfortable, uncomfortable or confused: <ul style="list-style-type: none"> • Comfortable - nice hugs, nice kiss from someone they care about or love, pat on the back, etc. • Uncomfortable - hit, kick, pinch, slap, private touch - where your swim suit covers • Confusing -tickle, a hug that is too tight, etc.
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<p>3. Lead a brief discussion on what a person can do when they receive an uncomfortable touch. Tell students there is also a touch called “private touches.” This is a touch that someone might get in the private part of their body where their swimsuit covers. Show a picture of a boy and girl in their swimsuits.</p> <p>4. Discuss healthy reasons a person might need to touch the private parts of your body (doctor, parents checking a sore or rash, parents bathing, dressing or changing younger children, rashes, putting medicine in a private area of the body). NOTE: Private touches are usually quick touches and always have a purpose.</p> <p>5. Remind students that you did share in lesson two that most adults want them to grow up to be happy and healthy, but once in a while there may be someone (adult, teenager, someone their own age) who might do something to make them feel uncomfortable and they need to know what to do. Also, it’s not always a stranger who makes children feel uncomfortable. Sometimes it could be someone the child knows or even loves.</p> <p>6. Review additional information from the <i>Personal Safety Presentation to Students</i> sheet in lesson 2.</p> <p>7. Ask students who are some adults you can go to for help if you feel uncomfortable or unsafe? Give students the “<i>Who Are Some Adults You Can Trust?</i>” Handout</p> <p>8. Use the role-playing cards to practice the safety rules when in uncomfortable or dangerous situations.</p> <ul style="list-style-type: none"> • Say “No” in a Big Voice! • Get away To a Safe Place. • Tell someone you trust. 	<p>3. Students review the picture of the children in their swimsuit. If students laugh explain that sometimes students laugh when talking about private areas because it’s uncomfortable to talk about sometimes. Don’t embarrass the student laughing. There could be a personal reason they feel uncomfortable.</p> <p>4. Students share ideas for healthy touches.</p> <p>5. Students listen.</p> <p>6. Students listen and share ideas.</p> <p>7. Students will review the handout and the draw in their own person they can trust on the sheet.</p> <p>8. Students review the safety rules. Different students are selected to role-play different situations from the role playing cards.</p>
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Teacher Follow-Up Activities

The teacher will continue to reinforce the personal safety rules when appropriate in the classroom.

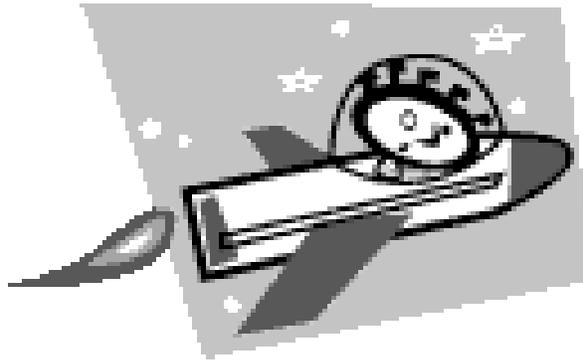
Counselor reflection notes (completed after the lesson)

Safety Rules

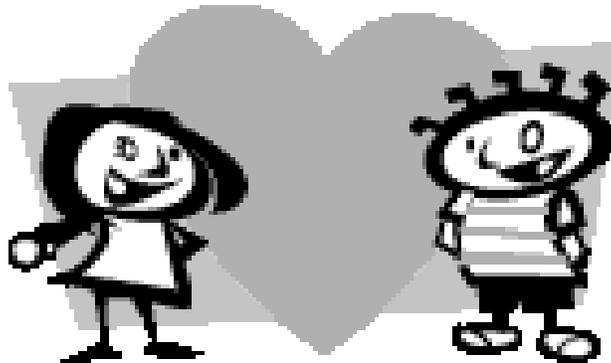
1. Say “No”
in a Big
Voice.



2. Get
Away
to a safe
place.



3. Tell
Someone
You Trust.



Role Play Cards

<p>A person you don't know very well puts his or her arm around you and it feels uncomfortable.</p>	<p>A classmate pushes you down on the playground.</p>
<p>A person you know puts his or her hand on your leg and it feels uncomfortable.</p>	<p>A family member gives you a hug and it feels comfortable.</p>
<p>Someone is standing too close to you and is talking right in your face.</p>	<p>A student at school hits you.</p>
<p>Make up your own.</p>	<p>Make up your own.</p>

Who are some adults you can trust?

Grandparents



Doctor or Nurse



Teacher



Mom



Principal



Dad



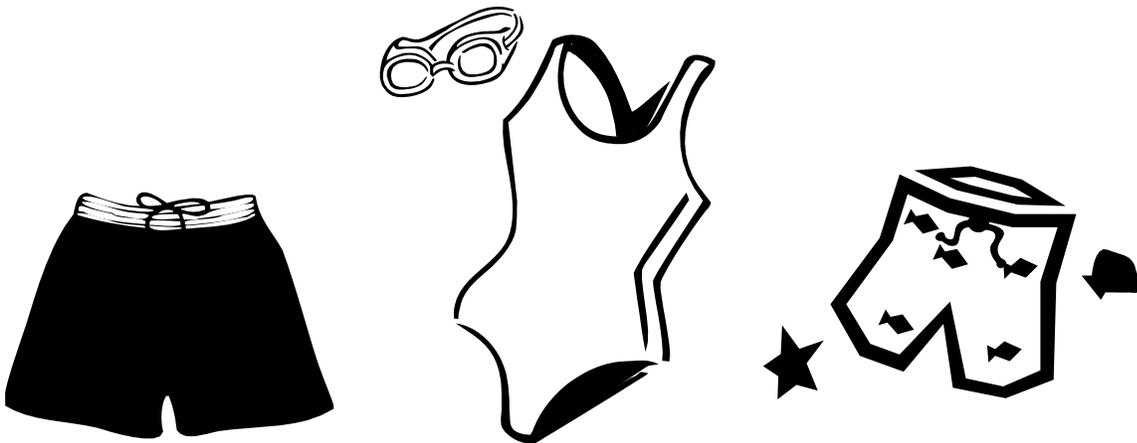
Girl/Boy Scout Leader



Your ideas...



The private parts of your body are where your swimsuit covers.



COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Following Personal Safety Rules This unit introduces the concepts of comfortable and uncomfortable feelings and touches. The lessons help students to identify different feelings. The students will learn the three problem solving safety rules for personal safety.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How do you know when you are in danger?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify 4 basic feelings everyone has and demonstrate by role playing how one feeling looks.		PS.3.A.01: Identify steps of problem solving and decision making for personal safety. PS.3.B.01: Identify personal safety strategies.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will identify the 3 problem solving safety rules.		PS.3.A.01			P/SD C	Level 1
3. The student will identify at least 3 adults he/she can trust.		PS.3.A.01			P/SD C	Level 1
4. The student will demonstrate how to use the 3 safety rules for one role play scenario.		PS.3.A.01			P/SD C	Level 1
ASSESSMENT DESCRIPTIONS: Students will be able to identify the three problem solving safety rules and use them during a role-play.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4	See Lessons: Lesson 1 My Feelings Lesson 2 What are Comfortable (good) and Uncomfortable (bad) Feelings? Lesson 3 Healthy Touches and Private Touches				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 My Feelings Lesson 2 What are Comfortable (good) and Uncomfortable (bad) Feelings? Lesson 3 Healthy Touches and Private Touches				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls.1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2, 3)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2, 3) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 3) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2, 3) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

Grade Level/Course Title: Gr 1 / PS3- Gr1 -Unit1

Course Code: Personal/Social Development

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #2 Title: How Life-Changing Events Affect My Life	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: The Changing Times of My Life	
Materials/Special Preparations Required:	
<i>A Year in the Life of a Tree</i> Activity Sheet	
<i>My Timeline: Life Changes Story</i> Activity Sheet	
Puppets	
Lesson 2: The Changing Times of The Future	
Materials/Special Preparations Required:	
<i>Wish Sheet</i> , Activity Sheet	
<i>STAR Problem Solving</i> Chart	
Magic wand and cape	
Markers, crayons, pencil	
Puppet (male or female or both)	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
Grade Level Expectation (GLE):	
PS.3.C.01: Recognize the effects of life changes or events related to self. (DOK Level - 1)	
American School Counselor Association (ASCA) National Standard:	
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
	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 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	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is change important?

Unit Measurable Learning Objectives:

The student will identify six life changes he/she has experienced.
The student will draw a picture of one life changing event.

Unit Instructional Strategies/Instructional Activities:

- Direct (Demonstrations; Guided & Shared – Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion)
- Experiential (Focused Imaging)
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will be able to share coping strategies for dealing with change in their life.
1st Lesson - Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life.
2nd Lesson – Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.

Brief Summary of Unit:

The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how they handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.

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

Students need to understand change is going to happen in their lives and that it is important to have coping skills or resources to help them handle change.

<p>Unit #2 Title: How Life-Changing Events Affect My Life</p> <p>Lesson Title: The Changing Times of My Life Lesson 1 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectation (GLE): PS.3.C.01: Recognize the effects of life changes or events related to self.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development: C: Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>A Year in the Life of a Tree</i> Activity Sheet <i>My Timeline: Life Changes Story</i> Activity Sheet Puppets</p>

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 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	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	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify six life changes he/she has experienced.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Each student will complete a timeline of life changing events in their life from birth until the present time.

Lesson Preparation

Essential Questions: How does it affect you when something changes at home? How does it affect you when something changes at school?

Engagement (Hook): Show the students a picture of four trees (show it as a picture). The picture is titled: A year in the life of a tree. What is happening in the life of the tree in these four pictures? What is happening in picture 1, 2, 3 and 4? Do we go through changes in our life that affect us like the tree? The students discuss the changes they recognize in pictures.

Possible answers: The tree is planted. It grows taller. The tree blooms. The tree loses its leaves each year.

How does the tree’s life compare to our life as a human? We are born. We grow taller. Our body changes.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Introduce two puppets. The puppets talk about how life is different for them now in first grade compared to when they were babies.</p>	<p>1. Students respond. They discuss the different changes (bathing, dressing, diapers, eating, crawling, walking, etc.) Parents had to help me bathe. <u>vs.</u> Now I can bathe myself. Parents helped me get dressed <u>vs.</u> Now I can dress myself. I stayed at home/went to daycare. <u>vs.</u> Now I go to school...</p>
<p>2. How did some of these changes affect your life from then until now?</p>	<p>2. Students brainstorm ideas. Possible ideas: I crawled when I was younger. Now I can walk and run. I stayed at home/went to daycare and now I go to school. Other ideas are shared.</p>
<p>3. The puppets say to the students...think about your life changes and brainstorm</p>	<p>3. Students brainstorm and complete their story.</p>

<p>what they might be. The instructor gives the students a timeline story sheet to complete. Make your own timeline story of the changes you have had in your life so far.</p> <p>4. After the stories are completed the instructor gives students a chance to share and discuss how each change affected their life.</p>	<p>4. Students share stories and how the life changes affected their life.</p> <p>Examples:</p> <ul style="list-style-type: none">a. When I was 4 my little brother was born. I was no longer the youngest in my family. I liked being an older brother.b. When I was 5 I started school. I missed my mom.c. When I was 6 my grandma died. I was sad.
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Teacher Follow-Up Activities

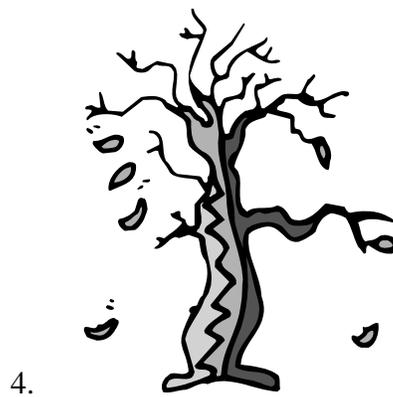
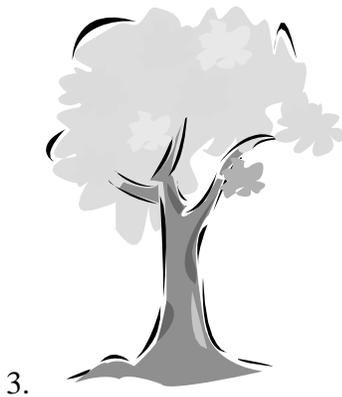
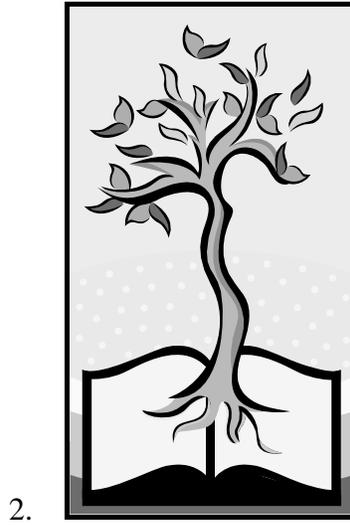
The students will share their timeline stories with their teacher. The teacher posts the stories in the classroom or sends them home with the students to share the stories with their parents.

Counselor reflection notes (completed after the lesson)

A Year in the Life of a Tree

What changes does a tree go through during the year?

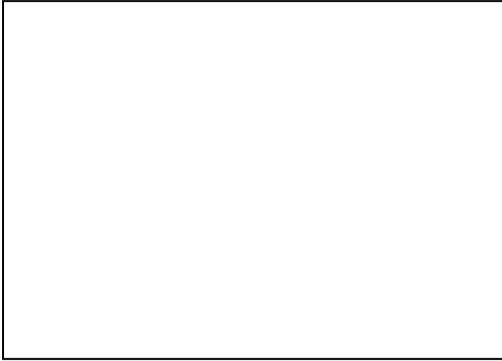
What changes does a tree go through during its lifetime?



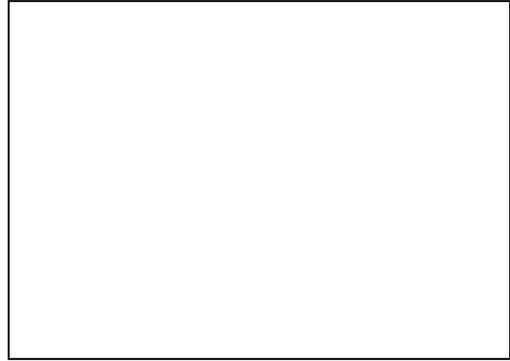
My Timeline: Life Changes Story

Write your age at the top of each picture and draw a picture of your life change that happened at that time.

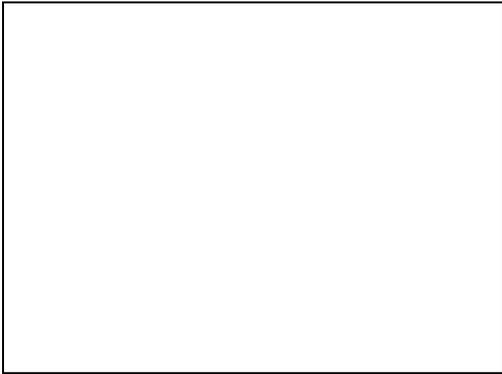
My life change at age _____.



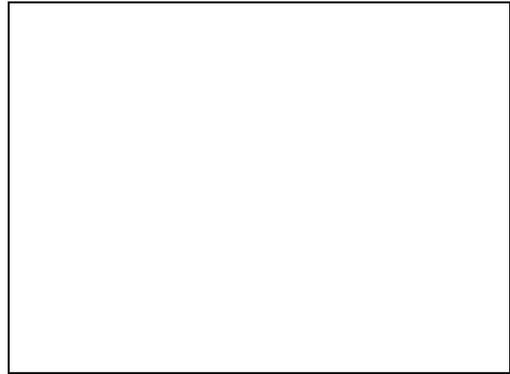
My life change at age _____.



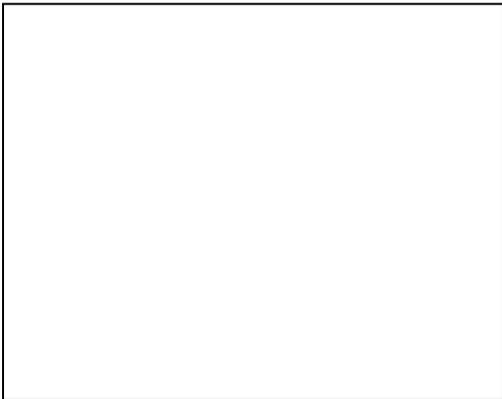
My life change at age _____.



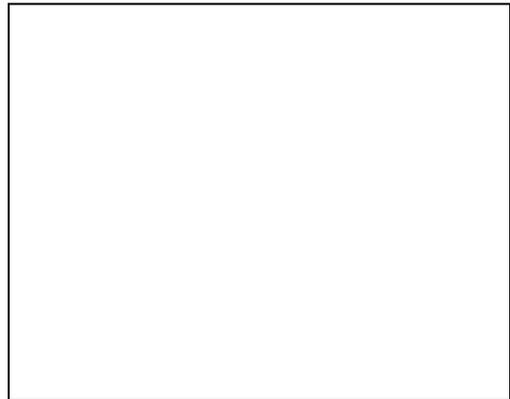
My life change at age _____.



My life change at age _____.



My life change at age _____.



Unit #2 Title: How Life-Changing Events Affect My Life	
Lesson Title: The Changing Times of The Future	Lesson 2 of 2
Grade Level: 1	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies	
Grade Level Expectation (GLE): PS.3.C.01: Recognize the effects of life changes or events related to self.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development: C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Wish Sheet</i>, Activity Sheet <i>STAR Problem Solving Chart</i> Magic wand and cape Markers, crayons, pencil Puppet (male or female or both)</p>

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 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	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	X	Problem Solving
	Courage	X	Compassion		Tolerance

X	Respect		Goal Setting		
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Lesson Measurable Learning Objectives:

Students will draw a picture of one life-changing event.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Performance Task: Students will draw a picture of a life-changing event that might happen to them during this next year. They will share their event and how they think it might affect their life. The class will share ideas with the class that might help them handle the event.

Lesson Preparation

Essential Questions: How does it affect you when something changes at home? How does it affect you when something changes at school?

Engagement (Hook): The instructor comes to class with a cape and carrying a magic wand. Wear a hat or a crown. If you are more comfortable you can use a puppet or a picture of a wizard or fairy godmother.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The instructor asks if you were to have a wish for the future what would it be?	1. Students share their wish.
2. Think about your life timelines from last week. What were some of the changes that took place in your life?	2. Students respond.
3. The instructor introduces a puppet friend and says this is Freddie (or Fran) and their wish is to jump one-year into the future to next school year. The instructor steps onto the magic carpet and waves the wand and pretends to help Freddie jump one year into the future. He is now in second grade. What are some of the possible changes that Freddie might face in his life since he is a year older (positive and difficult)?	3. Students share ideas. Possible answers: He might experience some of the following...getting older, new teacher, new baby brother or sister, make a new friend, moving, new pet, learning new math skills, learn how to read better, school is harder, more work, you're smarter, have to miss your favorite shows because you have more homework, changes in his family or friend, more chores at home, etc.
4. The instructor steps back onto the carpet and says let's bring Freddie back to the present.	4. Students listen.

<p>5. The instructor gives the students a wish sheet for the future. The students are instructed to draw a picture of a wish they have for one year into the future or something they think might happen to them. The instructor may want to show the tree picture from the last lesson to remind students of the changes in a trees life during a year’s time.</p> <p>6. When completed students are asked to bring their pictures and sit down and make a circle around the magic carpet. The counselor introduces a quick problem solving method. Students are given an opportunity to share their picture for the future and how they think the event might affect their life.</p> <p>7. The instructor will use the STAR Model for Problem Solving. This model is used help students brainstorm problem solving ideas and coping strategies for change. Stop – What changing is happening? Think – is this a good thing or a bad thing? Act – What will help me deal with this change? Review – How is this going to affect my life?</p>	<p>5. Students will complete the picture.</p> <p>6. Students share their ideas. When the students share their ideas the puppet or students come up with ideas on how the student might cope with change using the STAR Problem Solving Model described in step seven. Ideas on how to cope with the change. Example: I will have a new teacher next year. You can work hard and listen then your teacher will think you are a good student. If your math work is harder you can study more. If you make a new friend you will have more friends. You might have more chores so you should get them done faster so you don’t have to miss your favorite television shows and your parents would be proud of you.</p> <p>7. Students will use the STAR Model with the instructor’s guidance when sharing their ideas on the activity sheet.</p>
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Teacher Follow-Up Activities

The teacher might want to make a book entitled “ Mrs. _____ Class Wishes or Predictions for the Future. Read the book as a class and then put the book in the classroom library.

Counselor reflection notes (completed after the lesson)

A Year in the Life of a Tree

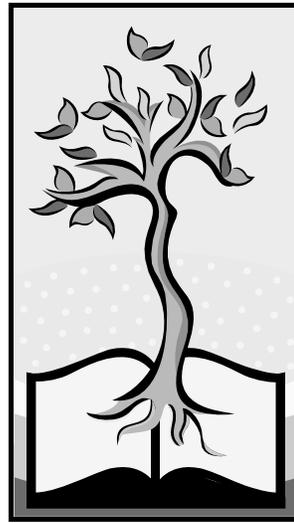
What changes does a tree go through during the year?

What changes does a tree go through during its lifetime?

1.



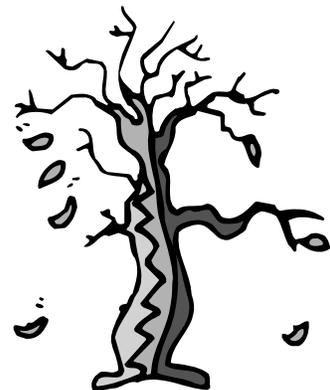
2.



3.



4.





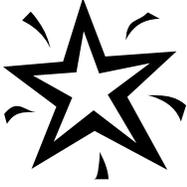
Wish Sheet

Life Changes...My predictions or wish for one year into my future.

Draw a picture of one life-changing event that you think might happen to you during this next year.

My name is _____ I will be _____ years old.

A large empty rectangular box with a black border, intended for drawing a picture of a life-changing event.



STAR Model of Problem Solving to help with changes.



Stop

What is the change or event in my life that is happening?



Think

Is this a good thing or a bad thing? What do I need to do?



Act

What will help me deal with this change? Decide and take action.



Review

How is this affecting my life or going to affect my life?

COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: How Life-Changing Events Affect My Life The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how the handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why is change important?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify six life changes he/she has experienced.		PS.3.C.01: Recognize the effects of life changes or events related to self.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will draw a picture of one life changing event.		PS.3.C.01			P/SD C	Level 1
<p>ASSESSMENT DESCRIPTIONS*: Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life. Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	___x___ Direct ___x___ Indirect					

	<input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1 The Changing Times of My Life Lesson 2 The Changing Times of The Future				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1 The Changing Times of My Life Lesson 2 The Changing Times of The Future				
	Direct: Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast Didactic Questions Demonstrations(Ls. 2) Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 2) Case Studies Reading for Meaning Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) Writing to Inform Concept Formation Concept Mapping Concept Attainment Cloze Procedure	Experiential: Field Trips Narratives Conducting Experiments Simulations Games Storytelling <input checked="" type="checkbox"/> Focused Imaging (Ls. 2) Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1, 2) Model Building Surveys	Independent Study Essays Computer Assisted Instruction Journals Learning Logs Reports <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 1) Correspondence Lessons Learning Contracts Homework Research Projects Assigned Questions Learning Centers	Interactive Instruction Debates Role Playing Panels Brainstorming Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) Laboratory Groups Think, Pair, Share Cooperative Learning Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) Structured Controversy Tutorial Groups Interviewing Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: Study and Work for Success	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 30-35 minutes	
Lesson Titles:	
Lesson #1: Complete or Incomplete? That is the Question!	
Materials and Preparation Suggestions:	
2 puppets (optional)	
2 different blank worksheets obtained from classroom teacher as described in lesson 1	
Lesson #2: FLY to Success	
Materials and Preparation Suggestions:	
3 paper airplanes, each labeled #1 – following directions, #2 - listening, and #3-you get along with others	
Handout of FLY Airplane Activity Sheet for each student.	
Success Plan Activity Sheet	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities.(DOK Level - 2)	
AD.4.B.01: Develop and practice work habits necessary for school success. (DOK Level - 2)	
American School Counselor Association (ASCA) National Standard:	
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 6. Discover and evaluate patterns and relationships in information, ideas and structures. 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 7. Evaluate the extent to which a strategy addresses the problem.
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. 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	6. 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.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is learning important?

Unit Measurable Learning Objectives:

<p>The students will identify four of the parts for completing correctly completed classroom assignments.</p> <p>The students will model four of the parts of completing a correctly completed classroom assignment.</p> <p>The students will model at least three work habits necessary for school success.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)</p> <p><input type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential (Narratives, Storytelling)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Role Playing, Discussion)</p>

Unit Summative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>The student will determine four factors that contribute to a correctly completed assignment.</p> <p>The student will model three behaviors for completing a correctly completed assignment.</p>
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Brief Summary of Unit:

Students will identify skills needed for correctly completing assignments and improve school work habits.

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

Identify and follow classroom and school routines.

Identify work habits necessary for school success.

Unit #1 Title: Study and Work for Success	
Lesson Title: Complete or Incomplete? That is the Question!	Lesson: 1 of 2
Grade Level: 1	
Length of Lesson: 30-35 min.	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.	
American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.	

Materials (include activity sheets and/ or supporting resources)

2 puppets (optional)
Get two different blank worksheets from the classroom teacher. For the first worksheet, counselor should make one copy neat, complete, and following all directions. Make a second copy of the same worksheet messy, crumpled, incomplete, no name, not following directions. For the group activity, the counselors should prepare 4-5 different incorrectly completed assignments.

NO ACTUAL STUDENT WORK SHOULD BE USED!!

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.
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 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 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	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	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will, as a group member, identify four factors that contribute to a correctly completed assignment.

The students will identify at least three work habits necessary for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will determine four factors that contribute to a correctly completed assignment.
The student will use the FLY Activity Sheet to self assess work habit skills and develop a plan for needed improvement.

Lesson Preparation

Essential Questions:

What does it mean to do a job correctly?
Why should we make sure we do a job correctly?

Engagement (Hook):

Counselor will engage in a conversation between 2 puppets. Each puppet would have identical worksheets, but one would be neat, complete and following directions, while the other one is crumpled, no name, missing answers, etc. Puppets should compare papers talking about high points, differences, and how one is completed and the other one is incorrectly completed.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
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<ol style="list-style-type: none"> 1. Ahead of time, counselor should consult with the teacher to find out the specifics of what s/he requires as components for a correctly completed assignment (e.g. name at top, date, neat, follows directions, all questions answered, etc.) 2. Counselor will ask the group: How are these two assignments alike and different? 3. Counselor will write the student generated components of a correctly completed assignment on a dry erase, smart board, chart paper, or other. 4. What work habits help in making sure that work is completed correctly? Give me thumbs up/thumbs down if you think the following work habits would be helpful or not in completing work correctly? (Following directions/listening/getting along with others/talking to someone while the teacher is giving directions/wandering around the room/having a pencil/yelling out, etc.) 5. Divide students into 4-5 groups, giving each group one of the incorrectly completed assignments described above. Each group is to identify the areas that need improvement for completion of the work. 6. Each group will report its findings to the rest of the class. 7. Counselor will compliment the class on a job well done, emphasizing the positive work habits that they used in the activity. 	<ol style="list-style-type: none"> 1. Students listen to introduction. 2. Students will respond identifying elements of complete and incomplete assignments (see #1). 3. Students observe 4. Students will listen to each work habit and give thumbs up/thumbs down. 5. Students will work together, cooperatively, to complete the activity. (2-3 minutes) 6. Each group reports findings; the other students/groups listen. 7. Students sit quietly, ready for their next activity.
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Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Study and Work For Success	
Lesson Title: FLY to Success	Lesson: 2 of 2
Grade Level: 1	
Length of Lesson: 30-35 min.	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.	
American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.	

Materials (include activity sheets and/ or supporting resources)

3 paper airplanes, each labeled: #1 – following directions, #2 - listening, and #3-you get along with others
Handout of *FLY Airplane* activity sheet for each student.
Success Plan Activity Sheet

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.
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 7. Evaluate the extent to which a strategy addresses the problem.
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the work place. 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. 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	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify two assignment completion skills they need to improve.
 The student will explain how and why to follow directions.
 The student will explain how and why to pay attention when they listen.
 The student will identify three social skills that help them cooperate with others.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 The student will be asked how they will improve their skills.
 The student will explain how they can improve at following directions.
 The student will be able to identify skills needed to get along with others.

Lesson Preparation

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

Engagement (Hook):
 Bring in three paper airplanes numbered 1 (Follow directions), 2 (Listen), and 3 (You get along with others). Counselor soars the three paper airplanes in the air. Ask the students who got the airplane with the #1. Read what skill airplane #1 stands for and write it on the board. Ask the students who got the airplane with the #2. Read what skill airplane #2 stand for and write it on the board. Ask the students who got the airplane with the #3. Read what skill airplane #3 stands for and write it on the board. What is another word we can use to describe getting along with others? We call that cooperating.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will ask the student what the first letter from each of the three skills spells. 2. Counselor distributes and explains the FLY Airplane activity sheet. 3. Counselor will ask the students to honestly rate themselves in each of these areas. 4. Counselor will instruct students to review the FLY Airplane activity sheet and identify one or more skills to improve based on ratings. For students with ratings of all 3's, students are instructed to select a skill they would like to improve. 	<ol style="list-style-type: none"> 1. Students will respond by saying, "fly". 2. Each student will receive a FLY Airplane activity sheet. 3. Students will complete the FLY Airplane activity sheet individually. 4. Students will reflect on their ratings and complete a Success Activity Sheet.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

FLY

Rate Yourself on the FLY Skills

1=Needs Improvement

2 = Satisfactory

3 = Excellent



Success Plan Activity Sheet

List 3 ways that you can improve each skill listed below. Choose one or more skill(s) you would like to improve based on your FLY rating sheet.

FOLLOW DIRECTIONS

1. _____
2. _____
3. _____

LISTEN

1. _____
2. _____
3. _____

YOU GET ALONG WITH OTHERS (COOPERATE)

1. _____
2. _____
3. _____

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Study and Work for Success		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will identify skills needed for correctly completing assignments and improve school work habits.		CLASS PERIOD (min.): 30-35 minutes				
ESSENTIAL QUESTIONS:						
1. Why is learning important?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify four factors that contribute to correctly completed classroom assignments.		AD.4.A.01: Identify and practice the steps for completing classroom assignments and activities. AD.4.B.01: Develop and practice work habits necessary for school success.		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK Level – 2 DOK Level - 2
2. The student will identify at least three work habits necessary for school success.		AD.4.A.01 AD.4.B.01		SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1	AD A	DOK Level – 2 DOK Level - 2
ASSESSMENT DESCRIPTIONS*:						
The student will determine four factors that contribute to a correctly completed assignment. The student will use the Activity Sheet to self-assess work habit skills and develop a plan for needed improvement.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	__x__ Direct					

	<input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons Lesson # 1: Complete or Incomplete? That is the Question! Lesson #2: FLY to Success				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input checked="" type="checkbox"/> Narratives (Ls. 1) <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Storytelling (Ls. 1-2) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1-2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1-2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: What do First Graders Look and Act Like?	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Beginning of the school year	
Lesson Titles:	
Lesson # 1: Portrait of a First Grader	
Materials/Special Preparations Required:	
Large piece of bulletin board paper or two pieces of chart paper taped together	
Markers	
Puppet	
Lesson: # 2: "I am a First Grader"	
Materials/Special Preparations Required:	
Large drawing of a body profile from the previous lesson	
Markers or crayons	
Student Activity Sheet " <i>I am a First Grader</i> "	
Missouri Comprehensive Guidance Standard Big Idea:	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE):	
AD.5.A.01: Identify increased school expectations. (DOK Level -2)	
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 1. Develop questions and ideas to initiate and refine research
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 to support decisions

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	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How do expectations change?

Unit Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.
The student will identify and write six activities associated with first graders.

Unit Instructional Strategies/Instructional Activities:

- Direct
- Indirect (Formation concept)
- Experiential
- Independent Study
- Interactive Instruction (Discussion; Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The student will identify activities and expectations for students in first grade and write them on an activity sheet.

Brief Summary of Unit:

First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a “model student” drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual “person” outlines or papers.

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

Kindergarten or pre-school experience.

Vocabulary: think, do, feel

Unit #1 Title: What do First Graders Look and Act Like?	
Lesson Title: Portrait of a First Grader	Lesson: 1 of 2
Grade Level: 1	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE): AD.5.A.01: Identify increased school expectations.	
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	

Materials (include activity sheets and/ or supporting resources)

Large piece of bulletin board paper or two pieces of chart paper taped together Puppet Markers
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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
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 problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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	
X	Health/Physical Education	2. Principles and practices of physical and mental health

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will name two thoughts or activities that are associated with a first grader.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will generate ideas of the things that a 1st grade student thinks, does and feels based on a model on bulletin board paper.

Lesson Preparation

Essential Questions:
 How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):
 A puppet is used to ask students what a 1st Grade student thinks, does and feels.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor will pick a student and trace that student’s body onto a piece of bulletin board paper on the floor. The rest of the students will sit in a circle around the paper. 2. Counselor will ask students the following: <ol style="list-style-type: none"> a. What does a 1st Grader think about friends, schoolwork, and play? b. What does a 1st Grader do with friends, schoolwork, and play? c. What does a 1st Grader feel about friends, schoolwork, and play? Counselor will write the responses from the students in marker on the paper silhouette. 3. Counselor will look at the completed body and discuss the ideas that were generated. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. One student will need to lie on the paper so that the counselor can trace the student. 2. Students will raise their hands and share their responses. 3. Students will participate in discussion.
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<p>4. The counselor will pass the puppet around the circle and have the students share one thing they like about being a first grader.</p>	<p>4. Student will share their individual ideas about 1st grade.</p>
<p>5. The counselor tells students that during the next lesson they will be making their own body profile describing their thoughts, things they like to do in first grade and their feelings about first grade.</p>	<p>5. Students respond or ask questions before ending the lesson.</p>

Teacher Follow-Up Activities

Teacher could determine where in the classroom or hallway the completed body on the bulletin board paper could hang until the next lesson.

Counselor reflection notes (completed after the lesson)

<p>Unit 1 Title: What do First Graders Look and Act Like?</p> <p>Lesson Title: “I am a First Grader” Lesson: 2 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.01: Identify increased school expectations.</p> <p>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</p>

Materials (include activity sheets and/ or supporting resources)

<p>Large drawing of a body profile from the previous lesson Markers or crayons Student Activity Sheet, “<i>I am a First Grader</i>”</p>

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 1. Develop questions and ideas to initiate and refine research</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
	<p>Goal 3: Recognize and solve problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions</p>

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	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and write six activities associated with first graders.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will write or copy on student activity sheet things that a 1st Grade student thinks, does, and feels based on the large model or on their own ideas.

Lesson Preparation

Essential Questions:
 How are the expectations in school different from Kindergarten to 1st grade?

Engagement (Hook):
 The bulletin board paper with the body profile of a first grader is hung in the front of the room. The counselor asks students to pretend this is one of the classmates. The class gives the body profile a name. (Example: Freddie First Grader)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The counselor will review the information on the body profile.	1. Students participate in the review.
2. The counselor asks students if they think Freddie First Grader would be a good student in their class.	2. Students share why Freddie would or would not be a good student in first grade.
3. Counselor will give each student a copy of the Activity Sheet “I am a First Grader”. He or she will instruct the students to write things they do, things they think and things they feel as a 1st Grade student. Students may use information from the big body or generate their own ideas.	3. Students will complete the activity sheet.
4. Students will sit in the sharing circle and share one idea from their activity sheet.	4. Students will share their ideas.

5. The counselor collects the activity sheets to share with the classroom teacher.	5. Students turn in their activity sheets so the counselor can share the information with the teacher.
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Teacher Follow-Up Activities

The teacher reviews the activity sheet that the students have completed and then gives them back to the students to take home.

Counselor reflection notes (completed after the lesson)

Name: _____ Date: _____

“I am a First Grader”

What I think: _____

What I do: _____

How I feel: _____

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: What Do First Graders Look and Act Like?		SUGGESTED UNIT TIMELINE: 2 Lessons				
First graders must develop skills to transition from Kindergarten. In this unit, first graders will discuss behaviors and the counselor will write these on a “model student” drawn on chart paper or paper taped together. Then students will copy or write the behaviors on their individual activity sheets.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. How do expectations change?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will name two thoughts or activities that are associated with a first grader.		AD.5.A.01: Identify increased school expectations.		RF.1.2 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1. 6 L.1.1 L.1.5 L.1.6	AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will identify and write six activities associated with first graders.		AD.5.A.01		RF.1.2 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1. 5 SL.1. 6 L.1.1 L.1.5 L.1.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:					
The student will identify activities and expectations for students in first grade and write them on an activity sheet.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1 Portrait of a First Grader Lesson 2 "I am a First Grader"				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1 Portrait of a First Grader Lesson 2 "I am a First Grader"				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Skills for School Success	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Beginning of School	
Lesson Titles:	
Lesson # 1: Body Basics	
Materials/Special Preparations Required:	
Lyrics to song	
Flash Card Pictures (One set for each pair of students.)	
Partnering Bracelets	
Song/Flash card sheet for each student	
Lesson # 2: The Envelope Guessing Game	
Materials/Special Preparations Required:	
Mystery envelopes containing pictures (One envelope per child)	
Partnering Bracelets (also used in Lesson 1)	
Scoring rubric for <i>Targeted Skills</i>	
Take-home activity sheet (includes directions for playing game)	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.6: Developing and monitoring Personal Plan of Study.	
Grade Level Expectation (GLE):	
AD.6.A.01: Demonstrate the skills needed to be a successful learner. (DOK Level -2)	
American School Counselor Association (ASCA) National Standard:	
Academic Development Standard	
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	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

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

	Academic Content Area(s)	Specific Skill(s)
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	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What does it look like to be a successful learner?
What happens when we don't do what is expected?

Unit Measurable Learning Objectives:

The student will follow a visual instruction three times.
The student will demonstrate participation skills such as: taking turns, asking questions, and participating at least once during a game.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Drill & Practice; Demonstrations; Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect
 Experiential (Games; Focused Imaging)
 Independent Study
 Interactive Instruction (Think, Pair, Share; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Lesson #1: Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson #2: Performance Task: Students will demonstrate taking turns, communicating, questioning, and participating by playing the *Mystery Envelope Game*.

Brief Summary of Unit:

This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.

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

Vocabulary: successful student

Unit #1 Title: Skills for School Success	
Lesson Title: Body Basics	Lesson: 1 of 2
Grade Level: K	
Length of Lesson: 30 Minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and monitoring Personal Plan of Study	
Grade Level Expectation (GLE): AD.6.A.01: Demonstrate the skills needed to be a successful learner.	
American School Counselor Association (ASCA) National Standard: 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)

Lyrics to song
Flash Card Pictures (One set for each pair of students.)
Partnering Bracelets
Song/Flash card sheet for each student

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	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

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

Academic Content Area(s)	Specific Skill(s)
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	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will follow a visual instruction three times.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Performance Task: Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Lesson Preparation

Essential Questions:

What does it look like to be a successful learner?

Engagement (Hook):

Let's sing *London Bridge is Falling Down*. (Counselor leads students in singing.) Today we will learn new words to this song.

Procedures

Instructor Procedures/Instructional Strategies:

1. Counselor displays the flash cards for students to reference during teaching of song.
2. Counselor teaches students the *Body Basics* song. Make up actions for each part of song and use actions while singing. (Eyes on teacher could be making circles with finger and thumb and holding them up to eyes like glasses; Hands to self could be placing hands in lap; Crisscrossed legs could be rhythmically patting hands on knees with legs in crisscrossed position; and raise your hand and wait could be hand raised, etc.)
3. When students are able to perform song independently, counselor places partnering bracelets on students while they continue to

Student Involvement/Instructional Activities:

1. Students look at flash card pictures.
2. Students learn song, and sing. (Students perform actions for each part of song.)
3. Students sing while teacher is placing bracelets on their wrists.

<p>sing.</p> <p>4. Counselor instructs the students to find their partner, and sit with that partner. Students partner themselves by matching symbol bracelets.</p> <p>For example, students with stars on bracelets partner up and students with circles on bracelets partner up. For example, one partner will have a large symbol of a star and the matching student will have a small symbol of a star. Students will find their partners by matching symbols. After completion of flash card set, the students will switch roles.</p> <p>5. Counselor passes out the flash cards. (One set for each pair of students.)</p> <p>6. Teacher says, “Hold up the flash card titled <i>Eyes on Teacher When She Talks</i>. What do we look like when we remember eyes on teacher?”</p> <p>7. Counselor proceeds in the same manner with subsequent cards, saying, “What does ‘hands to self’ look like? What does ‘raise your hand’ look like? What do ‘crisscrossed legs’ look like?”</p> <p>8. Counselor instructs student with larger symbol to pass the flash cards to partner with smaller symbol. Repeat process outlined above (steps 6-8).</p> <p>9. Counselor collects the cards at the end of the activity and instructs the students to return to group gathering area.</p> <p>10. Counselor repeats the process holding flash cards for entire group to demonstrate</p>	<p>4. Students sit with (bracelet) partner.</p> <p>5. Student with larger symbol holds the flash cards. The student with the larger symbol will quiz the student with the smaller symbol first. The student will act out the flash card (using the actions in the song) for a correct response.</p> <p>6. Students demonstrate their knowledge of what eyes on teacher looks like by looking at the teacher and doing the action learned in song.</p> <p>7. Students demonstrate each flash card in turn, by doing the actions learned in the song for each flash card.</p> <p>8. Students repeat process with other partner holding cards.</p> <p>9. Students give counselor cards and return to group gathering area.</p> <p>10. Students participate in group assessment.</p>
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<p>simultaneously. Counselor records number of students with correct response to cards on the scoring chart.</p> <p>11. After group assessment is completed the Counselor instructs students to sing <i>Body Basics</i> song as a closing activity.</p> <p>12. Counselor instructs students to return to their seats and leaves students/teacher with color page that consists of the four flash cards for the teacher to display and for the students to color/display/take home.</p>	<p>11. Students sing song.</p> <p>12. Students return to their seats.</p>
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Teacher Follow-Up Activities

1. Students may color flash card pages and they can be used to repeat the flash card game or can be displayed in the classroom as a reminder of the skills of a successful learner.
2. Students may continue to sing the *Body Basics* song for morning openings with their teacher.
3. Students might choose to take the flash cards home in order to practice *Body Basics* at the supper table.
4. The teacher may also want to teach the group a *Line Basics* song to help students walk in the hallways appropriately. Using the same tune, write words that would instruct the students the appropriate skills for walking in the hall; lining up for lunch; etc.

Counselor reflection notes (completed after the lesson)

Body Basics Song:

(Sung to the tune of *London Bridge is Falling Down*)

Written by: Annie Moffatt

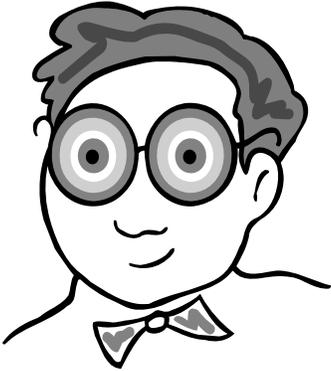
Eyes on teacher when she (he) talks,
when she (he) talks,
when she (he) talks.
Eyes on teacher when she (he) talks,
we are learners.

Crisscrossed legs and hands to self,
hands to self,
hands to self.
Crisscrossed legs and hands to self,
we are learners.

Raise your hand and wait to speak,
wait to speak,
wait to speak,
Raise your hand and wait to speak,
we are learners.

Body Basics Flash Cards

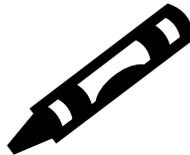
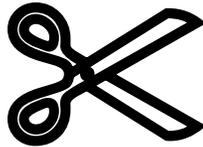
(Option of enlarging on photo-copy machine and adding cardboard backing for strength.)

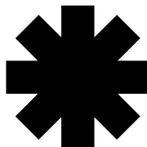
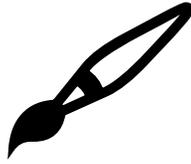
<p style="text-align: center;">Eyes on Teacher When She Talks</p> 	<p style="text-align: center;">Crisscross Legs</p> 
<p style="text-align: center;">Hands to Self</p> 	<p style="text-align: center;">Raise your Hand and Wait to Speak</p> 

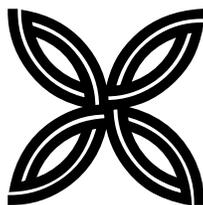
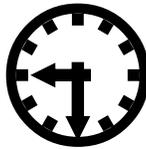
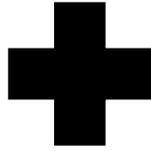
Scoring Chart

<i>Body Basics</i> Behavioral Expectation	Number of Students demonstrating correct response.	Percentage of students with correct response.
Eyes on Teacher		
Crisscross Legs		
Hands to Self		
Raise Hand and Wait		

Partnering Bracelets



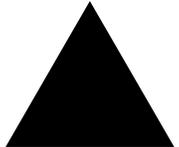













Unit #1 Title: Skills for School Success

Lesson Title: The Envelope Guessing Game **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 Minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.6: Developing and monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.01: Demonstrate the skills needed to be a successful learner.

American School Counselor Association (ASCA) National Standard:
Academic Development Standard
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)

- Mystery envelopes (One envelope per child)
- Pictures within mystery envelopes
- Partnering Bracelets (also used in lesson 1 of this unit)
- Scoring rubric for *Targeted Skills*
- Take-home activity sheet (includes directions for playing game)

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	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	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	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	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will demonstrate skills such as taking turns, asking questions, and participating at least once during a game.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will demonstrate taking turns, communicating, asking questions, and participating by playing the *Mystery Envelope Game*.

Lesson Preparation

Essential Questions:

What happens when a student doesn't do what is expected of them at school?

Engagement (Hook):

"Today we are going to play the game *Twenty Questions*." Counselor leads class in a quick game of 20 Questions. At completion of game, counselor will tell students "now we will play a different kind of guessing game."

Procedures

Instructor Procedures/Instructional Strategies:

1. Counselor will instruct the students to sit next to partners. Partnering will be accomplished as in lesson 1, by using partnering bracelets.
2. Counselor will instruct students on how to play the *Mystery Envelope Game* by demonstrating the game with a sample pair of students. (The *Mystery Envelope Game* is similar to the familiar game *Twenty Questions*). The counselor can determine what pictures to use during the game or select his or her own pictures. Some of the pictures provided may be too advanced for some groups.
3. Counselor will say, "Students, we are going

Student Involvement/Instructional Activities:

1. Students will sit next to their partners forming a circle arrangement.
2. A selected student pair will model teacher directions for the rest of the pairs to observe.
3. Students will offer some ideas about what

<p>to play the <i>Mystery Envelope Game</i>. I have given (name of player #1) an envelope. It has a picture of something inside. This other player's job (student #2) is to guess what that something is. The player can ask questions that will help him guess.</p> <p>Students, what kinds of questions do you think would help this player?" (The counselor can use these responses to further teach the students which types of questions are more helpful than others.) Some students may also need to be taught the difference between a question and a statement.</p> <p>4. The counselor will teach the students some possible questions that will help while playing the game.</p> <p>Is it alive? Is it an animal? What color is it? Can you eat it? Is it big or small?</p> <p>5. In order to keep the rest of the class engaged during the demonstration, the counselor will often ask the class for suggested questions. "Students, can you think of a good question to ask?"</p> <p>6. The counselor will continue this process with subsequent pairs one at a time in order to demonstrate how the game is played. The counselor will continue practicing (for the entire class's benefit) with student pairs until it is obvious that the class understands how to play the game.</p> <p>7. At the point in which the students are able to work independently in pairs, the counselor will instruct the students to play the game independently.</p> <p>The counselor will monitor pairs and watch for students who have finished an envelope. As students raise their hands to tell the counselor they have finished with an</p>	<p>questions might help the player guess what is in the envelope.</p> <p>(Students will offer questions that are helpful and will also offer questions that are less helpful in ascertaining the answer.)</p> <p>4. The student pair that the counselor is using to model the game will demonstrate the questioning by using the teacher's suggested questions.</p> <p>5. Students use the counselor's questions as well as the class's suggested questions to continue playing the guessing game until the picture or object has been guessed correctly.</p> <p>6. Students continue to play the game a pair at a time with the counselor's help and the class's help until it is clear that pairs will be able to play the game independent of the counselor's help.</p> <p>7. Student pairs play the game independently. (Students will raise their hands when they have finished an envelope so that the teacher can hand them another envelope in order that practice may continue.)</p>
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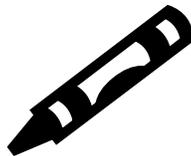
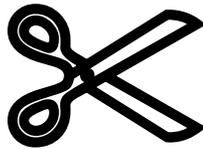
<p>envelope, the counselor will give them another envelope that contains a different mystery object.</p> <p>8. At any point after the students have started playing the game in pairs, the counselor may assess each student using the scoring rubric.</p>	<p>8. Student pairs continue to play the game independently.</p>
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Teacher Follow-Up Activities

1. Students may take home an activity sheet with pictures on it that they can cut apart, and place in mystery envelope at home in order to continue practicing the questioning and communication skills. Tell the students they can also play this game with real objects from home.
2. Teacher may continue to play *Mystery Envelope Game* with students throughout the year. The teacher may also choose to use objects found in the room to help the students with orientation of where certain materials are located in the room, since it is the beginning of the year and students are becoming familiar with the contents of the classroom.

Counselor reflection notes (completed after the lesson)

Partnering Bracelets

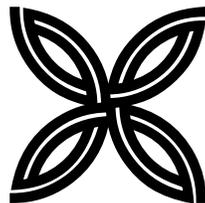
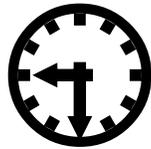
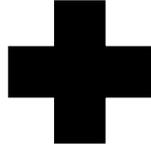








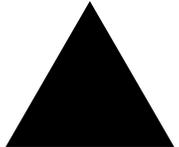











Targeted Skills Scoring Rubric

Directions for using Scoring Rubric

Turn Taking Skills – A (+) response would indicate students demonstrating the ability to pass materials in a turn-taking manner and share conversation in a turn-taking manner as well as being able to play the role of questioner and the listener appropriately. (This also re-teaches the concepts from lesson one of: hands to self, taking turns listening, eyes on partner when partner speaks, and crisscross legs.)

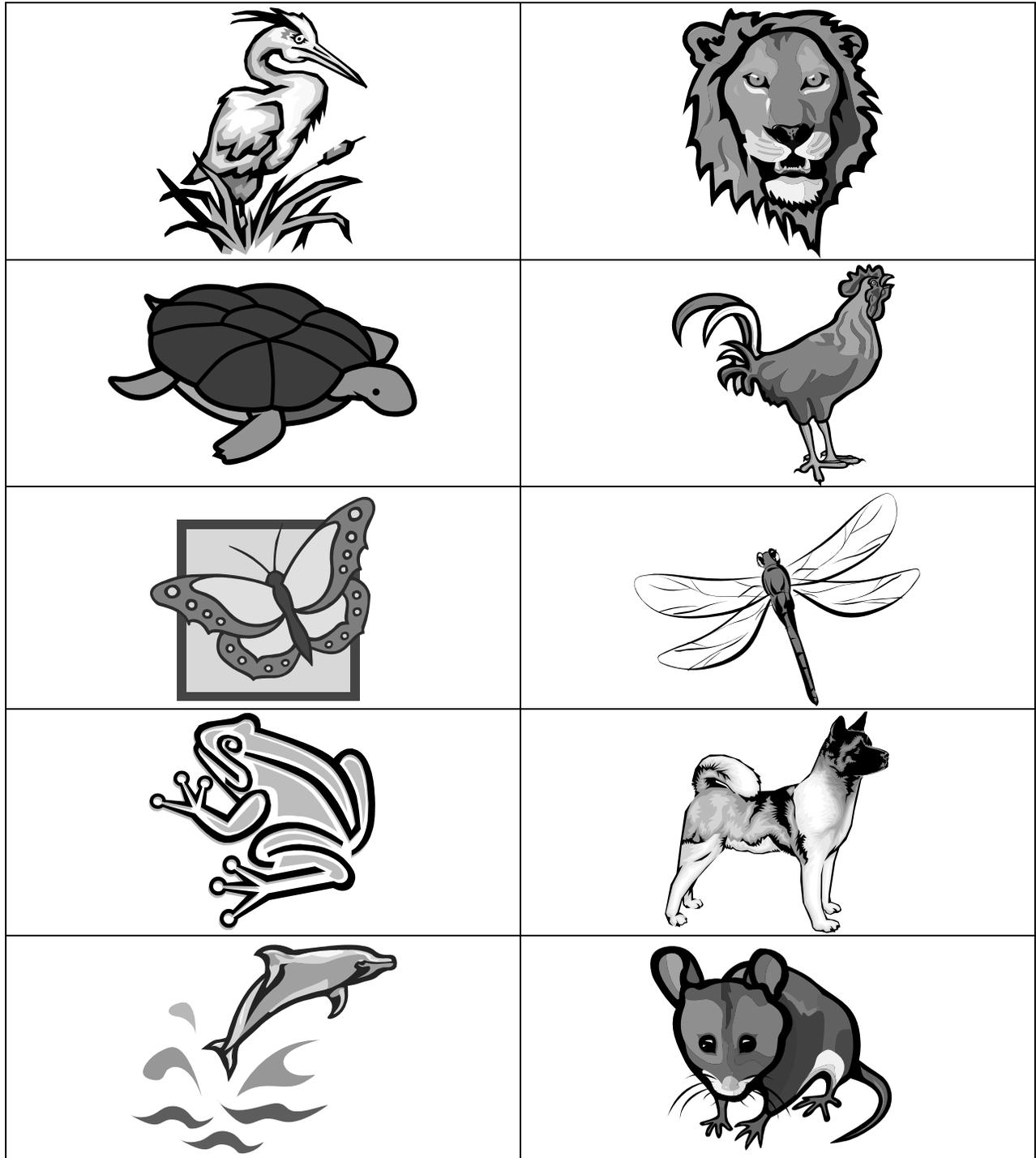
Questioning Skills – A (+) response would indicate the ability to ask effective, relevant questions that are successful in identifying the object.

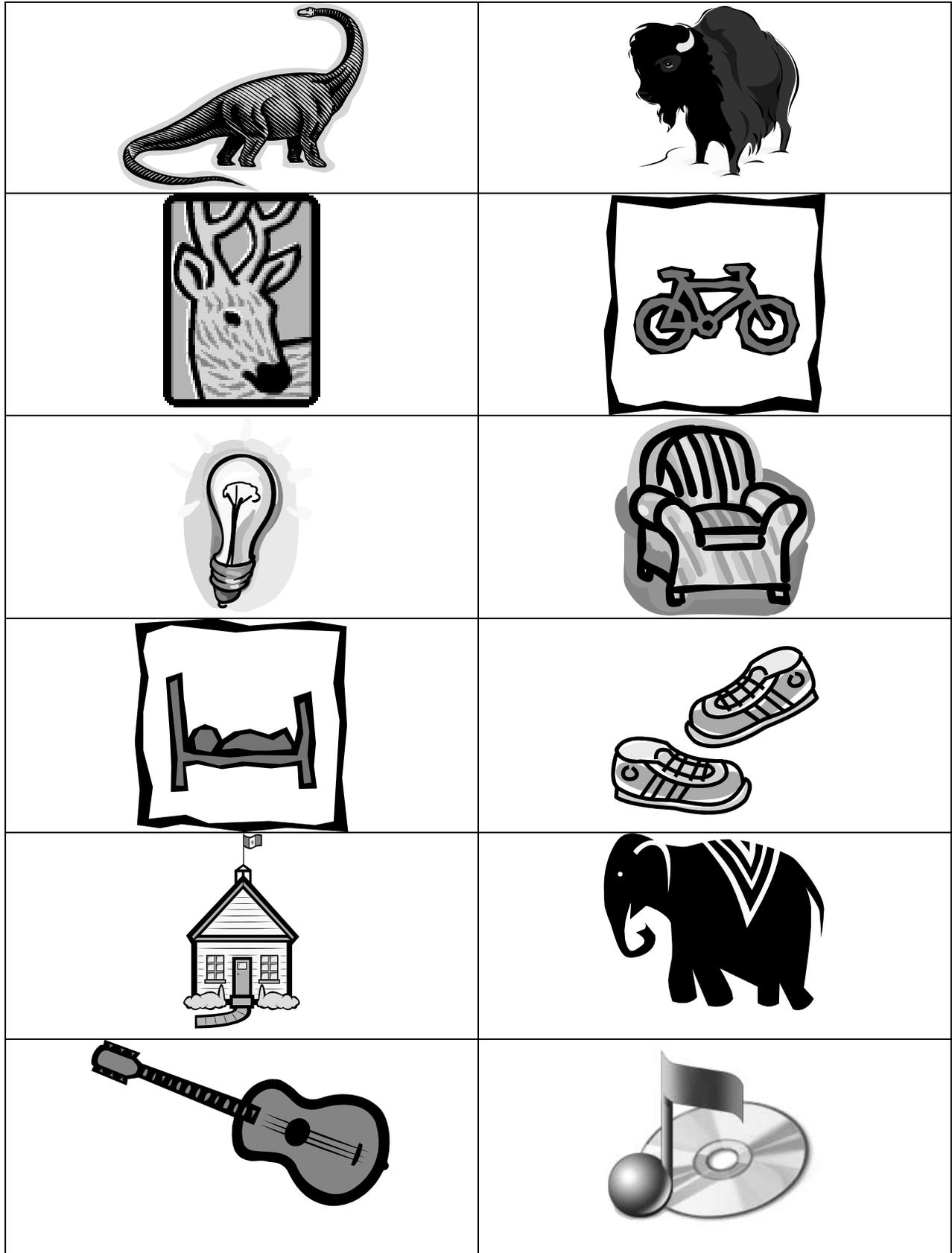
Participation Skills – A (+) response would indicate demonstrating all the above, as well as on-task behaviors.

Targeted Skills	Students demonstrating the targeted skills. + = Yes - = No	Total Number of Students demonstrating correct response.	Percentage of students with correct response.
Turn Taking Skills			
Questioning Skills			
Participation Skills			

Pictures to be used in Envelopes for Mystery Envelope Game

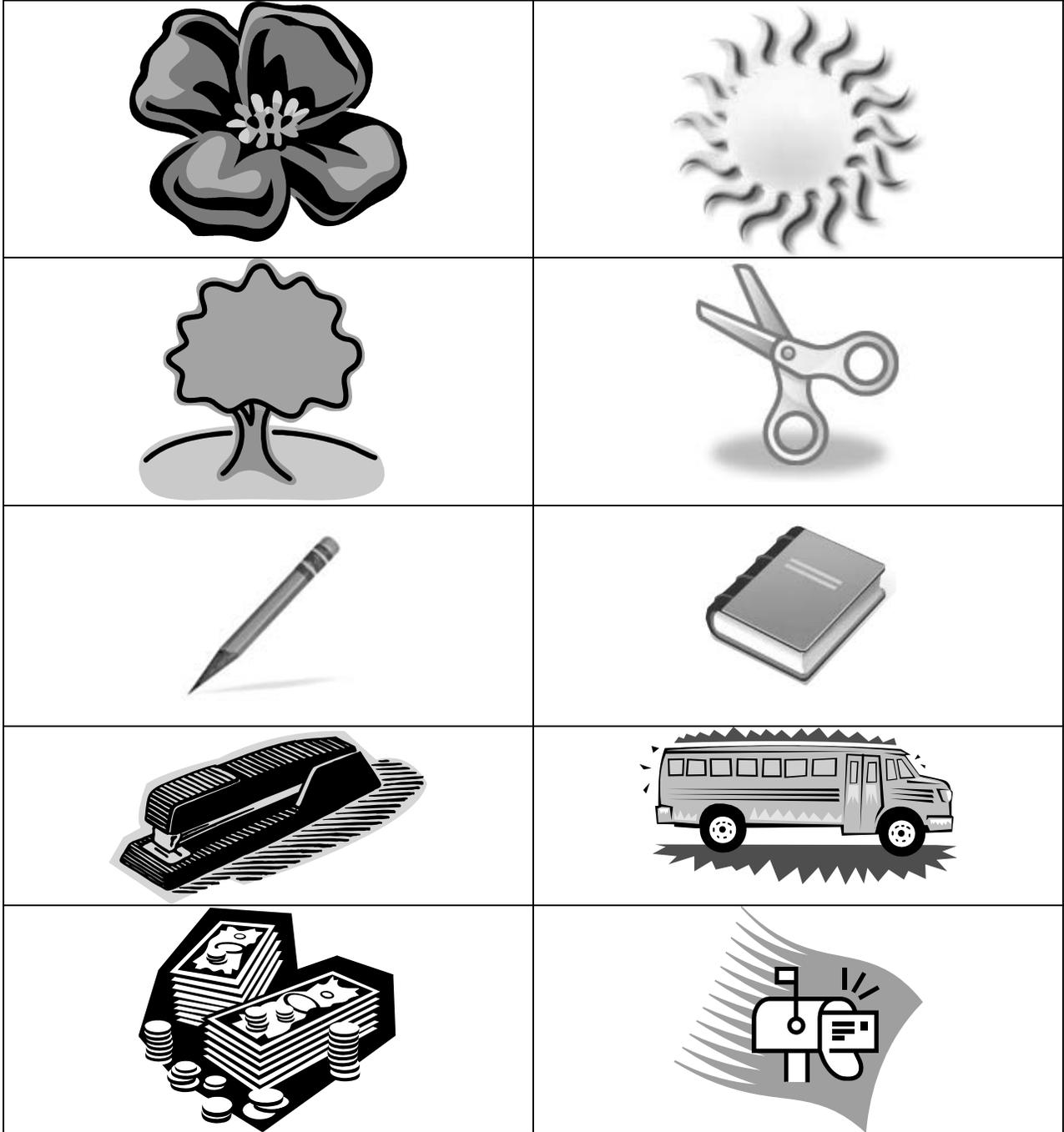
(Place one picture in each envelope.)





Take Home Page: *Mystery Envelope Game*

DIRECTIONS: Cut apart the pictures on this page. Place pictures in an envelope labeled *Mystery Envelope*. One person draws a card out of the envelope without showing it to their partner. The partner's job is to ask questions (as you would when playing *Twenty Questions*), and try to figure out the picture that is on the card.



Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

<p>UNIT DESCRIPTION: Skills for School Success</p> <p>This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and crisscross legs. Lesson two teaches such skills as taking turns, communicating, questioning, and participating.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What does it look like to be a successful learner? 2. What happens when we don't do what is expected?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will follow a visual instruction three times.		AD.6.A.01: Demonstrate the skills needed to be a successful learner.		RF.1.2 RF.1.3 SL.1.1 SL.1.4 SL.1.5 L.1.4	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will demonstrate turn-taking skills, questioning skills, and participation skills (or skills—taking turns, questioning, and participation) at least once during a game.		AD.6.A.01		RF.1.2 RF.1.3	AD A.	Level 2
<p>ASSESSMENT DESCRIPTIONS*:</p> <p>Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor. Students will demonstrate taking turns, communicating, questioning, and participating by playing the Mystery Envelope Game.</p>						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See: Lessons: Lesson 1 Body Basics				
2	Lesson 2 The Envelope Guessing Game				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See: Lessons: Lesson 1 Body Basics				
2	Lesson 2 The Envelope Guessing Game				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1, 2) <input checked="" type="checkbox"/> Drill & Practice (Ls. 1) <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 1) <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (L. 1)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1, 2) <input checked="" type="checkbox"/> Storytelling (Ls. 1) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1, 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from					

Grade Level/Course Title: Gr 1 / AD6-Gr1-Unit1

Course Code: Academic Development

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Work, Career Paths and Me!	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required: 20-30 minutes/each	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson #1: Jobs I Like At Home and School	
Materials/Special Preparation Required:	
Classroom Job Chart	
Flip Chart, Board, or Other Visual Media	
Markers	
“Sharing Circle” Ball	
Lesson #2: Career Paths In My Community	
Materials/Special Preparation Required:	
<i>Career Paths</i> mini poster	
Career Puppets (counselor’s choice)	
Paper, markers, pencils	
Set of <i>Career Path</i> posters	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs):	
CD.7.A.01: Identify strengths and interests at home and school. (DOK Level – 1)	
CD.7.B.01: Identify workers in the local community related to the six (6) career paths. (DOK Level - 2)	
CD.7.C.01: Explain the importance of jobs in the family and school. (DOK Level – 2)	
American School Counselor Association (ASCA) National Standard:	
Career Development:	
C: Students will understand the relationship between 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 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 5. Reason inductively from a set of specific facts and deductively from general premises.

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>3. Analyze the duties and responsibilities of individuals in societies.</p>
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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
	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 Essential Questions:

<p>What are jobs?</p> <p>Why jobs important?</p>
--

Unit Measurable Learning Objectives:

<p>The student will be able to identify personal strengths and interests related to one home activity and one school activity.</p> <p>The student will be able to identify six community workers and how their jobs match each of the six career paths.</p> <p>The student will demonstrate the importance of jobs by identifying one job within the family and the school.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Lecture, Explicit Teaching)</p> <p><input type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential (Surveys)</p> <p><input type="checkbox"/> Independent study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Discussion, Cooperative Learning)</p>
--

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.</p>
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Brief Summary of Unit:

Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.

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 have some knowledge of different jobs they do at home and at school.
Students will have some familiarity with the career paths.

<p>Unit #1 Title: Work, Career Paths and Me!</p> <p>Lesson Title: Jobs I Like At Home and At School Lesson: 1 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</p> <p>Grade Level Expectations (GLEs): CD.7.A.01: Identify strengths and interests at home and school. CD.7.C.01: Explain the importance of jobs in the family and school.</p> <p>American School Counselor Association (ASCA) National Standard: 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.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Classroom Job Chart Flip Chart, Board, or Other Visual Media Markers Sharing Circle Ball</p>

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 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.

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	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify personal strengths and interests related to one home activity and one school activity.
 The student will demonstrate the importance of jobs by identifying one job within the family and the school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will identify personal strengths and interests related to one home activity and one school activity.
 The student will demonstrate the importance of jobs by identifying a job within the family and/or the school.

Lesson Preparation

Essential Questions:

1. Why do people have jobs at home or school?
2. What would happen if people didn't have jobs?

Engagement (Hook):
 Look at the classroom job chart. Name each job, and ask the students to give a "thumbs-up" if they would like to do the job. Ask the students, "Which jobs do you do well in the classroom? Are there some classroom jobs that interest you more than others?"

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the hook, summarize what the students have said; noting jobs that individuals mentioned as being jobs they would do best (e.g. Mario and Sarah said they would be able to do the job of librarian really well since they like to visit the library. I noticed that they gave the librarian a “thumbs-up” when I asked what jobs you would like.). Tell the students that things we can do really well are called “strengths.” 2. Ask, “What is an interest?” Does an interest have to be strength of person? Is there a difference between strength and an interest? The classroom jobs you gave a “thumbs up” rating are interests you indicated you’d like to do the job.” 3. Ask students to form a circle. The counselor says, “This is our <i>Strength/Interest Circle</i>.” To reinforce the concept of “strength and/or interests,” ask each student to tell one strength and one interest at school or at home. Give some examples, if necessary (examples: My strength is helping others in my family. I’m interested in reading books at school. I’m interested in finding out new things). 4. On the flip chat (or other visual aid) write “Our Jobs at Home”. Create a home job chart using suggestions from the students. The counselor will write the suggestions on the chart. 5. Name each job and ask students to give a “thumbs-up” if they like the job. Ask 3 or 4 students to tell what they like about those jobs. After reviewing the list, make the connection between what they like to do/ are 	<ol style="list-style-type: none"> 1. Students will listen. 2. Students’ possible responses: “An interest is something I like to do or want to know more about.” “A person doesn’t have to be good at something for it to be an interest. You may have an interest in baseball, but your strength may not be that sport.” “Your interest may be working at the computer and your strength may be computer games.” 3. Students will form a circle in the classroom and sit on the floor. Students will pass a Sharing Circle Ball around and take turns telling what a personal strength/interest is of theirs when the ball comes to them. 4. Students will offer suggestions of jobs at home. 5. Students will give a “thumbs-up” to indicate if they like a job and identify one or two “things” they like about the job.

<p>interested in doing and what they are good at doing.</p> <p>6. Looking at the 2 job charts (classroom and home), ask the students which jobs are important. What would happen in the classroom if we didn't have people to do the jobs? Example: Paper Passer: If we didn't have the paper passer everyone would get up at once and to get paper, or the teacher would have to take time out of the lesson to pass out all of the papers and lose learning time. What would we see if the job of paper passer was done well? Follow this up by explaining that we would recognize this as being a person's strength. What would happen at home if people didn't do their jobs? Example: If someone didn't do the job of washing the dishes then there would be dirty dishes stacked all over the cabinets.</p> <p>7. Summarize the lesson by stating that people have different strengths and interests which help them do their jobs well. Reinforce that all jobs are important to help our homes and schools "run smoothly."</p> <p>8. Close lesson with a "Sharing Circle": Using the Sharing Circle Ball, ask students to tell the class one idea they will remember about interests or strengths or job (Remember: 1st graders need help staying focused on topic.</p>	<p>6. Students will generate responses indicating:</p> <ul style="list-style-type: none"> • Consequences of no one doing a specific job. • Using strengths to do a job well. • Consequences of no one doing jobs at home. <p>7. Students will give final thoughts if asked.</p> <p>8. Students will share ideas.</p>
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Teacher Follow-Up Activities

When the teacher assigns classroom jobs, she/he might reinforce the strengths and interests that students are bringing to those tasks.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Work, Career Paths and Me!	
Lesson Title: Career Paths in My Community	Lesson: 2 of 2
Grade Level: 1	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.B.01: Identify workers in the local community related to the six (6) career paths.	
American School Counselor Association (ASCA) National Standard: 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)

<p><i>Career Paths</i> mini poster Career Puppets (counselor’s choice) Paper, markers, pencils Set of <i>Career Path</i> posters</p>

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 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.

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	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		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify six community workers and how their jobs match each of the six career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 The student will match six community jobs/careers with the appropriate Career Path.

Lesson Preparation

Essential Questions:
 1. Why do we need workers in our community?

Engagement (Hook):
 Counselor begins by giving clues of an easily identifiable community job, making sure that each clue relates back to the descriptors within a career path (i.e. I am a helping person. I like to work with people. I give medicine to people when they are sick. Who am I?) A job from each career path should be included.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the hook activity, counselor/puppets explain that the jobs they just identified are all in separate career paths. The counselor will post the <i>Career Paths</i> mini poster at the front of the room. 2. The counselor asks students to put on “memory caps” and recall what they remember /know about the career path there are 6 different career paths; there are many jobs in each career path. Counselor/puppets will introduce the six career paths using the descriptions on the posters. 3. The counselor asks students, “What skills have you learned since starting school?” The counselor will write the students’ ideas on the board. “Did you know you started on your career path the first day you started preschool or Kindergarten?” Counselor explains the connection between what they are learning/have learned at school and the world of work. When you were in Kindergarten you learned about strengths and interests. Think about the things on our list you like or do well.... What workers are required to use the skills you like or do well in their work every day? Ask volunteers to answer. Did you know you can turn your interests into skill strengths if you want to! Say, “I’d guess that you are better at some of the skills than you are at others AND that you like to do some of the activities on the list more than you like to do others. If this is true for you, smile or give a “thumbs-up”. 4. The counselor will divide students into 6 groups. Each group will be given a large piece of paper and assigned one career path for which they draw pictures of jobs in that career path. The counselor says, “Today 	<ol style="list-style-type: none"> 1. Students offer suggestions to answer the “Who am I” questions. 2. A student will be selected to post each <i>Career Path</i> mini poster at the front of the room as each career path is described. 3. Students take turns contributing ideas to the list (Ideas: Reading, writing, math, getting along with others, listening, sitting still, etc.). 4. Students respond with the counselor’s assistance. The students’ job in the company is to work together by sharing ideas and materials to complete the illustrations for the assigned career path.

<p>your job is working with a career path company, which promotes jobs in your assigned career path. You are to work with other people in your company to illustrate jobs in your assigned career path.” Bonus: Include the importance of each job.</p> <p>5. Each group will show illustrations to the class to indicate jobs represented in the assigned career path.</p> <p>6. Closure: Ask students to identify a skill strength required of one worker in one career path.</p> <p>7. Career path illustrations will be displayed in the classroom or in the hallway.</p>	<p>5. Groups will share illustrations with the class.</p> <p>6. Students will state the job title and one skill strength (e.g. A veterinarian has to have lots of skill strength in measuring so he or she will give the right amount of medicine to my horse.)</p>
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Teacher Follow-Up Activities

The teacher may want to keep the career path posters posted in the classroom. As jobs are mentioned in the course of instruction, the teacher can ask what career path each job matches.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



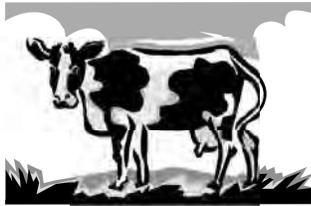


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to
figure out how things work & build
things.***



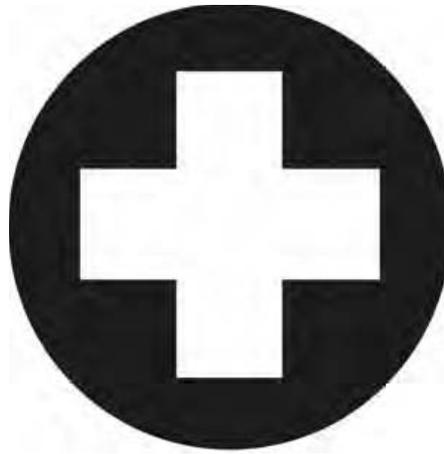


Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***





Health Path

(Health Services)

***People who like to care for animals
and people.***



COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for 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.

UNIT DESCRIPTION: Work, Career Paths and Me! Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. What are jobs? 2. Why jobs important?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will be able to identify personal strengths and interests related to one home activity and one school activity.		CD.7.A.01: Identify strengths and interests at home and school. CD.7.B.01: Identify workers in the local community related to the six (6) career paths. CD.7.C.01: Explain the importance of jobs in the family and school.		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5 L.1.6	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 1 DOK Level – 2 DOK Level – 2
2. The student will be able to identify six community workers and how their jobs match each of the six career paths.		CD.7.A.01 CD.7.B.01 CD.7.C.01		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5	CD C	DOK Level – 1 DOK Level – 2 DOK Level – 2

				L.1.6		
3. The student will demonstrate the importance of jobs by identifying one job within the family and the school.		CD.7.A.01 CD.7.B.01 CD.7.C.01		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5 L.1.6	CD C	DOK Level – 1 DOK Level – 2 DOK Level – 2
ASSESSMENT DESCRIPTIONS*: At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See: Lesson #1: Jobs I Like At Home and School Lesson #2: Career Paths In My Community					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See: Lesson #1: Jobs I Like At Home and School Lesson #2: Career Paths In My Community					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Lecture (Ls. 1, 2) <input checked="" type="checkbox"/> Explicit Teaching (Ls 1) <input type="checkbox"/> Drill & Practice	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2)	

Grade Level/Course Title: 1 / Unit Template_CD7-Gr1-Unit 1-Work, Career Paths and Me
 Course Code: Career Development

<input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls.1,2)	<input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls.1,2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1,2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: What Work Do Adults Do At Your School?	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required: 60 minutes (2-30 minute sessions)	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson #1: Workers Who Help Us At School (Part 1)	
Materials and Preparation Requirements:	
Magnifying glass	
Poster board or Chart Paper	
Markers	
Writing paper for # 8	
Lesson #2: Workers Who Help Us At School (Part 2)	
Materials and Preparation Requirements:	
Magnifying glass	
Poster board or Chart Paper from previous lesson	
Markers	
Writing paper for # 8	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
Grade Level Expectations (GLEs):	
CD.8.A.01: Identify and compare roles and responsibilities of workers within the school. (DOK Level - 2)	
CD.8.B.01: Identify the skills needed by the workers in the school (DOK Level - 2)	
American School Counselor Association (ASCA) National Standard:	
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
X	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

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	4. Writing formally and informally

	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 Essential Questions:

What happens when a worker does not fulfill his/her responsibility?
 What happens when a worker does not have the skills to do a job?

Unit Measurable Learning Objectives:

The student will identify roles of five school workers.

Unit Instructional Strategies/Instructional Activities:

Direct (Structured Overview, Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect
 Experiential (Role-Playing)
 Independent study (Learning Logs)
 Interactive Instruction (Role-Playing, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one of school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book *The Work Adults Do At School*.

Brief Summary of Unit:

This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.

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 have some knowledge of what the adults in their school do when they go to work.

Vocabulary:
 Work, Workers, Investigate

<p>Unit #1 Title: What Work Do Adults Do At Your School?</p> <p>Lesson Title: Workers Who Help Us At School (Part 1) Lesson: 1 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.8: Knowing Where and How To Obtain Information About the World of Work and Post-Secondary Training/Education</p> <p>Grade Level Expectations (GLEs): CD.8.A.01: Identify and compare roles and responsibilities of workers within the school. CD.8.B.01: Identify the skills needed by workers in the school.</p> <p>American School Counselor Association (ASCA) National Standard: 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>Magnifying glass Poster board or Chart Paper Markers Writing paper for # 8</p>

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	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	4. Writing formally and informally
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):

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

Lesson Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
 The student will identify a contribution of five jobs in the community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify implications of what would happen in the school community if we did not have a school worker to complete that role.

Lesson Preparation

Essential Questions:

What is a job? (Something that a person does. Examples: the custodian keeps the school clean; the teacher helps students learn; the cook prepares the food.)

What is a responsibility? (Things that are expected of the person in a work role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attend meetings, helps children manage their own behavior.)

Review the above concepts at the beginning of the lesson and the following concept after the activities relating to roles and responsibilities of workers.

Why are school and learning important to workers? (Summarize by telling students that they are describing the skills people need to be able to do their work.)

Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues.

On poster board or chart paper (use a media that you will be able to keep and bring back for additional lessons) have students brainstorm all of the people that work in the school setting. Examples may include: Principal, Counselor, Teacher, Librarian, Custodian, Cooks, Secretary, Bus Driver, School Nurse (add other roles as applicable to your school setting).

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
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<ol style="list-style-type: none"> 1. Re-introduce yourself. If you remember what we investigated in Kindergarten, hold up your hand. (Review Kindergarten lessons during which students interviewed parents and/or other adults about what they do in the world of work). I'm going to need your help again this year – You'll learn more about that in our next lessons together. 2. Post a piece of poster board or chart paper with a circle or outline of a school building on it. Ask students to brainstorm jobs of the people who work within the school. As students brainstorm the possible jobs, counselor records the suggestions (be sure to leave plenty of space between each of the jobs so you will be able to write more about each job later in the lesson). 3. After students brainstorm the list of school workers, select one of the workers and ask students to identify what that worker does and the responsibilities of the person who does that job. For example, you might say, "Let's begin with the cooks. What is the role of the people who cook breakfast and lunch in our school?" Record responses under the job title "cook." 4. As the students brainstorm, explain that they are describing the role of the cook and the counselor will record the role of the cook onto the poster. 5. Ask the students to brainstorm the responsibilities of the school cooks. Say something like: "Now, let's make a list of all of the responsibilities that our school cooks have." As students brainstorm the responsibilities, counselor again records the responses. 6. Follow the same procedure with the remaining school jobs listed in # 2. 	<ol style="list-style-type: none"> 1. Students will demonstrate engagement by holding up their hands and contributing their ideas. 2. Students will verbally brainstorm a list of jobs within the school building. 3. Students respond that the role of the cook is to prepare breakfast (if applicable) and lunch for others in the school. 4. Students come to a consensus on the role of the cook. 5. Students brainstorm the responsibilities of the school cooks. Possible responses include: order food, cook food, serve food, get tables ready for students to eat on, wash trays and utensils, put away leftover food. 6. Students respond as in the previous example.
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<p>7. Ask students “How can we be sure that these lists are correct?” Guide students to include observation as a way to verify the accuracy of the lists.</p> <p>8. In closing, ask students to draw a picture of one school worker job they would like to know more about (provide paper). Ask for 4 volunteers to tell the rest of the class the worker’s job he or she drew. Collect the papers to help you identify the jobs that stood out for class members.</p>	<p>7. Students offer suggestions, including observation. Counselor tells them that they are good investigators, and asks them to continue investigating until the next lesson by observing people doing their work.</p> <p>8. Students will draw a picture of one worker and volunteer to tell everyone the job they would like to know more about; turn in paper with the pictures of workers.</p>
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Teacher Follow-Up Activities

Ask teachers to help students observe the responsibilities of school workers throughout the day.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: What Work Do Adults Do At Your School?

Lesson Title: Workers Who Help Us At School (Part 2) **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.8: Knowing Where and How To Obtain Information About the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):
 CD.8.A.01: Identify and compare roles and responsibilities of workers within the school.
 CD.8.B.01: Identify the skills needed by workers in the school.

American School Counselor Association (ASCA) National Standard:
 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)

Magnifying glass
 Poster of job roles, responsibilities and skills generated by students in previous lesson
 Lists of jobs students identified in #8 of Lesson 1
 Markers

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	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
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance

X	Respect		Goal Setting		
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Lesson Measurable Objectives (acceptable evidence):

The student will identify two roles and responsibilities of school workers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify the skills that school workers need to complete their jobs.

Lesson Preparation

Essential Questions:
 What is a role? (Something that a person does. Examples: the custodian keeps the school clean, the teacher helps students learn, the cook prepares the food.)

 What is a responsibility? Why is it important for workers to have responsibilities? (Things that are expected of the person in that role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attends meetings, etc.)

 What is a skill? Why is it important for people to have different skills? (Skills are specific abilities a person possesses. Skills help the person fulfill his or her responsibilities.) Example: A cook must use math skills to calculate the amounts of ingredients needed for specific recipes, reading skills to read recipes, listening skills to understand the likes and dislikes of the people for whom you are cooking. A custodian must use reading skills to read order forms, math skills to calculate how many supplies to order.)

Engagement (Hook):
 Arrive in classroom with magnifying glass; search classroom as if looking for clues.
 Display the poster of student identified jobs from Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Ask student what they noticed in their investigation about the workers in the school ... did they observe the worker(s) doing what they brainstormed during the last session?</p>	<p>1. Student will compare the previously brainstormed lists of school worker roles and responsibilities with their observations of school workers.</p>
<p>2. Begin a discussion with the students about the kinds of things the people in the different jobs need to know in order to do their jobs? (e.g. cafeteria worker would need to know how to cook, bake, serve; secretary would need to know how to type, be organized, etc.)</p>	<p>2. Students will contribute to discussion by naming things workers need to know.</p>
<p>3. Explain that we call these skills. What skills do students have?</p>	<p>3. Students will give responses that indicate awareness of the skills they use in school.</p>
<p>4. At the end of the Lesson 1, students identified a job they would be interested in learning more about and drew a picture of it. Pair students who selected the same worker/job; tell students to discuss the skills they think the worker might need to be able to do his/her job.</p>	<p>4. Students discuss worker and skills with partners.</p>
<p>5. After three minutes, ask the pairs to name two skills that the workers in their pictures would need.</p>	<p>5. One person from each pair will report two skills identified.</p>
<p>6. End by telling students that they have shown investigating skills that will help them continue learning about the work and workers. Encourage students to keep working on the skills they need in their work as successful students.</p>	<p>6. Students give each other a high five.</p>

Teacher Follow-Up Activities

Encourage teacher to follow-up by reminding students of the skills they are working on to become good students. Students may also draw pictures or write notes to the various workers in the school.

Counselor reflection notes (completed after the lesson)

COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness & success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for 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.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson #1: Workers Who Help Us At School (Part 1) Lesson #2: Workers Who Help Us At School (Part 2)				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson #1: Workers Who Help Us At School (Part 1) Lesson #2: Workers Who Help Us At School (Part 2)				
	Direct: <input checked="" type="checkbox"/> Structured Overview (Ls.1) <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls.1)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls 1,2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from					

Grade Level/Course Title: 1 / Unit Template_CD8-Gr1-Unit1-What Work Do Adults Do At Your School
Course Code: Career Development

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: School Jobs, School Success	Grade Level: 1
Number of Lessons in Unit: 2	
Time required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Silly School vs. Super School	
Materials/Special Preparations Required: Silly School Story and Super School Story	
Lesson 2: On-the-Job Skills	
Materials/Special Preparations Required: Classroom job activity sheet Dry erase board/SMART board/other visual display Pencil, markers, or crayons	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs):	
CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. (DOK Level- 3)	
CD.9.B.01: Understand how helper jobs are assigned in the classroom. (DOK Level- 2)	
American School Counselor Association (ASCA) National Standard:	
Career Development:	
B. Students will employ strategies to achieve future career goals with success and satisfaction.	

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
	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 6. Participating in formal and informal presentations and discussion of issues and ideas

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do students have jobs in the classroom?
 Why is it important for people to do their jobs well?
 Why is it important to be hones when doing a job?
 Why is it important to finish a job carefully and completely?

Unit Measurable Learning Assessment:

The student will identify three personal, ethical and/or work skills needed for school success.
 The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Sharing-Reading, Listening, Viewing, Thinking)
 Indirect (Reflective Discussion, Concept Formation)
 Experiential
 Independent study
 Interactive Instruction (Brainstorming, Discussion, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
 Students will demonstrate knowledge of work habits by completing activity sheets and participating in discussion.

Brief Summary of Unit:
 Students will learn about classroom jobs and the importance of using effective work habits to be successful at school.

Student Prior Knowledge:
 What prior knowledge do students need to be successful in this unit? Students need to have an understanding of the nature of work at school and at home.

Unit #1 Title: School Jobs, School Success	
Lesson Title: Silly School vs. Super School	Lesson: 1 of 2
Grade Level: 1	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. CD.9.B.01: Understand how helper jobs are assigned in the classroom.	
American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials (include activity sheets and/ or supporting resources)

Silly School Story Super School Story
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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
	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 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	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	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify three personal, ethical and/or work skills needed for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Observation: Students will participate in discussion by answering questions about personal, ethical, and work habits for school success.

Lesson Preparation

Essential Questions:
 Why do students have jobs in the classroom?
 Why is it important for people to do their jobs well?

Engagement (Hook): Introduce a puppet named Silly Susie. Explain that Silly Susie is always goofing around and never gets her work done. Do you think your teacher would pick her for an important school job? Why or why not?

Write these words on the board:

Personal Skills	Ethical Skills	Work Habits
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Does anyone know what these words mean? Explain. The skills on the board are important skills for students or people to have when they are doing their work or job.

Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.

Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.

Work Habit Skills are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Before the counselor reads the story, the counselor will say, “Silly Susie used to go to school at Silly School. Listen to what the school was like.” The instructor reads the Silly School story. 2. The counselor says, “What did you notice about the students at the Silly School?” 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen to the story. 2. Students respond...(Possible answers: The students were not responsible and respectful. The students didn’t listen. They
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<p>3. The counselor says, “Were the students at Silly School practicing the three skills (personal, ethical, work habit) on the board? How do you know?”</p> <p>4. Before reading the second story, the counselor says, “One day Silly Susie’s parents decided to move to a new school named Super School. Listen to what this school was like.” The instructor reads the story.</p> <p>5. The counselor says, “What was different about this school? How were the students different?”</p> <p>6. The counselor asks, “Which school do you think has students who were more successful? Why?”</p> <p>7. The counselor continues by saying, “Let’s think about our classroom. Which school do you think the students in our classroom are more like?”</p> <p>8. The counselor asks, “What classroom jobs or responsibilities do you have?” List a few on the board.</p> <p>9. The counselor reviews personal, ethical and work habit skills and how those skills help students perform their jobs like students in “Super School” before ending the lesson.</p>	<p>didn’t do their work neatly or on time.</p> <p>3. Students respond with rationale, e.g., no because the students were unkind, didn’t get their work done, and they were not responsible.</p> <p>4. Students listen to the story.</p> <p>5. Students respond. (Possible answers: The students were friendly. Everyone at Super School got their work done. The students listened to the teacher. They played together nicely and the students were honest.)</p> <p>6. The students respond and providing rationale for responses.</p> <p>7. The students respond. Hopefully the students will respond with Super School. Compare differences in the classroom when the students are more like Silly School/Super School.</p> <p>8. Students share ideas of classroom jobs and responsibilities.</p> <p>9. Students participate in the review by defining personal skills, ethical skills, and work habit skills and describing how using those skills help the classroom be a Super School Classroom.</p>
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Teacher Follow-Up Activities

The teacher will review the student jobs in the classroom and why they are important. The teacher will also share how they assign the jobs throughout the year.

Counselor reflection notes (completed after the lesson)

Silly School Story

Once upon a time, there was a school that was not so great. It was called Silly School. The students at Silly School were not very good about following the rules and they made a lot of mistakes.

Students at Silly School did not do their best work, and they did not finish their work on time. They were not proud of the work they did, but they were too lazy to try very hard. The teachers wanted to be able to tell them they were doing a good job, but that was not the truth. They also did not get good grades because their work was sloppy and usually was not turned in on time.

Silly School's students did not treat each other with kindness and respect. They did not keep their promises, and never helped each other. They did not care about helping to keep their classroom and their school looking good, so everything looked messy. They did not keep track of their own books, pencils, backpacks, coats, and lunch money. They usually did not have the things they needed to do their work well. The students liked the teachers, secretaries, custodians, cooks, and principal. But they were not helpful to them. Whenever they had a helper job, they were sloppy and did not do their best work or finish the job on time. Some of the jobs never got done.

The teachers at Silly School could not count on the students to follow the rules and do the right thing, and the students could not count on each other for help. The students did not care about Silly School; most of them were absent a lot because they did not care about being there every day, and they did not care about learning very much.

Would you be able to learn at Silly School?

Super School Story

Once upon a time, there was a school that was so great it was called Super School. All of the students tried their best to follow the rules and do everything right.

Students at Super School did their best work, and finished their work on time. They were proud of their work, and the teachers told them they were doing a good job. They also got very good grades.

Super School's students were respectful and kind. They kept their promises, and helped each other. They did their best to help keep their classroom and their school looking good. They kept track of their own books, pencils, backpacks, coats, and lunch money. The students loved to help the teachers, secretaries, custodians, cooks, and principal. Whenever they had a helper job, they made sure to do their best work and to finish the job on time.

The teachers at Super School trusted the students, and the students trusted each other. The students loved Super School so much; all of them had perfect attendance because they wanted to be there every day and learn as much as possible.

Would you be able to learn at Super School?

Unit #1 Title: School Jobs, School Success	
Lesson Title: On-the-Job Skills	Lesson: 2 of 2
Grade Level: 1	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. CD.9.B.01: Understand how helper jobs are assigned in the classroom.	
American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Classroom Job</i> Activity Sheet Dry erase board/SMART board/other visual display Pencil, markers or crayons to complete the activity sheet</p>

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

Lesson Measurable Learning Objectives

The student will identify three personal, ethical and/or work skills needed for school success.
 The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students verbally will list personal, ethical and work habit skills needed for classroom jobs during discussion.
 Students will draw pictures of helper jobs in the classroom.

Lesson Preparation

Essential Questions:

- Why is it important to be honest when doing a job in the classroom?
- Why is it important to complete a job on time in the classroom?
- Why is it important to do careful and thorough work when completing a classroom job?

Engagement (Hook): Counselor will refer to dry erase board/SMART board/other visual display, or previously prepared poster boards, with the information listed under counselor directions #1 (Personal, Ethical, and Work Habit Skills). Counselor brings uses Silly Susie puppet that students met during Lesson 1. Susie helps review (referring to dry erase board/SMART board/other visual display). “Is Susie still silly? What is a word that better describes her?” (helpful Susie, honest Susie, organized Susie).

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> The counselor will refer to the job skills information presented. Review each skill. <p>Personal skills: helpful, friendly, kind, caring, good listener, and compassion. Ethical skills: honesty, doing the right thing, doing your own work (when working independently) and doing your best work. Work habit skills: neat, organized, completing work and getting work done on time.</p>	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students participate in the review by giving examples of the three skills.
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<p>2. The counselor gives the students a <i>Classroom Jobs</i> Activity Sheet with the instructions, and says, “I want you to write or draw four jobs that students are assigned in your classroom. These are jobs that help your classroom be more like a Super School. (This refers to the story “Super School” which is provided in lesson one of this unit.)</p> <p>3. Once the sheet has been completed the counselor asks students to move into a “Job Sharing Circle.” The counselor will write the classroom jobs listed on the board.</p> <p>4. After the classroom jobs have been identified the counselor selects one of the jobs and asks the students to describe the importance of personal, ethical and work habit skills related to that job. Example: Line Leader Classroom Job: <i>Personal Skills needed:</i> Good leader, polite, good listener friendly and respect for others. <i>Ethical Skills needed:</i> Responsible and good role model and quiet in line <i>Work Habits needed:</i> Travel quickly from one place to another. Faces forward when leading, Give examples from one or two other jobs if time permits.</p> <p>5. Review the importance of classroom jobs and the importance of personal, ethical and work habits when performing classroom jobs.</p>	<p>2. Students complete the activity sheet (Sample classroom jobs could be drawn: Line Leader, Paper Passer, Board Eraser, Book Organizer, Trash Person or Errand Runner)</p> <p>3. The students move into the circle and share one idea from their sheet.</p> <p>4. Students give ideas for the three skills related to the classroom job.</p> <p>5. Students share ideas during the review.</p>
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Teacher Follow-Up Activities

The teacher asks students to share a job they think they would be good at and why they think they would be good at that job.

Counselor reflection notes (completed after the lesson)

CLASSROOM JOBS

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: School Jobs, School Success		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will learn about classroom jobs and the importance of using effective work habits to be successful at school.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
<ol style="list-style-type: none"> 1. Why do students have jobs in the classroom? 2. Why is it important for people to do their jobs well? 3. Why is it important to be honest when doing a job? 4. Why is it important to complete a job on time? 5. Why is it important to finish a job carefully and completely? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify three personal, ethical, and/or work skills needed for school success.		CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. CD.9.B.01: Understand how helper jobs are assigned in the classroom.		RF.1.2 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level - 2 DOK Level - 2
2. Students will identify four helper jobs in the classroom by drawing pictures of those jobs.		CD.9.A.01 CD.9.B.01		RF.1.2 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	CD B	DOK Level - 1 DOK Level - 2 DOK Level - 1

ASSESSMENT DESCRIPTIONS*:					
Performance Task: Students will demonstrate knowledge of work habits by completing activity sheets and participating in discussion.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1: Silly School vs. Super School Lesson 2: On-the-Job Skills				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Silly School vs. Super School Lesson 2: On-the-Job Skills				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 2) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf