

Unit 1 Title: TEAMS: Together Everyone Assures My Success Grade Level: 6

Number of lessons in unit: 3 Time required for each lesson: 30 minutes

Best time of year to implement this unit: Fall, but could be any time.

Lesson Titles:
 Lesson 1: Getting Caught in the Web
 Materials/Special Preparations Required:
 Large ball of yarn, scissors, soccer or similar-sized ball
 Web Activity Reflection worksheet

Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together?
 Materials/Special Preparations Required:
 How Do I Tie It All Together? activity sheet (counselor may want to project the activity sheet in larger form to work through with students)
 Assessing My Time Management Skills assessment worksheet
 Pencils, pens, or markers

Lesson 3: What Is Important to Me?
 Materials/Special Preparations Required
 What Is Important to Me? activity sheet

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 Expectation (GLE):
 PS.1.A.06: Identify individual strengths and areas for personal growth and good citizenship. (DOK Level -2)
 PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities. (DOK Level - 3)
 PS.1.C.06: Demonstrate skills needed to participate in team building. (DOK Level -2)

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)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.

X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 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	4. Writing formally (such as reports, narratives, and essays) and informally (such as outlines, notes). 6. Participating in informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do our actions affect those around us? How do people manage their time to meet the expectations of those around them? What is important in life?

Unit Measurable Learning Objectives:

The student will draw conclusions from the ‘Web Activity’ to complete the activity reflection worksheet. The student will construct a daily schedule with obligations and leisure activities. The student will reflect his/her understanding of how responsibility and time management skills are related by completing the <i>Assessing My Time Management Skills</i> Worksheet. The student will discuss and compare five values that he/she considers important with a partner. The student will share what he/she has learned about a partner’s values.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Structured Overview; Guided & Shared-reading, listening, viewing, thinking)
<input checked="" type="checkbox"/> Indirect (Reflective Discussion; Concept Mapping; Concept Attainment)
<input checked="" type="checkbox"/> Experiential (Games)
<input checked="" type="checkbox"/> Independent Study (Learning Logs; Homework)

Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share; 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 demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities.

Students identify and develop personal planning strategies to cope with the various demands placed upon them due to responsibilities and time constraints.

Students will identify personal values that are important to them, while recognizing the perspectives of others.

Brief Summary of Unit:

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

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

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

Unit 1 Title: TEAMS: Together Everyone Assures My Success	
Lesson Title: Getting Caught in the Web	Lesson 1 of 3
Grade Level: 6	
Length of Lesson: 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 Standards (GLEs):	
PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.	
PS.1.C.06: Demonstrate skills needed to participate in team building.	
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)

A large ball of yarn, a pair of scissors, soccer or similar-sized ball, *Web Activity Reflection* worksheet

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

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

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

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)

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

Lesson Measurable Learning Objectives:

The student will draw conclusions from the “Web Activity” to complete the activity reflection 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 participate in a group activity. Students will respond to counselor questions while participating in the activity. Once the activity is completed, students will complete a writing assignment reflecting on their thoughts, feelings, and impressions during the exercise.

Lesson Preparation

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

Engagement (Hook): Participation in the web (see directions in the Procedures/Instructional Strategies Section)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The counselor relates the following instructions: “We are going to start with (<u>student name</u>). This person will hold the loose end of the ball of yarn, and then toss the ball to someone else in the group. This person in turn will hold on to the string and throw the ball to someone else. You can throw the ball to anyone in the group, except the person to your immediate right</p>	<p>1. All students are to gather in a circle for this activity. Beginning with the first student, the ball of yarn is tossed around the group to form a giant web.</p>

<p>or left.”</p> <ol style="list-style-type: none"> 2. Once the web is formed, the counselor clips the ball of yarn away from the web. The counselor asks the students to hold the web tightly enough that it can support a soccer ball, which is placed in the middle of the web. The group’s job is to keep the ball from falling through the web. 3. The counselor then asks one student to drop his/her hold on the web. 4. The counselor then asks two more students to drop their hold on the yarn. 5. The counselor should consider the names of the students who make up the group. Choose an initial that will constitute a greater portion of the students. For example, “If your name begins with the letter <u>J</u>, drop your hold on the yarn.” 6. Finally, ask all the students to drop the yarn, leaving the collapsed web in the middle of the group. Have the students sit around the web in a circle on the floor to begin discussion. Possible questions for the students in the group: <ul style="list-style-type: none"> • To the group: When the first student dropped the yarn, how hard was it to take up the slack? • To the first student to drop the yarn: How did you feel when you first dropped the yarn? How did you feel as everyone else was still participating, and you weren’t part of the group? • To the group: How did those of you who had to take up the slack feel as the others dropped out? How many of you wanted the chance to drop out as the job got harder? • To the group: This yarn web is an analogy for what we have to do in life 	<ol style="list-style-type: none"> 2. Students work together to keep the ball balanced in the web. 3. One student drops his/her part of the yarn, and other students have to take up the slack and keep the ball from falling. 4. The two students in question loosen their hold on the yarn. The other students will continue to take up the resulting slack. 5. Once the other students drop the yarn, the remaining students will have difficulty maintaining control of the web and the soccer ball. 6. Students will participate in the group discussion.
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<p>to be part of a team. Can you explain how this web activity relates to being part of a team?</p> <ul style="list-style-type: none"> • To the group: Other than a sports team, where else are you part of a group in which you expected hold up your ‘end of the yarn? (Examples might include family, friendships, classroom, and school.) As the students offer their suggestions, discuss how they are expected to hold their end of the yarn. What are their responsibilities to themselves and to those within each of those groups? • To the group: Now that everyone has dropped the web, what has happened to the shape? Can we get the shape and strength of the web back? What does that say about our relationships within the groups we find ourselves? If we try to pick up the web from the floor and use it again, what will happen? How does this relate to restoring damaged or broken relationships? When is it easiest to fix the web? How does this apply to our relationships? <p>7. Have students complete the <i>Activity Reflection Sheet</i>.</p>	<p>7. Students complete the <i>Web Activity Reflection</i>.</p>
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Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

Web Activity Reflection

NAME: _____

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

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

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

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

Unit 1 Title: TEAMS: Together Everyone Assures My Success

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

Lesson 2 of 3

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance 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.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.
 PS.1.C.06: Demonstrate skills needed to participate in team building.

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)

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

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

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

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

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X	Communication Arts	4. Writing formally (such as reports, narratives and essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will construct a daily schedule with obligations and leisure activities.
 The student will reflect his/her understanding of how responsibility and time management skills are related by completing the *Assessing My Time Management Skills* 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 weekly schedule and answer questions regarding responsibilities and time-management.

Lesson Preparation

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

Engagement (Hook):

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

Procedures

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

<p>help with other students to complete this activity.)</p> <p>4. Counselor says, “As a counselor, I have to keep track of my time and appointments. I have to plan my day and week in order to meet the commitments to my family, students, and community. In other words, personal planners, schedules, and calendars aren’t just for students. How do adults in your lives keep track of their commitments? How many of you have planners that you use regularly? Do you keep track of classroom assignments, or do you use it to keep track of other commitments as well?”</p> <p>5. Offer this suggestion to the students: “Your challenge is to follow your plans on the activity sheet and to determine whether planning and scheduling your time can help you get the most out of your time. Once you have completed the week, review how you might want to change the schedule in order to best suit your “have-to” activities with your “want-to” activities.</p>	<p>4. Students participate in discussion.</p> <p>5. Students will follow their plans and review how and why the plan worked or didn’t work. Discuss what changes must be made for the plan to work?</p>
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Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

How Do I Tie It All Together

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

Assessing My Time Management Skills

NAME: _____

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

1. How do you plan out your day?

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

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

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

Unit 1 Title: TEAMS: Together Everyone Assures My Success

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

Grade Level: 6

Length of Lesson: 30 minutes

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

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

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)
What Is Important to Me? activity sheet

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

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

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

Academic Content Area(s)	Specific Skill(s)
Communication Arts	
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare with a partner five values that he/she considers important. The student will share what he/she has learned about the partner’s values with the class.

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.

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

Lesson Preparation

Essential Questions: How do you identify what is most important to you? How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own?

Engagement (Hook): Counselor brings in items of value to him or her, such as pictures of children, wedding ring, or a \$100 bill. Then the counselor asks, “Why do you suppose these items are important to me?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor asks, “If there were a fire in your house, what three things would you pick up in 15 seconds to take with you? How de did you decide what to take? Why was that valuable to you?”</p> <p>2. Counselor continues with the following information: “Everything has some sort of value. In our country, we often think of <u>money as a way of measuring worth</u>. Something may be worth fifty cents, one hundred dollars, or one hundred thousand dollars. Worth may be measured differently in another culture.</p> <p>“We also place importance on things because <u>they fill a need</u>. For example, we place a priority on food, clothing, and a roof over our heads. These things are essential. A friend who comes to see us in the hospital is important to us because of the concern shown by that friend.”</p>	<p>1. Students respond.</p> <p>2. Students will actively listen and ask questions or add comments. They will check their own measures of value with those the counselor identifies.</p>

<p>Many of the things of <u>value cannot be seen or measured</u>. Honesty is one of those. If you are honest, if you want others around you to be honest, and you choose to be honest over and over then honesty is something you value. Things of value may change as we grow and learn more about ourselves. Most things of value are learned from family, friends, and school. Things of value to us are often different from that of our friends. This difference may cause conflict, and you may have to make choices about your friendship or what you value.</p> <p>4. Counselor provides students with <i>What Is Important to Me?</i> activity sheet. Review the directions with students. (Before continuing, the counselor may wish to read each item to the students, explaining the terminology.)</p> <p>5. The counselor pairs the students, instructs them to discuss their responses, then invites the student-pairs to share the results of the discussion with the class.</p> <p>6. As a follow-up activity with the parents/guardians, the counselor may wish to attach a note explaining the activity and inviting parents/guardians to discuss the worksheet with their child.</p>	<p>4. Students complete the <i>What Is Important to Me?</i> activity sheet, making sure to following the directions carefully.</p> <p>5. Students explain the results of their paired discussions.</p> <p>6. Students will take the activity home for discussion with family.</p>
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Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

What Is Important to Me?

Name: _____ Date: _____

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

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

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

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

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

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: TEAMS: Together Everyone Assures My Success</p> <p>Students will participate in a web activity to understand the importance of relationships and how one’s actions determine the strength of relationships. Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities. Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How can a person’s actions effectively contribute to their community? 2. How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community? 3. How do you identify what is most important to you? 4. How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will draw conclusions from the ‘Web Activity’ to complete the activity reflection worksheet.		PS.1.A.06: Identify individual strengths and areas for personal growth and good citizenship.		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2
		PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school				Level 3

		responsibilities. PS.1.C.06: Demonstrate skills needed to participate in team building.				Level 2
2. The student will construct a daily schedule with obligations and leisure activities.		PS.1.A.06 PS.1.B.06 PS.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A	Level 2 Level 3 Level 2
3. The student will reflect his/her understanding of how responsibility and time management skills are related by completing the <i>Assessing My Time Management Skills</i> Worksheet.		PS.1.A.06 PS.1.B.06 PS.1.C.06		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A	Level 2 Level 3 Level 2
4. The student will compare with a partner five values that he/she considers important. The student will share what he/she has learned about the partner's values with the class.		PS.1.A.06 PS.1.B.06 PS.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A	Level 2 Level 3 Level 2
5. The student will share what he/she has learned about a partner's values.		PS.1.A.06 PS.1.B.06 PS.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	P/SD A	Level 2 Level 3 Level 2
ASSESSMENT DESCRIPTIONS*: Students will demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities. Students identify and develop personal planning strategies to cope with the various demands placed upon them due to responsibilities and time constraints. Students will identify personal values that are important to them, while recognizing the perspectives of others.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5	See Lessons: Lesson 1: Getting Caught in the Web Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together? Lesson 3: What Is Important to Me?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5	See Lessons: Lesson 1: Getting Caught in the Web Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together? Lesson 3: What Is Important to Me?				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview Ls. 2 <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 Ls. 1, 2, 3	<u>Indirect:</u> <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 type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <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 <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 checked="" type="checkbox"/> Learning Logs Ls. 1 <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework Ls. 3 <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 checked="" type="checkbox"/> Brainstorming Ls. 2, 3 <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. 3 <input type="checkbox"/> Cooperative Learning <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

Grade Level/Course Title: Gr 6 / PS1-Gr6-Unit1

Course Code: Personal/Social Development

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: Relationships: What Do Skills Have To Do With It? **Grade Level:** 6,7 & 8
Number of Lessons in Unit: 5

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

Lesson Titles:

6th Grade Lesson 1: Ingredients of a Relationship Recipe

Materials/Special Preparations Required

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

Guidelines: Ingredients for Relationship Recipe

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

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

Students will need paper and a writing instrument

7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R

Materials/Special Preparations required:

Copy of *Recipe for Relationships*

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

Classroom, playground, with parents at a basketball game, at home, at a friend's

home, at a school function, shopping in the mall

8th Grade Lesson 3: Relationships...Quality Control

Materials/Special Preparations Required

Activity Sheet – *I Am.....*

Mirrors

Paper and markers

8th Grade Lesson 4: I Know What You Did This Summer

Materials/Special Preparations Required

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

Set of footprints made from cardboard or construction paper

8th Grade Lesson 5: Relationships...Going Up While Growing Up

Materials/Special Preparations Required

Activity Sheet – *Going Up While Growing Up*

Balloon for each student

Permanent markers

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.06: Identify interpersonal skills needed to maintain quality relationships. (DOK Level 1)

PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. (DOK Level 3)

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

Level 3)

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

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

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

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

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

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

Unit Essential Questions:

What is a quality relationship and how is it maintained?

Unit Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.
 The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.
 The student will complete the *I am* activity, select a skill they would like to improve, and outline a self improvement plan.
 The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.

The student will identify two interpersonal qualities to improve and two strategies to achieve this.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Demonstrations; Guided & Shared - Reading, Listening, Viewing, Thinking)
- Indirect (Concept Formation; Concept Mapping)
- Experiential (Simulations; Role-playing; Model Building)
- Independent Study (Learning Activity Packages)
- Interactive Instruction (Role-playing; 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 identify interpersonal qualities and skills that maintain quality relationships.

Brief Summary of Unit: Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations.
 An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade.

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

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

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

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

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

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

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

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

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)

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

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

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five interpersonal skills needed to maintain a quality relationship.

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 create a recipe card identifying the interpersonal skills needed to maintain quality relationships based on a given rubric.

Lesson Preparation

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

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

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. The counselor will discuss with students the similarities between essential ingredients in a recipe and interpersonal skills needed to maintain quality relationships.</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships.</p>
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<p>2. Ask the students to write down the ingredients/interpersonal skills they believe are needed to maintain quality relationships.</p> <p>3. Ask students to share one at a time the skills they listed and discuss. Possible items: Good listeners, uses “I” messages, understands how feelings affect relationship, uses assertive behaviors, willing to compromise, etc. If students did not list some of the essential interpersonal skills, list them and discuss what each means.</p> <p>4. After completing the discussion tell the students they are going to make a recipe card for maintaining quality relationships based on the ingredients that have been discussed or what they wrote down on their paper.</p> <p>5. Hand out the guidelines for the recipe card and discuss what needs to be present on the card. Show students an example of a card that has been done.</p> <p>6. Hand out the plain paper or large index cards. Have art supplies available and let students begin work.</p> <p>7. Instruct students to turn the card over and write a personal goal related to how they might improve a particular relationship in their life by using one or more of the ingredients on their recipe card.</p>	<p>2. Students will write down ingredients/interpersonal skills they believe are needed to maintain quality relationships.</p> <p>3. Students will volunteer to share what they wrote down on their individual papers. Students should be involved in discussion of each other’s skills listed.</p> <p>4. Students will use their paper and the discussion items to produce a recipe card.</p> <p>5. Students will be given the guidelines and will have a chance for questions.</p> <p>6. Students will complete the recipe card.</p> <p>7. Students will reflect on a relationship that they would like to improve and write the personal goal as described.</p>
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Teacher Follow-Up Activities

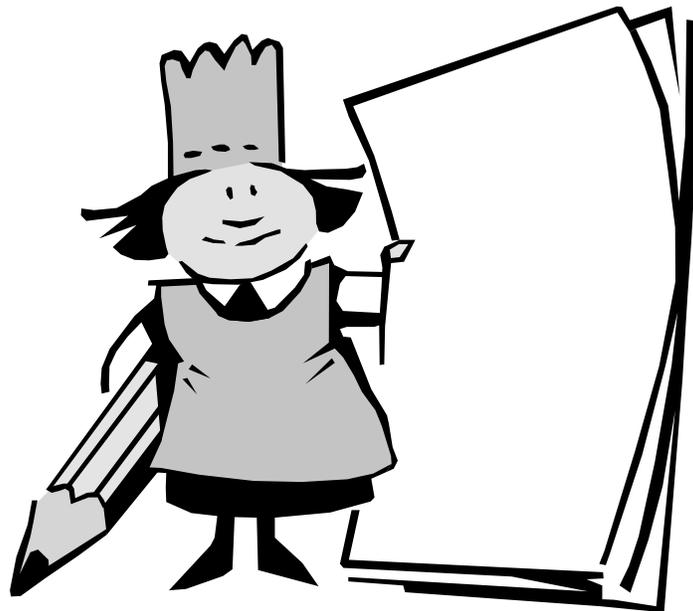
The teacher will be asked to collect the completed cards if time does not allow completion during the allotted lesson time. Recipe cards would be given to counselor(s) for use in office or they may be placed in the cafeteria, study halls, classrooms, given to 5th grade students, etc. If the teacher completes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

Counselor reflection notes (completed after the lesson)



Guidelines:
Ingredients for Relationship Recipe

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



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: Relationships: What Do Skills Have To Do With It? Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations. An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade. The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified. In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.</p>		<p>SUGGESTED UNIT TIMELINE: 5 Lessons CLASS PERIOD (min.): 45 – 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. What is a quality relationship and how is it maintained?</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 five interpersonal skills needed to maintain a quality relationship.		PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships.		SL.6.1 L.6.1 L.6.2 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1
		PS.2.A.07: Practice effective interpersonal skills in a variety of social situations.		Level 3		
		PS.2.A.08: Self-assess interpersonal skills that		Level 3		

		will help maintain quality relationships.				
2. The student will demonstrate how to change one inappropriate interpersonal skill into an appropriate one through role-play.		PS.2.A.06 PS.2.A.07 PS.2.A.08		SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.6	P/SD A	Level 1 Level 3 Level 3
3. The student will complete the <i>I am</i> activity, select a skill they would like to improve, and outline a self-improvement plan.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3
4. The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 W.8.3 SL.8.1 L.8.1 L.8. L.8.3	P/SD A	Level 1 Level 3 Level 3
5. The student will identify two interpersonal qualities to improve and two strategies to achieve this.		PS.2.A.06 PS.2.A.07 PS.2.A.08		W.8.2 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 1 Level 3 Level 3
ASSESSMENT DESCRIPTIONS:						
Students will identify interpersonal qualities and skills that maintain quality relationships.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: 6 th Grade Lesson 1 Ingredients of a Relationship Recipe 7 th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R					

4	8 th Grade Lesson 3 Relationships...Quality Control				
5	8 th Grade Lesson 4 I Know What You Did This Summer				
	8 th Grade Lesson 5 Relationships...Going Up While Growing Up				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
	See Lessons:				
1	6 th Grade Lesson 1 Ingredients of a Relationship Recipe				
2	7 th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R				
3	8 th Grade Lesson 3 Relationships...Quality Control				
4	8 th Grade Lesson 4 I Know What You Did This Summer				
5	8 th Grade Lesson 5 Relationships...Going Up While Growing Up				
	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. 5 <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls. 2 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	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. 5 <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls. 2 <input checked="" type="checkbox"/> Concept Mapping Ls. 4 <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 checked="" type="checkbox"/> Simulations Ls. 1, 4 <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 2, 4 <input checked="" type="checkbox"/> Model Building Ls. 5 <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 checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 3, 4, 5 <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. 2, 4 <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 checked="" type="checkbox"/> Problem Solving Ls. 4, 5 <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					

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

Number of Lessons in Unit: 3

Time Required for each lesson: 40-90 minutes

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

Lesson Titles:

6th Grade Lesson 1: Respect: Looks Like, Sounds Like, Feels Like

Materials/Special Preparation:

Activity Sheet -*Planning to Use Respect*

Writing utensils

Activity Sheet- *R-E-S-P-E-C-T: Looks Like, Sounds Like, Feels Like*

7th Grade Lesson 2: R-E-S-P-E-C-T: A Basic Skill

Materials/Special Preparation:

Collaboration with Fine Arts, Communication Arts and Social Studies faculty to work with students in such things as design of materials, writing promotion materials, survey methods and analyzing data.

Resource Person(s) to talk with students about design elements to consider when developing an advocacy plan. (Survey parents as possible resources.)

Production Resources (e.g., paper, markers, and recording equipment – video and audio)

Five or six advertisements for products with high recognition value for seventh graders (e.g., multi-media advertising for a new movie, a new video game, or a clothing line).

Before the lesson, block out the names of the products and label each product with a number. The product numbers will match a line in Column B of Activity Sheet 1.

Examples of multi-media advertising campaign(s); slogans, “theme songs”, logos (to be gathered by students outside of school)

Resources: Print and world-wide-web information and resources regarding public relations, planning, and advocacy

Performance Scenario Activity Sheet

Performance Scenario Rubric

Activity Sheet 1

Activity Sheet 2

8th Grade Lesson 3: A Stranger Among Us

Materials/Special Preparation:

Activity Sheet – *A Stranger Among Us*

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.B.06: Identify and develop strategies to promote acceptance and respect in the school and community. (DOK Level - 3)
 PS.2.B.07: Promote acceptance and respect for individual differences. (DOK Level - 4)
 PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Personal and Social Development

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

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

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

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

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

Unit Essential Questions:

What is respect?

Unit Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.
The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.
The student will answer five questions about getting to know someone who is different than them.

Unit Instructional Strategies/Instructional Activities:

- Direct (Structured Overview; Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Concept Formation; Concept Mapping; Concept Attainment)
- Experiential (Simulations)
- Independent Study (Learning Activity Packages)
- 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.

Students will demonstrate the process of advocating peacefully, knowledgeably, and with an

identifiable purpose and plan.

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

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

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

Mathematics: data analysis

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

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

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

Lesson Title: Respect: Looks Like, Sounds Like, Feels Like

Lesson 1 of 3

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectation (GLE):

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

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)

Respect: Looks Like, Sounds Like, Feels Like Activity Sheet

Planning to Use Respect Activity Sheet

Writing utensils

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

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

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

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

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will develop three strategies that will promote acceptance and respect in the school and community.

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 participate in question and answer discussion from the *Respect: Looks Like, Sounds Like, Feels Like* Activity Sheet and complete the *Planning to Use Respect* Activity sheet.

Lesson Preparation

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

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

Procedures

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

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

Counselor reflection notes (completed after the lesson)

Respect: Looks Like, Sounds Like, Feels Like

What does respect look like?



What does respect sound like?



What does respect feel like?



Planning to Use Respect

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

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

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: R-E-S-P-E-C-T-Find Out What It Means To You (And Me) Students will learn how to advocate peacefully, knowledgeably, and with an identifiable purpose and plan.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 40 – 90 minutes each				
ESSENTIAL QUESTIONS: 1. What is respect?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will develop three strategies that will promote acceptance and respect in the school and community.		PS.2.B.06: Identify and develop strategies to promote acceptance and respect in the school and community.		W.6.2 W.6.10 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.5	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 3
		PS.2.B.07: Promote acceptance and respect for individual differences.				Level 4
		PS.2.B.08: Apply strategies that promote acceptance and respect of others within the global community.				Level 4
2. The student will apply knowledge about respect and develop a school wide plan to promote respect in their school.		PS.2.B.06 PS.2.B.07 PS.2.B.08		W.7.1 W.7.2 W.7.4	P/SD A	Level 3 Level 4 Level 4

				W.7.5 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6		
3. The student will answer five questions about getting to know someone who is different than them.		PS.2.B.06 PS.2.B.07 PS.2.B.08		SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6	P/SD A	Level 3 Level 4 Level 4
ASSESSMENT DESCRIPTIONS:						
Students will demonstrate the process of advocating peacefully, knowledgeably, and with an identifiable purpose and plan.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: 6 th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like 7 th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill 8 th Grade Lesson # 3: A Stranger Among U					
	INSTRUCTIONAL ACTIVITIES: (What Students Do)					

1	See Lessons:				
2	6 th Grade Lesson # 1: Respect: Looks Like, Sounds Like, Feels Like				
3	7 th Grade Lesson # 2: R-E-S-P-E-C-T: A Basic Skill				
	8 th Grade Lesson # 3: A Stranger Among U				
	<p>Direct:</p> <input checked="" type="checkbox"/> Structured Overview Ls. 1, 2 <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, 3	<p>Indirect:</p> <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 checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <input type="checkbox"/> Cloze Procedure	<p>Experiential:</p> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 2 <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	<p>Independent Study</p> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 3 <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	<p>Interactive Instruction</p> <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. 1, 3 <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning Ls. 2 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 3 <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					

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

Number of lessons in unit: 4

Time required for each lesson: 30- 50 Minutes

Best time of year to implement this unit: Anytime

Lesson Titles:

6th Grade Lesson # 1: My Problem...Your Problem...Our Problem

Materials/Special Preparations Required:

 Wrapped food item

How Am I Responsible? Activity Sheet for visual display

 SMART board or other visual display

7th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best

Materials/Special Preparations Required:

How Am I Responsible? Activity Sheet

 3x5 Index cards in three colors

 Scrap paper

 Video equipment

How Did We Do – As a Team? (Group Assessment of Process)

8th Grade Lesson # 3: My Conflict Shield

Materials/Special Preparations Required:

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

 Wrapped candy

 Blank paper which students will fold into thirds

 Blank paper for conflict shield

 Colored Pencils/markers

8th Grade Lesson # 4: Put Yourself in Check

Materials/Special Preparations Required:

Put Yourself in Check Worksheet

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.2C.06: Apply problem-solving and conflict-resolution skills to new challenges. (DOK: Level - 4)

PS.2.C.07: Practice problem-solving and conflict-resolution skills. (DOK: Level - 2)

PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations. (DOK: Level 2)

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)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas

	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why do I need to take responsibility?

Unit Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.
 The student will write and perform one scenario demonstrating conflict resolution skills.
 The student will create a *conflict shield* which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.
 The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.

Unit Instructional Strategies/Instructional Activities:

- Direct (Structured Interview; Guided & Sharing – reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping; Concept Attainment)
- Experiential (Simulations; Storytelling; Focused Imaging; Role Playing)
- Independent Study
- Interactive Instruction (Role Playing; Brainstorming; Discussion; Think, Pair, Share; 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.
 Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.

Brief Summary of Unit:

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

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to

solving a problem) to be successful in this unit?

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

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

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

Grade Level: 6

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

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

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)

Wrapped food item
How Am I Responsible? activity sheet for visual display
 SMART board or other visual display

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will apply concepts of personal responsibility to at least two scenarios.

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 participate in question and answer discussion and in completing the *How Am I Responsible?* activity sheet.

Lesson Preparation

Essential Questions: Why is it important to accept personal responsibility in our relationships with others?

Engagement (Hook): Ask the students to list any new challenges they have faced this years as a sixth grader. As the students come up with responses write them on the board/chart paper.

Procedures

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

The teacher may encourage students to use problem-solving and conflict-resolution skills when relationship issues occur within the classroom.

Counselor reflection notes (completed after the lesson)

Instructional Activity 2_PS2-Gr6-8-Unit3-Lesson1 Page 4 of 4

How Am I Responsible?

(Why is it my problem?)

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

How do you feel? _____

How do you think your parents feel? _____

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

What could you have done differently? _____

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

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

How do you feel? _____

How do you think your friend feels? _____

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

What could you have done differently? _____

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

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: Conflict Resolution—I am part of the Solution! Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 – 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why do I need to take responsibility?</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 apply concepts of personal responsibility to at least two scenarios.		PS.2C.06: Apply problem-solving and conflict-resolution skills to new challenges.		SL.6.1 L.6.1 L.6.3	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4
		PS.2.C.07: Practice problem-solving and conflict-resolution skills.				Level 2
		PS.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.				Level 2
2. The student will write and perform one scenario demonstrating conflict resolution skills.		PS.2.C.06 PS.2.C.07 PS.2.C.08		W.7.3 W.7.4 W.7.5	P/SD A	Level 4 Level 2 Level 2

				SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.5		
3. The student will create a “conflict shield” which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.		PS.2C.06 PS.2.C.07 PS.2.C.08		SL.8.1 L.8.1 L.8.3	P/SD A	Level 4 Level 2 Level 2
4. The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.		PS.2C.06 PS.2.C.07 PS.2.C.08		W.8.3 SL.8.1 L.8.1 L.8.2 L.8.3	P/SD A	Level 4 Level 2 Level 2
ASSESSMENT DESCRIPTIONS*: Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
	See Lessons:					
1	6 th Grade Lesson # 1: My Problem...Your Problem...Our Problem					
2	7 th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best					
3	8 th Grade Lesson # 3: My Conflict Shield					
4	8 th Grade Lesson # 4: Put Yourself in Check					
	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
	See Lessons:					
1	6 th Grade Lesson # 1: My Problem...Your Problem...Our Problem					
2	7 th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best					
3	8 th Grade Lesson # 3: My Conflict Shield					
4	8 th Grade Lesson # 4: Put Yourself in Check					

<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
<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, 2, 3, 4	<input checked="" type="checkbox"/> Problem Solving Ls. 3, 4 <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. 2 <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 1, 2, 4 <input type="checkbox"/> Games <input checked="" type="checkbox"/> Storytelling Ls. 2 <input checked="" type="checkbox"/> Focused Imaging Ls. 4 <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 2, 3 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<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 <input type="checkbox"/> 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"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 2, 3, 4 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1, 3 <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share Ls. 2, 4 <input checked="" type="checkbox"/> Cooperative Learning Ls. 2 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 1, 2, 3, 4 <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

Unit 1 Title: Decisions, Decisions, Decisions!

Grade Level: 6-8

Number of Lessons in Unit: 3

Time Required for each lesson: 50 Minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

6th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout

Steps to Effective Decision-Making handout

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

Dry erase board, SMART board, or other visual display

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

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout

Steps to Effective Decision-Making handout

8th Grade Lesson # 3: If It's to Be, It's Up to Me

Materials/Special Preparations Required:

Steps to Effective Problem Solving handout

Steps to Effective Decision-Making handout

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

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

3-ring Binder with display panel

Dry erase board, SMART board, or other visual display

Notebook paper

1 sheet bright paper for binder cover

Missouri Comprehensive Guidance and Counseling Big Idea:

PS.3 Applying personal safety skills and coping strategies.

Grade Level Expectations (GLEs):

PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 2)

PS.3.A.07: Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. (DOK Level 4)

PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences. (DOK Level 2)

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)

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

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

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

Unit Essential Questions:

What is the cost of making poor decisions?

Unit Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision-making steps.

The student will role play one situation in which he/she will need to say no. He/she will discuss how it felt to say no and write a brief reflection about the experience.

The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Problem Solving; Reflective Discussion; Writing to Inform; Concept Formation; Concept Attainment)
- Experiential (Role Playing)
- Independent Study
- Interactive Instruction (Role Playing; Discussion; Think, Pair, Share; 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 respond orally to reflection pieces and observations with regard to decision-making, problem solving and refusal skills.

Brief Summary of Unit:

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

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

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

<p>Unit 1 Title: Decisions, Decisions, Decisions!</p> <p>Lesson Title: Opportunity Knocks, But It Costs, Too! Lesson 1 of 3</p> <p>Grade Level: 6</p> <p>Length of Lesson: 50 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.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.</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>Steps to Effective Problem Solving</i> handout <i>Steps to Effective Decision Making</i> handout Two decision-making situations—one to use for class discussion and one to use for students’ individual reflection. Dry erase board, SMART board, or other visual display</p>

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

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

	<ol style="list-style-type: none"> 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English 4. Writing formally and informally. 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 4. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a reflection to solve one problem by outlining each of the decision making steps.

Lesson Formative Assessment (acceptable evidence):

<p>Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLE). Assessment can be question answer, performance activity, etc.</p> <p>Students will be provided with a situation for which a decision is to be made. Students will write a reflection piece, outlining each of the decision-making steps they have used and what decision they have decided upon, which includes possible solutions, as well as possible outcomes for each solution. Students will also record what possible costs are involved with each possible solution.</p>

Lesson Preparation

Essential Questions: How do I make effective decisions?

Engagement (Hook): The facilitator asks students, “How many of you have made a decision today?” Students will be asked to share some of the decisions they have made. The instructor will acknowledge that making decisions is a part of everyday life and that many decisions are made with very little thought, such as what to eat or what to wear. Students will be asked if the decisions they make ever have a cost to them.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The instructor poses the above questions with the above acknowledgement.	1. Students respond accordingly with a show of hands if they have made any decisions that day, and then share decisions they have made that day.
2. The instructor indicates that there are many times when we are faced with tough problems that require more consideration and more effective decision-making. Sometimes decisions we make come with a cost. The instructor asks students if they can think of situations where the decisions students make might have a cost to them (i.e., to visit my friends before school or look over my notes for a social studies test first hour). Ask students what the possible cost might be with each potential decision.	2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them.
3. The instructor will have students review the problem solving steps they have learned in the elementary grades (See <i>Steps to Effective Problem Solving</i> handout).	3. Students will review the steps of problem solving with the instructor.
4. The instructor explains that there is a simple process for making better decisions. The instructor writes the following decision-making steps on the Smart board, dry erase board, or other visual display (See <i>Steps to Effective Decision Making Handout</i>).	4. Students will listen intently.
5. The instructor will discuss each step in	5. Students will participate in class discussion,

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

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

Counselor reflection notes (completed after the lesson)



STEPS TO EFFECTIVE PROBLEM SOLVING

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



STEPS TO EFFECTIVE DECISION-MAKING

1. Identify the decision to be made.
2. Brainstorm possible choices.
3. List the possible outcomes.
4. Make a decision.
5. Look at the results and make a new decision if possible or necessary.

Course Description:**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: Decisions, Decisions, Decisions!</p> <p>Students will review problem-solving skills learned in elementary grades. They will then utilize decision-making skills applied to problematic social situations. Refusal skills practice will be emphasized at the 7th-grade level and finally, students will look at a variety of problematic situations for which they will brainstorm potential solutions. This unit contains three lessons and it is intended that one lesson will be presented in each grade level 6, 7, and 8. Please note that the lessons build on each other.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. What is the cost of making poor decisions?</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 write a reflection to solve one problem by outlining each of the decision making steps.		PS.3.A.06: Identify problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.			P/S D C: Students will understand safety and survival skills.	Level 2
		PS.3.A.07: Utilize effective problem-solving, decision-making, and				Level 4

		refusal skills needed to make safe/healthy choices in social situations. PS.3.A.08: Recognize peer influence on risk-taking behaviors and consequences.				Level 2
2. The student will role play one situation in which he/she will need to say no. She/he will discuss how it felt to say no and write a brief reflection about the experience.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2
3. The student will demonstrate the six steps to effective problem solving in response to at least one problem scenario presented by the counselor.		PS.3.A.06 PS.3.A.07 PS.3.A.08			P/S D C	Level 2 Level 4 Level 2
ASSESSMENT DESCRIPTIONS:						
Students will respond orally to reflection pieces and observations with regard to decision-making, problem-solving and refusal skills.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons: 6 th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!					

2	7 th Grade Lesson 2: Give In or Not to Give In				
3	8 th Grade Lesson 3: If It's to Be, It's Up to Me				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
	See Lessons:				
1	6 th Grade Lesson 1: Opportunity Knocks, But It Costs, Too!				
2	7 th Grade Lesson 2: Give In or Not to Give In				
3	8 th Grade Lesson 3: If It's to Be, It's Up to Me				
	Direct: <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. 2, 3)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2, 3) <input checked="" type="checkbox"/> Writing to Inform (Ls. 1) <input checked="" type="checkbox"/> Concept Formation (Ls. 3) <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls. 3) <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 checked="" type="checkbox"/> Role-playing (Ls. 2) <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. 2) <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. 2, 3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <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					

Unit 2 Title: Risky Business	Grade Level: 6, 7 and 8
Number of Lessons in Unit: 3	
Time Required for each lesson: 50 min	
Best time of year to implement this Unit: Any time.	
Lesson Titles:	
6 th Grade Lesson 1: Caution: Thin Ice!	
Materials/Special Preparations Required	
Story <i>Caution: Thin Ice</i>	
List of <i>Risky behaviors</i>	
<i>RISKO</i> Template	
Buttons, M & M's, cereal, or other Bingo markers	
SMART board, dry erase board, or other visual display	
7 th Grade Lesson 2: Putting on Armor	
Materials/Special Preparations Required	
Stories: <i>EMS Code Blue!</i> and <i>My Friend Shelbi</i>	
<i>Photocopied brick</i> for each student	
8 th Grade Lesson 3: Ready to Remain Safe	
Materials/Special Preparations Required	
<i>Personal Safety Plan Template</i>	
Story: <i>Where Are My Friends Now?</i>	
List of <i>Risky Behaviors</i>	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying Personal Safety Skills and Coping Strategies	
Grade Level Expectations (GLEs):	
PS.3.B.06: Identify behaviors that compromise personal safety of self and others. (DOK Level - 2)	
PS.3.B.07: Develop strategies to maintain personal safety. (DOK Level - 3)	
PS.3.B.08: Apply strategies related to personal safety. (DOK Level - 4)	
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 8. Organize data, information and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
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X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem 8. Assess the costs, benefits and other consequences of proposed solutions.,
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Speaking and writing standard English. 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
X Health/Physical Education	<ol style="list-style-type: none"> 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors
Fine Arts	

Unit Essential Questions:

What does safety mean to me?

Unit Measurable Learning Objectives:

The student will identify ten risky behaviors.

The student will determine one skill, tool, or person that will separate him or her from risky

behaviors.

The student will complete a personal safety plan including at least one stressor and one coping strategy.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided and Shared-reading, listening, viewing, thinking)
- Indirect (Case Studies, Concept Formation, Concept Mapping)
- Experiential (Games, Role-playing)
- Independent Study
- Interactive Instruction (Discussion, 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 complete a Personal Safety Plan.

Brief Summary of Unit:

Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.

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

1. Steps to Problem Solving
2. Steps to Decision-Making

<p>Unit 2 Title: Risky Business!</p> <p>Lesson Title: Caution: Thin ice! Lesson 1 of 3</p> <p>Grade Level: 6</p> <p>Length of Lesson: 50 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.B.06.a.i: Identify behaviors that compromise personal safety of self and others.</p> <p>American School Counselor (ASCA) Association National Standard: Personal/Social Development C: Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Story: <i>Caution: Thin Ice!</i> Smart board, dry erase board, or other visual display RISKO Template List of <i>Risky Behaviors</i> Buttons, M & M's, cereal, or other Bingo 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 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identity problems and define their scope and elements
X	Goal 4: make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify ten risky behaviors.

Lesson Formative Assessment (acceptable evidence):

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

Students will complete the RSKO template, listing 24 risky behaviors.

Lesson Preparation

Essential Questions: What are unsafe behaviors and how can they affect your life?

Engagement (Hook): The facilitator reads the story *Caution: Thin Ice!*

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. The instructor reads the story <i>Caution: Thin Ice</i> and prompts for student feelings and input about the story and how the main idea of the story might relate to other unsafe practices.	1. Students listen to story and respond with comments or questions.
2. The instructor facilitates brainstorming of a list of unsafe behaviors and adds additional unsafe behaviors from the list of <i>Risky Behaviors</i> if necessary. The instructor then lists the behaviors on SMART board, dry erase board, or other-visual display and leads a discussion about why the behaviors are risky.	2. Students brainstorm unsafe behaviors.
3. Instructor gives out RSKO templates and instructs students to randomly fill out templates with different risky behaviors listed on the board.	3. Students fill out RSKO template.
4. Instructor randomly chooses behaviors to “call” as students play the Bingo game.	4. Students play RSKO.

Teacher Follow-Up Activities

Students will be asked to write a short narrative about what they have learned about risky behaviors.

Counselor reflection notes (completed after the lesson)

Caution: Thin Ice!

The wind whistled by as he ran down the hill toward the lake. An early morning snowfall meant no school for the day and he was anxious to join his friends for an afternoon of fun. He noticed a small dusting of snow covered the surface of the lake and he quickly read a sign that said “CAUTION: Thin ice!” “Surely that was for spring”, he thought, “it’s safe now.” After all, everyone else was out on the lake on the other side. Everyone else was doing it, so it had to be safe.

Gingerly, he stepped out onto the lake. For a moment he reconsidered. He remembered his father’s warnings about the lake’s quick thaws, he remembered the sign... “Hey, Jimmy! Hurry up!” he heard from across the lake. He saw his friends motioning him over. To turn back now would mean having to face the taunts of the other guys. No way was he going through that!

A few steps later he knew he was in trouble. Lines of ice severed in all directions. He couldn’t go back. He couldn’t go forward.....



RISKY BEHAVIORS

Smoking

Alcohol use/abuse

Drug use

Promiscuity/unprotected sex

Chatting with strangers on the internet

Reckless driving/racing

Drunk driving

Riding with friends who have been drinking

Taking risky dares

Anorexia/Bulimia/Purging

Truancy

Dropping out of school

Missing curfew

Going to isolated places alone

RISKO TEMPLATE

R	I	S	K	O
		RISK-FREE ZONE		

Course Description:**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: Risky Business Students will review the steps of decision-making and problem-solving and use these skills to make good choices. Students will practice these skills through role playing and a game of RISKO. The final project will be a Personal Safety Plan outlining what they have learned and how they will use it.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 50 minutes each				
ESSENTIAL QUESTIONS: 1. What does safety mean to me?						
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 ten risky behaviors.		PS.3.B.06: Identify behaviors that compromise personal safety of self and others.			P/S D C: Students will understand safety and survival skills.	Level 2
		PS.3.B.07: Develop strategies to maintain personal safety.				Level 3
		PS.3.B.08: Apply strategies related to personal safety.				Level 4
2. The student will determine one skill, tool, or person that will separate him or her from risky behaviors.		PS.3.B.06 PS.3.B.07 PS.3.B.08			P/S D C	Level 2 Level 3 Level 4

3. The student will complete a personal safety plan including at least one stressor and one coping strategy.		PS.3.B.06 PS.3.B.07 PS.3.B.08		P/S D C	Level 2 Level 3 Level 4
ASSESSMENT DESCRIPTIONS:					
Students will complete a Personal Safety Plan.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3	See Lessons: 6 th Grade Lesson 1 Caution: Thin Ice! 7 th Grade Lesson 2 Putting on Armor 8 th Grade Lesson 3 Ready to Remain Safe				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: 6 th Grade Lesson 1 Caution: Thin Ice! 7 th Grade Lesson 2 Putting on Armor 8 th Grade Lesson 3 Ready to Remain Safe				
	Direct: <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. 2, 3)	Indirect: <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Case Studies (Ls. 1, 2) <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 checked="" type="checkbox"/> Concept Mapping (Ls. 3) <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) <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 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 checked="" type="checkbox"/> Problem Solving (Ls. 3) <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)					

Grade Level/Course Title: Gr 6-8 / PS3-Gr6-8-Unit2

Course Code: Personal/Social Development

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 3 Title: It's Life... Deal With It!	Grade Levels: 6-8
Number of Lessons in Unit: 3	
Time Required for each lesson: 50 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
6 th Grade Lesson 1: The Hope to Cope: Coping Skills	
Materials/Special Preparations Required:	
Index Cards	
Small file box for each student	
Writing Utensil	
SMART board, dry erase board, or other visual display	
<i>Steps for Reacting to Stress</i> Handout	
7 th Grade Lesson 2: Lean Mean Coping Machine!	
Materials/Special Preparations Required:	
<i>Your Choice</i> Handout	
SMART board, dry erase board, or other visual display	
Writing Utensil	
8 th Grade Lesson 3 Life ... Bring It On!	
Materials/Special Preparations Required:	
Scissors, glue, markers	
Magazines	
Poster board	
Counselor Collage of their Coping Skills	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs):	
PS.3.C.06: Review and revise strategies to cope with life-changing events. (DOK Level -3)	
PS.3.C.07: Apply coping skills to manage life-changing events. (DOK Level - 4)	
PS.3.C.08: Evaluate coping skills to manage life-changing events. (DOK Level - 4)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
B: Students will make decisions, set goals and take necessary action to achieve goals.	

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

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

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English</p> <p>4. Writing formally and informally.</p> <p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations</p>
Mathematics	
X Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions.</p>
Science	
Health/Physical Education	
X Fine Arts	<p>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</p>

Unit Essential Questions:

How does one weigh the value of positive and negative coping skills?

Unit Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.
The student will identify five coping skills used to make decisions presented in *Your Choice* Handout.
The student will design and present a collage representing personal strengths and coping skills.

Unit Instructional Strategies/Instructional Activities:

Direct (Drill & Practice; Compare & Contrast; Didactic Questions; Demonstrations; Guided & Shared- reading, listening, viewing, thinking)
 Indirect (Problem Solving; Reflective Discussion)
 Experiential
 Independent Study (Reports; Learning Activity)
 Interactive Instruction (Brainstorming; Discussion)

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.

Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

Brief Summary of Unit:

In this unit students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

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

Steps in the decision-making process.

<p>Unit 3 Title: It's Life... Deal With It!</p> <p>Lesson Title: The Hope to Cope: Coping Skills Lesson 1 of 3</p> <p>Grade Level: 6</p> <p>Length of Lesson: 50 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.06: Review and revise strategies to cope with life-changing events.</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>Index Cards Small file box for each student Writing Utensil SMART board, dry erase board, or other visual display <i>Steps for Reacting to Stress</i> Handout</p>

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

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

	<ol style="list-style-type: none"> 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions. 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify ten positive and negative coping skills.

Lesson Formative Assessment (acceptable evidence):

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

Students will reflect on the positive and negative coping strategies.

Lesson Preparation

Essential Questions: How does one weigh the value of positive and negative coping skills in life situations?

Engagement (Hook): The facilitator asks students, “How many of you have made a decision today?” Ask students to share some of the decisions they have made today. Acknowledge that

experiencing stress when making decisions is a part of everyday life. Stress is OK because it can charge you with a sense of responsibility. When one does not know how to monitor stress, this may impact the effectiveness of coping skills. Many decisions are made with very little thought, such as what to eat or what to wear. Other decisions require a well thought out line of reasoning, such as how to choose a college major or how to say “no” when the result will be upsetting a friend. Ask students if the decisions they make ever have a cost to them. Ask students how they coped with the stress caused by the cost.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The instructor presents the idea that when a decision is made in life, we all experience different levels of stress. The instructor states that one should be aware of what causes positive and negative ways of coping with factors that can interfere in decision making. 2. The instructor indicates that there are many times when we are faced with life situations that require more consideration and more effective decision-making. Sometimes decisions that we make have a cost to them. The instructor states to students that there are positive and negative coping skills that will help one in dealing with these costs. 3. The instructor explains that the purpose in making decisions is to deal with a problem or an issue. Instructor passes out <i>Steps for Reacting to Stress</i> Handout with a list of coping skills related to the stress associated with decision making. As the instructor reads with students a list of ways of coping with stress, students are asked to indicate with a plus (+) sign those that they feel are positive ways to handle stress. The student is also asked to indicate those that they feel are negative ways to handle stress with a - sign. 4. The instructor processes the responses with the students, writing these questions on the visual display and asking the students: a) 	<ol style="list-style-type: none"> 1. Students respond accordingly with a show of hands if they have made any decisions that day, how much stress they experienced, and what they did to cope with the aftermath of the decision. 2. Students respond by looking at some of the more difficult decisions they make as well as potential costs for them. 3. Students will follow the instructor’s directions. 4. Students will listen and engage in discussion.

<p>How are you doing? b) How many pluses? c) How many minuses? d) What do you need to do to lower the number of minuses as your usual coping skills? e) What kind of help would you look for to assist and support you?</p> <p>5. The instructor passes out index cards and asks the students to write skills that have been positive ways of coping with stress for them. The instructor asks the students to write coping skills that they have used that have have been negative ways of coping with stress. The following questions will guide the discussion: a) What does this personal card file of positive and negative coping skills look like now? b) If you were to rearrange any of the cards (positive or negative) in your file, what would you do?</p>	<p>5. Students will participate in class discussion, build their personal file of coping skills and reflect on the number of positive and negative coping skills and what this means in the decision-making process.</p>
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Teacher Follow-Up Activities

The instructor will periodically discuss with the class how they have been applying their coping skills in their daily decision-making situations, emphasizing the importance of creating new and positive coping skills while replacing the negative coping skills.

Counselor reflection notes (completed after the lesson)

STEPS FOR REACTING TO STRESS

You encounter stressful situations on a regular basis. Stress will be a normal part of the decision-making process. As you read this list of ways of coping with stress, choose those that you feel are positive ways to handle stress and put a + (plus) in front of it. Choose those that you feel are negative ways to handle stress and put a – (minus) in front of it.

1. Over-eating and under-eating
2. Discuss the problem and possible solution with a friend
3. Eat well as a part of your daily routine
4. Talk a lot or say very little
5. Take time to relax
6. Ignore the problem and pretend it will go away by itself
7. Act angry and irritable
8. Give up and do nothing to solve the problem
9. Withdraw from people and spend a lot of time alone
10. Try alcohol or drugs to cope with the problem

Go over the list a second time and circle the reactions that best describe your usual way to cope with stress.

Count your pluses. Count your minuses. Answer the following questions:

- How are you doing?
How many pluses?
How many minuses?
- What do you need to do to lower the number of minuses as your usual coping skills?
- What kind of help would you look for to assist and support you?

Now let's build a personal card file of positive and negative ways to handle stress. Write on some cards the coping skills that you have used that have been positive ways of coping with stress. Write on other cards the coping skills that have used that have been negative ways of coping skills with stress.

Course Description:**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: It's Life... Deal With It!</p> <p>In this unit, students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How do I cope?</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 ten positive and negative coping skills.		PS.3.C.06: Review and revise strategies to cope with life-changing events.			P/S D C: Students will understand safety and survival skills.	Level 3
		PS.3.C.07: Apply coping skills to manage life-changing events.				Level 4
		PS.3.C.08: Evaluate coping skills to manage life-changing events.				Level 4

2. The student will identify five coping skills used to make decisions presented in <i>Your Choice</i> worksheet.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4
3. The student will design and present a collage representing personal strengths and coping skills.		PS.3.C.06 PS.3.C.07 PS.3.C.08			P/S D C	Level 3 Level 4 Level 4
ASSESSMENT DESCRIPTIONS: Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: 6 th Grade Lesson 1: The Hope to Cope: Coping Skills 7 th Grade Lesson 2: Lean Mean Coping Machine! 8 th Grade Lesson 3: Life...Bring It On!					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: 6 th Grade Lesson 1: The Hope to Cope: Coping Skills 7 th Grade Lesson 2: Lean Mean Coping Machine! 8 th Grade Lesson 3: Life...Bring It On!					
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input checked="" type="checkbox"/> Drill & Practice (Ls. 1) <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 3) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <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	Indirect Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 3) <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 3) <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. 3) <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	

Grade Level/Course Title: Gr 6-8 / PS3-Gr6-8-Unit3

Course Code: Personal/Social Development

					_____ 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: The Successful Student

Grade Level: 6-8

Number of Lessons in Unit: 4

Time Required for each lesson: 45 minutes

Lesson Titles:

Grade 6:

Lesson 1 Picturing the Successful Student

Materials and special preparation:

Markers and tape

Handout “*Characteristics/Qualities of a Successful Student*” (1 for each student group)

Lesson 2 What’s Your Style?

Materials and special preparation:

Learning style inventory or other tool to help students find their best method of learning.

<http://www.berghuis.co.nz/abiator/lsi/lsiframe.html> is one free resource on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.

Grade 7:

Lesson 3 Let’s Review for Better Achievement

Materials and special preparation:

Sam the Slacker Story

Sample page from a personal planner (or use an assignment book, calendar, or a handheld device)

Study Skills Tips Handout

Test-Taking Tips Handout

Skill Cards Worksheets (you will need copies of all three worksheets for each group you plan on having: then cut and bundle the skill cards for distribution to each group)

Blank Time Management Skills, Study Skills and Test-Taking Skills Worksheets (you will need copies of all three blank worksheets for distribution to each group.)

Counselor Resource for Categorizing Skills

Grade 8:

Lesson 4 Just Checking

Materials and special preparation:

Introduction

Just Checking Checklist-Goal-Setting Sheet for backside
Tips for Setting Goals Information Sheet
 Effective Management System Tips Information Sheet
 Counselor may wish to provide sample assignment book page, calendar page, or palm pilot screen from school’s adopted management system

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.4 Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):

- AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. (DOK - 3)
- AD.4.B.06: Develop and practice a self-management system to promote academic success. (DOK - 4)
- AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. (DOK - 3)
- AD.4.B.07: Demonstrate and refine a self –management system to promote academic success. (DOK - 3)
- AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success. (DOK - 4)
- AD.4.B.08: Consistently apply a self-management system to promote academic success. (DOK - 4)

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 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements

	2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6 Identify tasks that require a coordinated effort and work with others to complete those tasks

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading, writing, discussion, evaluating information
Mathematics	
X Social Studies	Relationships of individuals and groups; social inquiry
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

What does a successful student look like? What choices do you make that impact your success as a student? Why don’t we all learn the same way on the same day?

Unit Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student. The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Structured Overview, Explicit Teaching, Compare & Contrast, Guided & Shared)
<input checked="" type="checkbox"/> Indirect (Problem Solving, Case Studies, Reflective Discussion, Concept Mapping)
<input checked="" type="checkbox"/> Experiential (Surveys)
<input checked="" type="checkbox"/> Independent Study (Essays, Learning Contracts)
<input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Discussion, Think, Pair Share, Cooperative Learning, Problem Solving)

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.

Getting Your Grades Together survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the *Getting Your Grades Together* survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Time Management Skills, Study Skills, and Test-taking Skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.

Brief Summary of Unit:

Students will participate in group discussions involving time management skills, study skills, learning styles, goal-setting, and test-taking strategies.

6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles.

7th Grade lesson is designed to help students become familiar with the purposes Time Management Skills, Study Skills and Test-taking Skills.

8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, *Getting Your Grades Together*.

NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use *Getting Your Grades Together* for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.

The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.

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

Basic working vocabulary related to time management skills, study skills, and test-taking skills.

Unit #1 Title: The Successful Student	
Lesson Title: Picturing the Successful Student	Lesson #: 1 of 4
Grade Level: 6	
Length of Lesson: 45 min.	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4 Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic 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 lifespan.	

Materials (include activity sheets and/ or supporting resources)

Markers and tape Handout “ <i>Characteristics/Qualities of a Successful Student</i> ” (1 for each student group)

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. 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 7. Evaluate the extent to which a strategy addresses the problem

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>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</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
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will describe five qualities and/or characteristics of a successful student.

Lesson Formative 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>Learners will work in cooperative-learning groups to identify the characteristics of a successful learner. Students will identify at least five characteristics that will be most helpful for them.</p>

Lesson Preparation

<p>Essential Questions:</p> <p>What does a successful student look like?</p> <p>Engagement (Hook):</p> <p>What does a successful student look like?</p>

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>NOTE: Counselor/Instructor actively encourages participation by all students and monitors student participation making note of those who do not participate. These students may be candidates for Responsive Services, e.g., small groups focusing on participation skills.</p> <ol style="list-style-type: none"> 1. Pose the following question: “What does a successful student look like?” Point out that being a successful student requires more than “looking” successful. 2. Divide students into groups and assign group member responsibilities. Give the following instructions: “Brainstorm the qualities/ characteristics of a successful student. The group recorder will write those qualities on the handout “<i>Characteristics of a Successful Student.</i>” Monitor the progress of the group and check for cooperative behavior. 3. As the students share the results of their group work, the counselor/instructor or assigned student will write the characteristics of the successful student on the chart paper. 4. Pose the questions “What one characteristic stands out as being potentially helpful for you? How might you incorporate the characteristic into your actions?” 5. During the next lesson you will analyze your learning style: how, when, where, you learn the best. Between now and then, be aware of the choices you make about where to study. 	<ol style="list-style-type: none"> 1. Class discussion 2. Students work on the project in cooperative groups of four. Assign roles: Recorder, Encourager, Monitor and Reporter. 3. Students share results with the rest of the class. 4. Students identify characteristics and give an example of when and/or how the characteristic will be used. Have students write which characteristics will be the most beneficial to them and how they will use this characteristic to improve their academic success. 5. Students reflect on choices made.

Teacher Follow-Up Activities

Counselor/instructor posts the chart with the characteristics of the successful student in the classroom.
The teacher will reinforce the qualities/characteristics of a successful student periodically throughout the year.
The teacher/counselor/students will add at least quarterly other qualities/characteristics to the chart as the year progresses.

Counselor reflection notes (completed after the lesson)

Characteristics/Qualities of a Successful Student

Your group will brainstorm qualities of a successful student. Write the qualities below and be ready to share with the class.

1: _____

2: _____

3: _____

4: _____

5: _____

6: _____

7: _____

8: _____

9: _____

10: _____

Unit #1 Title: The Successful Student	
Lesson Title: What’s Your Style?	Lesson #: 2 of 4
Grade Level: 6	
Length of Lesson: 45 min.	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4 Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic 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 lifespan.	

Materials (include activity sheets and/ or supporting resources)

<p>Learning style inventory or other tool to help students find their best method of learning.</p> <p>Learning Style resources are readily available, either in print or online. It may be that the school district is using a learning styles inventory; if so, using the information gained from prior inventories will help students understand the inter-connectedness of the district’s Comprehensive Guidance Program and other curriculum areas.</p> <p>http://www.berghuis.co.nz/abiator/lsl/lframe.html is one free resource (this is just one example) on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas.</p> <p>1 develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships and information, ideas and structures.</p> <p>7. Evaluate the accuracy of information and the reliability of its sources.</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.</p>
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	10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Speaking and writing: reading, evaluating information, writing formally: participating in discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.

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 learning style assessment and evaluate the information gained to determine accuracy in terms of what they know about themselves as learners. They will then identify and implement strategies related to their preferred learning styles in the areas of self-management, study skills, goal setting, and test taking.

Lesson Preparation

Essential Questions:

Why don't we all learn the same way?

Engagement (Hook):

The counselor/instructor meets with three confident students in advance of the lesson (giving them instructions for the activity described as student A, B, and C). To the class, the counselor says, "Let's watch each of these students study." Student A is studying the math fact "8 x 9" by writing it repeatedly on the board. Student B is studying the math fact by saying it out loud repeatedly. Student C is studying it by using his/her fingers (1 x 9 is 9, pinky on left hand down and holding up remaining 9 fingers; 2 x 9 is 18, holding up pinky on left hand, ring finger down, remaining fingers up, etc.).

The counselor takes a poll of the class, asking: Raise your hand to indicate which of the three students is studying correctly. A? B? C? The counselor continues, "Each of these students is studying correctly depending on his or her individual learning style. Today, we are going to find out how each of **YOU** learns best."

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor/instructor will assist the students in completing a learning style inventory, whether print or online. 2. Divide class by each student's learning styles. Then give groups information about strategies that work for each learning style. Ask the students to pick out those strategies that they are already using and discuss those with their group. Strategies are available on the website listed above. 3. Ask students if there are some learning techniques they haven't considered before. 4. Have students write a "What's my style and how can I maximize it?" paragraph about their individual learning styles and ways they can improve academic achievement using learning style strategies. Have students share their findings with a partner. 5. The counselor/instructor will keep copies of student learning style information for 	<ol style="list-style-type: none"> 1. Students will complete (score and interpret) inventory. 2. Students will discuss strategies that can benefit their learning. 3. Students will discuss alternative learning strategies. 4. Each student will write a paragraph regarding his or her learning style preferences and with a partners. Partners will give each other feedback about the strategies each one uses to enhance learning. 5. Students will record the results of their learning style inventory in their portfolios

future reference.	and/or another storage system for future reference.
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Teacher Follow-Up Activities

The counselor/instructor will share inventory results with classroom teacher and encourage classroom teacher to use the information or to be aware of students' learning styles. The counselor may also wish to send copies of the information home with students to make parents aware of their student's learning styles and ways that the student can study more effectively.

Counselor reflection notes (completed after the lesson)

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: The Successful Student</p> <p>Students will participate in group discussions involving self-management skills, study skills, learning styles, goal-setting, and test-taking strategies. 6th Grade lessons include strategies that help students explore the characteristics and skills of successful learners and strategies designed to help students identify their learning styles. 7th Grade lesson is designed to help students become familiar with the purposes Self-Management Skills, Study Skills and Test-taking Skills. 8th Grade: As a summative activity, students will evaluate their current management, study, and test-taking skills using the survey and performance activity, <i>Getting Your Grades Together</i>.</p> <p>NOTE: The counselor/instructor has some latitude with this unit. Some may wish to use <i>Getting Your Grades Together</i> for pre- and post-assessment. Others may wish to introduce this activity at the beginning of 6th grade and again at the conclusion of 8th grade. Still others may use this survey throughout the middle school process. The short-answer and essay questions are designed for the post-test phase at the end of 8th grade, but may be omitted when using the survey for earlier grades.</p> <p>The counselor/instructor may want to use the survey information to work with at-risk students to discuss student perceptions versus student performance.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons</p> <p>CLASS PERIOD (min.): 45 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What does a successful student look like? 2. What choices do you make that impact your success as a student? 3. Why don't we all learn the same way on the same day? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will describe five qualities and/or characteristics of a successful student.		AD.4.A.06: Develop and practice		RI.6.1 RI.6.4	AD A Students will	DOK – 3

	<p>study skills and test-taking strategies specific to each academic area and identify available resources.</p> <p>AD.4.B.06: Develop and practice a self-management system to promote academic success.</p> <p>AD.4.A.07: Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.</p> <p>AD.4.B.07: Demonstrate and refine a self-management system to promote academic success.</p> <p>AD.4.A.08: Consistently apply a system of study skills and test-taking strategies to promote academic success.</p> <p>AD.4.B.08: Consistently apply a self-management system to promote academic success.</p>		<p>W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6</p>	<p>acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>DOK – 4</p> <p>DOK – 3</p> <p>DOK – 3</p> <p>DOK - 4</p> <p>DOK – 4</p>
<p>2. The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.</p>	<p>AD.4.A.06. AD.4.B.06 AD.4.A.07. AD.4.B.07 AD.4.A.08 AD.4.B.08</p>		<p>RI.6.1, 4 W.6.1, 2 SL.6.1 L.6.1-6</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK - 4</p>

<p>3. The student will identify two or more skills in the categories of study skills, test-taking skills, and self-management skills.</p>	<p>AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08</p>	<p>RI.7.1 RI.7.4 SL.7.1 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4</p>
<p>4. The student will develop two academic success goals and three action steps that can be utilized to accomplish each goal.</p>	<p>AD.4.A.06 AD.4.B.06 AD.4.A.07 AD.4.B.07 AD.4.A.08 AD.4.B.08</p>	<p>RI.8.4 W.8.1 W.8.10 SL.8.1 L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6</p>	<p>AD A</p>	<p>DOK – 3 DOK – 4 DOK – 3 DOK – 3 DOK – 4 DOK – 4</p>
<p>ASSESSMENT DESCRIPTIONS*: <i>Getting Your Grades Together</i> survey and performance activity. Summative Assessment will take place during the 8th grade lesson. Learners will assess their own study skills via the <i>Getting Your Grades Together</i> survey. After assessing their skills, students will write an essay describing their plans for applying what they have learned in middle school to high school work. Essays will include the following elements: Discussion of strengths and limitations in the areas of: Self-Management Skills; Study Skills, and Test-taking skills and the steps to personal success in each skill area. This will be a formal essay and follow the conventions of standard English. To add interest, essay may be written as a letter to self.</p>				
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>			
	<p><input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction</p>			
<p>1 2 3 4</p>	<p>See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What’s Your Style? Grade 7: Lesson 3 Let’s Review for Better Achievement</p>			

	Grade 8: Lesson 4 Just Checking				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Grade 6: Lesson 1 Picturing the Successful Student Lesson 2 What's Your Style? Grade 7: Lesson 3 Let's Review for Better Achievement Grade 8: Lesson 4 Just Checking				
	Direct: <input checked="" type="checkbox"/> Structured Overview (Ls. 4) <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 4) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 2- 4) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1-2-3-4)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 3) <input checked="" type="checkbox"/> Case Studies (Ls. 3) <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls.1-2-3- 4) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping(Ls. 3) <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 checked="" type="checkbox"/> Surveys (Ls.2- 4)	Independent Study <input checked="" type="checkbox"/> Essays (Ls. 2) <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 checked="" type="checkbox"/> Learning Contracts (Ls. 4) <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. 1-3-4) <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. 1-4) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 3) <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: Great Expectations!

Grade Level: 6 & 7

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: 1st Quarter

Lesson Titles:

Grade 6:

Lesson 1: Sixth Grade is a Ball!

Materials/Special Preparations Required:

11 Soft Nerf-like Balls

Homework and Activity Log

Student Planners, Agenda or Assignment Notebooks

Counselor will need to have teacher distribute Log Activity Sheets to students the day before this lesson.

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Grade 7:

Lesson 2: Get Ready, Get Set, Get Organized!

Materials/Special Preparations Required:

Student Planners, Agenda or Assignment Notebooks (daily, weekly & monthly)

Index Cards

Projection or visual display: Goal Suggestions

Planner Usage Rubric (To be used as an assessment instrument periodically throughout the school term.)

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLEs):

AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. (DOK Level – 4)

AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands. (DOK Level – 3)

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
---	---------------------------------------------------------

	6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one’s own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 7. evaluate the extent to which a strategy addresses the problem
X	Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Writing formally (such as reports, narratives, essays) and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X Mathematics	Data analysis, probability and statistics
Social Studies	
Science	
X Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Unit Essential Questions:

How do people prepare for the unknown?

Unit Measurable Learning Objectives:

The student will complete the homework and activity log to compare how activities have changed from last year and will change again next year.

The student will write three transition goals and discuss them with their peers.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Demonstrations)
- Indirect (Reflective Discussion)
- Experiential
- Independent Study (Learning Logs)
- Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion)

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.

Students will address transition from grade to grade by completing the *Homework Activity Log* and writing three goals for transitioning.

Brief Summary of Unit: Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence the success of their transitioning process.

Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. Activity logs and related logs and utilization of personal planners will help in transitioning from grade level to grade level.

In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools to meet academic expectations at one grade level while preparing to make the transition to the next grade level.

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

The steps to solving a problem, analyzing information, setting goals and refining goals.

Vocabulary: Transition, Planners, Agenda, Rubric

<p>Unit # 1 Title: Great Expectations!</p> <p>Lesson Title: Sixth Grade is a Ball! Lesson: 1 of 2</p> <p>Grade Level: 6</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.06: Recognize ongoing academic expectations and develop strategies to meet increased demands.</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>Soft Nerf-like Balls (11)</p> <p>Homework and Activity Log for each student (classroom teacher will distribute explain these logs to students the day before the lesson.)</p> <p>Student planners, agenda or assignment notebooks</p> <p><i>Planner Usage Rubric</i> (To be used as an assessment instrument periodically throughout the school term.)</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</p> <p>6. discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
	<p>Goal 2: communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: recognize and solve problems</p> <p>2. develop and apply strategies based on ways others have prevented or solved problems</p> <p>4. evaluate the processes used in recognizing and solving problems</p> <p>7. evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>5. develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

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

Academic Content Area(s)	Specific Skill(s)
Communication Arts	Writing formally (such as reports, narratives, essays)

X		and informally (such as outlines and notes). Participating in formal and informal presentations and discussions of issues and ideas.
X	Mathematics	Data analysis, probability and statistics
	Social Studies	
	Science	
X	Health/Physical Education	Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will complete the *Homework and Activity Log* to compare how activities changed from last year, and will change again next year.

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 a *Homework and Activity Log*
 Previous learning about setting goals and using individual planners will be assessed using the *Planner Usage Rubric* as a measurement periodically throughout the year.

Lesson Preparation

Essential Questions:
 What is the process of transitioning? Why is it important?

Engagement (Hook):
 Have a variety of small soft (Nerf like) balls labeled with the following: homework for science, math, (1 for each core subject), eating, sleeping, home chores, free time, sports, clubs and travel time. Choose a volunteer from the class to demonstrate the process of juggling the balls. Explain that he or she will catch the balls tossed to them without dropping any or putting any of them down. Begin to toss the balls slowly to the student, naming the balls as you toss them until all balls have been tossed to the student. Remind student that all balls need to keep moving during the demonstration.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. After the juggling demonstration (lesson	1. Students will note that there were too

<p>engagement hook), the counselor will ask the students to describe what just happened.</p> <ol style="list-style-type: none"> 2. The counselor will have students complete the <i>Homework and Activity Log</i> and give them approximately 10 minutes to list several activities for each column. 3. The counselor will ask the students for examples of activities that were recorded on the <i>Homework and Activity Log</i>. The counselor will act as the recorder and list the activities that the students give on the board. 4. The counselor will ask the students to relate the ball activity to the activities listed on the board and on their Logs. Discussion may include: total time doing homework, scheduled activities and free time activities, and how they had to plan in order to get all activities done after school and before bedtime last night. 5. The counselor will ask what students feel they will do differently next year. 6. The counselor will ask students what they could have done differently to alleviate problems. 7. The counselor will ask students to examine their logs and note where different choices are necessary. 8. The counselor will discuss the need for planning, so that students are not overwhelmed with what they must accomplish and what they want to do each year. 9. Point out that: planning is a skill and that can be learned; making transitions from grade to grade and level to level (Elementary to Middle School to High School) requires the individual to plan for the unknown. Being 	<p>many balls to catch and keep moving.</p> <ol style="list-style-type: none"> 2. Students will complete <i>Homework and Activity Log</i>. 3. Students will report activities they listed on their <i>Homework and Activity Log</i>, noting time for each. 4. Students will need to look at activities they listed on the board. Students will talk with a partner about activities that did not get done, and what he or she did instead. Discuss how their use of time may change next year and how it was different from last year. 5. Students will share problems they had getting everything accomplished and discuss the previous year and next year. 6. Students will discuss strategies that would have alleviated the problems. 7. Students will examine their logs for specific problems and note where changes are needed. 9. Students will continue to work on planning. 9. Students discuss how to be a successful planner and how to adapt to the changes they will face during the next school year.
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able to make meaning of ambiguity (the unknown) is a skill of effective transitioning.	
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Teacher Follow-Up Activities

Teachers will follow-up by working with students on planners, and on planning good use of time.

Periodically, the *Planner Usage Rubric* will be distributed to the students in order to assess effect use of the student planner, agenda, or assignment notebook. Students will complete the rubric to show how effectively they are utilizing their planner, agenda or assignment notebook. The counselor will determine which weeks will be used to complete the rubric. The rubrics will be distributed every two weeks, or once a month, and returned to the counselor. Rubrics should be completed by the student based on their own planner and, if possible, reviewed by at least one other person (e.g. teacher, parent, or fellow student).

Counselor reflection notes (completed after the lesson)

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Instructional Activity 2_AD5-Gr6-7-Unit1-Lesson1x Page 5 of 6
Homework and Activity Log

Name _____ Date _____

Directions: In the second column list the homework time, and the activities that you do after school this year. In the third column, list a sample of what you did last year. In column four, list what you think your homework and activities will be next year.

After School Time	This Year	Last Year	Next Year
2:30 - 3:00			
3:00 - 3:30			
3:30 - 4:00			
4:00 - 4:30			
4:30 - 5:00			
5:00 - 5:30			
5:30 - 6:00			
6:00 - 6:30			
6:30 - 7:00			
7:00 - 7:30			
7:30 - 8:00			
8:00 - 8:30			
8:30 - 9:00			
9:00 - 9:30			
9:30-10:00			
10:00-10:30			
10:30-11:00			

This rubric is designed to be used by students as a self-assessment mechanism, and may also be utilized by counselors and classroom teachers throughout the year.

Planner Usage Rubric

Student's Name: _____ **Weeks Of:** _____
(School Counselor decides "Weeks Of")

	4	3	2	1
Assignments with page numbers, titles of worksheets, questions to do, due date and materials needed	Consistently has planner completed with all information	Usually has information with 1 or 2 components missing	Occasionally has the planner completed	Rarely has assignment notebook completed
Long-term assignments	Consistently has long-term assignments listed each day until due	Usually has long-term assignments listed at least 2 days before due	Has long-term assignments listed on 1 day before due or on due date	Rarely has long-term assignments recorded
Test dates	Consistently has test dates listed each day until test	Usually has test dates listed as least 2 days before test	Has test dates listed 1 day before test or on test date	Rarely has test dates recorded
Extracurricular Activities (if applicable)	Consistently has scheduled extracurricular activities recorded	Usually has scheduled extracurricular activities recorded	Occasionally has scheduled extracurricular activities recorded	Rarely has scheduled extracurricular activities recorded
Scheduled homework time	Consistently has scheduled homework time in planner	Usually has scheduled homework time in planner may be missing 1 or 2 days	Occasionally has scheduled homework time in planner	Rarely has scheduled homework time in planner

Name(s) of those assessing student with *Planner Usage Rubric*:

Name: _____ **Date:** _____

Name: _____ **Date:** _____

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 plan of study.

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: Great Expectations!</p> <p>Students will be learning how to plan for the new demands of middle school. Academics, changing schedules, extracurricular activities and other middle school activities will influence their success of their transitioning process.</p> <p>Sixth grade emphasizes the skills of self-management and the usage of a planner. Students will review the tasks they need to accomplish in order to reach goals efficiently. <i>Activity Logs</i> and related materials, including utilization of personal planners, will help with transitioning from grade level to grade level.</p> <p>In seventh grade, greater emphasis is placed on the usage of a student planner and how planners can be used as organizational and stress management tools, allowing students to meet academic expectations at one grade level while preparing to make the transition to the next grade level.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD: 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How do people prepare for the unknown?</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 complete the homework and activity log to compare how activities change from last year and will change again next year.		<p>AD.5.A.06: Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.</p> <p>AD.5.A.07: Recognize ongoing academic expectations and develop strategies to meet increased demands.</p>		<p>SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6</p>	<p>AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.</p>	<p>Level 4</p> <p>Level 3</p>

				6.SP.1 6.SP.4 6.SP.5.a		
2. The student will write three transition goals and discuss them with their peers.		AD.5.A.06 AD.5.A.07		W.6.2 W.6.4 W.7.2 W.7.4 SL.6.1 SL.7.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.2	AD A AD A	Level 4 Level 3
ASSESSMENT DESCRIPTIONS*:						
Students will address transition by completing the <i>Homework Activity Log</i> and writing three goals for transitioning.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons:					
2	Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)!				
1 2	See Lessons: Lesson 1: Sixth Grade Is a Ball! Lesson 2: Get Ready, Get Set, Get Organized!				
	<u>Direct:</u> <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 checked="" type="checkbox"/> Demonstrations (Ls. 1) <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 checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <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 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 checked="" type="checkbox"/> Learning Logs (Ls. 1, 2) <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 checked="" type="checkbox"/> Brainstorming (Ls. 2) <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 2) <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: Poppin' Personal Plan of Study (PPS)

Grade Level: 6

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Early Fall Semester

Lesson Titles:

Lesson 1: Life Lingo

Materials/Special Preparations Required:

Help Wanted Story

Life Lingo Activity Sheet (vocabulary list, *Match the Lingo Activity*)

Match the Lingo Answer Sheet

Lesson 2: Cool Things I've Done

Materials/Special Preparations Required:

Sample Personal Plan of Study for projection display

Sticky notes – one color for each group

Pages for each component of a Personal Plan of Study: one set for each small group (8 ½" x 11" pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements

Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)

(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: <http://www.missouricareereducation.org/project/individualplan>)

Lesson 3: Cool Stuff I Can Do

Materials/Special Preparations Required:

Sample Resource file (portfolio)

(Samples of Resource files are available on www.mcce.org in the guidance e-learning center:

<http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf>)

Missouri Comprehensive Guidance and Counseling Big Idea:

AD.6: Developing and Monitoring Personal Plan of Study.

Grade Level Expectation (GLE):

AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Academic Development

B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college and career.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one’s own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations
	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:

How do past experiences contribute to your future?
 How does what you study in school relate to careers?

Unit Measurable Learning Objectives:

The student will define and analyze 16 vocabulary terms related to-PPS.
The student will identify five components that are found on a personal plan of study.
The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.
The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Drill & Practice; Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect (Case Studies)
 Experiential
 Independent Study (Journals)
 Interactive Instruction (Brainstorming; Peer Partner Learning; Discussion; 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.
Students will share a written reflection narrative (paragraph) of *Cool Things I Can Do* generated from discussion of activities and what character and or work traits they will continue to develop in school.

Brief Summary of Unit:

Students will learn vocabulary related to a resource file (portfolio) and PPS, the purpose and parts of a PPS, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

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

Students need to have an understanding of the career paths as they relate to their future goals for the future.

Unit 1 Title: Poppin' Personal Plan of Study

Lesson Title: Life Lingo

Lesson 1 of 3

Grade Level: 6

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.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

American School Counselor Association National Standard (ASCA):

Academic Development

B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Materials (include activity sheets and/ or supporting resources)

Help Wanted Story

Life Lingo Vocabulary handout

Matching Activity Page

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and Writing Standard English 3. Reading and evaluating nonfiction works and material
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will define 16 vocabulary terms related to developing a personal plan of study.

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.

The student will complete a vocabulary matching activity sheet.

Lesson Preparation**Essential Questions:**

What specialized vocabulary words help people understand a personal plan of study?

Engagement (Hook):

Read the *Help Wanted* Story to students.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Read introductory <i>Help Wanted</i> story aloud and have students paraphrase what was read.	1. Student paraphrase story and vocabulary meanings.
2. Introduce vocabulary list. Ask students to put an asterisk (*) next to terms they know and a question mark next to terms unknown to them. Work in pairs to define each others unknown terms and make a list of terms neither student knows. Give definitions and encourage students to offer examples of how each word could be used in a sentence.	2. Students will work in pairs to aid comprehension of vocabulary.
3. Assess vocabulary comprehension via the <i>Life Lingo Vocabulary</i> handout.	3. Students complete activity sheets in class.
4. Read <i>Help Wanted</i> story again and ask students to put the story in their own words.	4. Students paraphrase story to demonstrate understanding of vocabulary words.
5. Closure: Review the main points of the lesson.	5. Closure: Students will share the main points of the lesson.

Teacher Follow-Up Activities

The teacher will review the vocabulary used during the lesson.

Counselor reflection notes (completed after the lesson)

HELP WANTED!!!

Sally decided it was time for a career change! She likes her volunteer work as a part of a local community service organization at the hospital, but the job really doesn't allow her to show her special skills and it doesn't match her personality and interests.

She knows she has excellent communication skills, some special training in animal care from working on her grandfather's farm, and has learned some really cool stuff through her family experiences at Joey's Petting zoo. Hey! She was even an official member of the Ranger Rick Club and has won several 4-H awards.

Her work history made her a perfect applicant for an assistant to the local veterinarian. She would love cleaning cages and helping to care for the animals. She may need further training or to study a specific subject in school to better prepare for this job?

After investigating what she still needs to learn and she what training is available she develops a plan to get the skills she needs. She can't wait to get started on her plan so she able to get this job she wants.

Life Lingo

career path	training/education
personal plan of study	awards
volunteer or community service work	requirements for MS
communication skills	objective
extra-curricular activities	organizations
work history	special skills
academic strengths	family experiences
school subjects	high school requirements

Read the definition. Write the word that matches the definition on the line.

- _____ a long term job or chosen work area
- _____ groups formed with a common goal
- _____ honors given for doing something well
- _____ classes you need to complete in middle school
- _____ activities in which you participate with your family
(examples: family nights, vacations, babysitting)
- _____ knowledge or ability to do things others may not
be able to do
- _____ classes needed to graduate from high school
- _____ work which is done for free; either individually or
as a part of a group
- _____ writing, speaking, and listening skills
- _____ instruction to learn skills or knowledge
- _____ a document that includes a person's educational
plans
- _____ before or after school activities
- _____ math, English, art, science, music, social studies
- _____ a goal; explaining what job you are seeking and
why
- _____ jobs I have done
- _____ subjects in school I enjoy and in which I excel

Answer Sheet

Match the Lingo!

Read the definition. Write the word that matches the definition on the line.

career path	a long term job or chosen work area
organization	groups formed with a common goal
awards	honors given for doing something well
requirements for MS	classes you need to complete in middle school
family experiences	activities in which you participate with your family (examples: family nights, vacations, babysitting)
special skills	knowledge or ability to do things others may not be able to do
high school requirements	classes needed to graduate from high school
volunteer or community service	work which is done for free; either individually or as a part of a group
communication skills	writing, speaking, and listening skills
training/education	instruction to learn skills or knowledge
personal plan of study	a document that includes a person's educational plans
extra-curricular activities	before or after school activities
school subjects	math, English, art, science, music, social studies
objective	a goal; explaining what job you are seeking and why
work history	jobs I have done
academic strengths	subjects in school I enjoy and in which I excel

Unit 1 Title: Poppin’ Personal Plan of Study	
Lesson Title: Cool Stuff I’ve Done	Lesson 2 of 3
Grade Level: 6	
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.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	
American School Counselor Association National Standard (ASCA): Academic Development B: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Materials (include activity sheets and/ or supporting resources)

<p>Sample Personal Plan of Study for projection display</p> <p>Sticky notes – one color for each group</p> <p>Pages for each component of a Personal Plan of Study: one set for each small group (8 ½”x 11” pages): Subjects to study in school, activities/club/groups, career goals (long and short term), career path, requirements to complete middle and high school, achievements</p> <p>Poster sized pages with the components written at the top (Prior to the lesson, counselor will post the seven posters highlighting the components of a Personal Plan of Study around the room.)</p> <p>(Samples of the PPS are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/project/individualplan)</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	1. Speaking and writing standard English

		6. Participating in formal and informal presentations and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify five components that are found on a personal plan of study.
 The student will develop a list of activities and life experiences, then match activities and life experiences to components of a personal plan of study.

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.
 The student will separate life experiences into the Personal Plan of Study components.

Lesson Preparation

Essential Questions:
 What types of life experiences have you had? What do you still need to learn?

Engagement (Hook):
 Display a sample Personal Plan of Study. Review and have students point out the vocabulary words learned during lesson 1.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group sticky notes of the same color (e.g. group 1 = red, group 2 = blue). 2. Say, “On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates.” <p>You may need to give an example or two to</p>	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will take a pencil to the group with them. 2. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.
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<p>stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).</p> <p>3. Explain the seven posters highlighting the components of a Personal Plan of Study that are around the room. Distribute the smaller pages for the components to each group. Have students discuss their experiences and place their sticky notes on the correct component sheet.</p> <p>4. Have one group at a time place their sticky notes on the most appropriate component page. (Example: raking leaves placed on “Volunteer/Community Service”; Student Council Rep on “Organizations” or “Extra Curricular Activities”).</p> <p>5. Discuss placement of activities in respective categories.</p> <p>6. Closure: Review main points of the lesson.</p>	<p>3. Students will explain their experience and place the sticky note on a component page.</p> <p>4. Students will place sticky notes in appropriate component.</p> <p>5. Students will review the placement of sticky notes they created and add new ones, making the changes needed).</p> <p>6. Closure: Students will share main concepts discussed during the lesson.</p>
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Teacher Follow-Up Activities

The teacher will review the information shared during the lesson.

Counselor reflection notes (completed after the lesson)

Personal Plan of Study Template

(Information to gather as you progress through school and place in your portfolio to use as a resource for developing your personal plan of study)

Career path of interest:

Education/Training attained:

Awards received:

Organization participation (including leadership positions):

Work History (babysitting, lawn mowing, dog walking, etc...):

Volunteer/Community Service (tutoring, sandbagging, recycling, visit someone in a nursing home, etc...):

Other skills attained:

CAREER PATH OF INTEREST SHEET

EDUCATION/TRAINING SHEET

AWARDS SHEET

ORGANIZATIONS SHEET

WORK HISTORY SHEET

VOLUNTEER/COMMUNITY SERVICE SHEET

OTHER SKILLS SHEET

<p>Unit 1 Title: Poppin’ Personal Plan of Study</p> <p>Lesson Title: Cool Stuff I Can Do Lesson 3 of 3</p> <p>Grade Level: 6</p> <p>Length of Lesson: 1 30-minute session</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and Monitoring Personal Plan of Study.</p> <p>Grade Level Expectation (GLE): AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Sample Resource file (portfolio) (Samples of Resource files are available on www.mcce.org in the guidance e-learning center: http://www.missouricareereducation.org/doc/individualplan/IndivPlanForms.pdf)</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</p> <p>5. comprehend and evaluate written, visual and oral presentations and works</p> <p>6. discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers</p>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <p>1. plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>3. exchange information, questions an ideas while recognizing the perspectives of others</p> <p>6. apply communication techniques to the job search and to the workplace</p> <p>7. use technological tools to exchange information and ideas</p>
X	<p>Goal 3: recognize and solve problems</p> <p>2. develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>6. examine problems and proposed solutions from multiple perspectives</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p>

1. explain reasoning and identify information used to support decisions
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadline and accomplish goals
6. explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. speaking and writing standard English 4. writing formally and informally 5. comprehending and evaluating the content and artistic aspects or oral and visual presentations
Mathematics	
X Social Studies	SS6-relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will write a paragraph outlining at least three activities he/she has participated, or will participate in, that will help them reach their career goals.

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 share a written reflection narrative (paragraph) of Cool Stuff I Can Do generated from discussion of activities, their placement on the resume, and what character and or work traits they will continue to develop in school.

Lesson Preparation

Essential Questions:
How does one develop and demonstrate character and/or work traits?

Engagement (Hook):
Counselor asks, “Let’s imagine we are 6 years in the future and you are about to graduate high school. What personal character traits or work habits do you need to develop and demonstrate to reach your future goals?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review the purpose of a Personal Plan of Study and what it tells about us. 2. Display the resource file (portfolio) and discuss the importance of each item. 3. Say, “Today’s assignment is for each of you to imagine you are a senior in high school. Write a paragraph about at least three activities you have participated in that demonstrate personal character and/or work traits, using the resource file checklist as a guide.” 4. Walk around class to check everyone’s progress and assist students who are having difficulties. 5. Ask volunteers to read their narrative. 6. Closure: Review the main points of the lesson.. 	<ol style="list-style-type: none"> 1. Students will respond to basic review questions based on what they have discussed in the preceding two lessons. 2. Students participate in discussion. 3. Students will write a personal reflection narrative (paragraph) of activities that demonstrate their personal character and/or work traits. 4. Students continue to work on personal reflection narrative activities. 5. Students will volunteer to share their narratives. 6. Closure: Students will share the main points of the lesson.

Teacher Follow-Up Activities

The teacher will have an opportunity to review the personal reflection narratives.

Counselor reflection notes (completed after the lesson)

COURSE INTRODUCTION:

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 plan of study.

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: Poppin’ Personal Plans of Study		SUGGESTED UNIT TIMELINE: 3 Lessons				
Students will learn vocabulary related to educational planning and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. Why do I need to plan what I learn?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define and analyze 16 vocabulary terms related to educational planning.		AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.		W.6.2 W.6.8 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will identify five components of a personal plan of study.		AD.6.A.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
3. The student will develop a list of activities and life experiences, then match activities and life		AD.6.A.06		SL.6.1 L.6.1	AD B	Level 4

experiences to components of a personal plan of study.				L.6.3 L.6.4 L.6.5 L.6.6		
4. The student will write a paragraph outlining at least three activities he/she has—or will—participate in that demonstrate skills needed for their career goals.		AD.6.A.06		W.6.3 W.6.4 WHST.6.4 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
ASSESSMENT DESCRIPTIONS:						
Students will share a written reflection narrative (paragraph) of “Cool Things I Can Do” generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I’ve Done Lesson 3 Cool Stuff I Can Do					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1 Life Lingo Lesson 2 Cool Things I’ve Done					

4	Lesson 3 Cool Stuff I Can Do				
	<p>Direct:</p> <ul style="list-style-type: none"> _____ Structured Overview _____ Lecture _____ Explicit Teaching (Ls. 1) _____ Drill & Practice (Ls. 1) _____ Compare & Contrast _____ Socratic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1) 	<p>Indirect:</p> <ul style="list-style-type: none"> _____ Problem Solving <input checked="" type="checkbox"/> Case Studies (Ls. 1) _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping <input checked="" type="checkbox"/> Concept Attainment _____ Cloze Procedure 	<p>Experiential:</p> <ul style="list-style-type: none"> _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling <input checked="" type="checkbox"/> Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys 	<p>Independent Study</p> <ul style="list-style-type: none"> _____ Essays _____ Computer Assisted Instruction <input checked="" type="checkbox"/> Journals (Ls. 3) _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers 	<p>Interactive Instruction</p> <ul style="list-style-type: none"> _____ Debates _____ Role Playing _____ Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 2) <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1) <input checked="" type="checkbox"/> Discussion (Ls. 1, 2, 3) _____ Laboratory Groups _____ Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
<p>UNIT RESOURCES:</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: Who Am I as a Career?

Grade Level: 6

Number of Lessons in Unit: 2

Time Required: 2 sessions of 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: “Ideas for Personal Plan of Study/Career Portfolio”

“Career Path Descriptions”

“Career Path Posters” (set of six)

“Occupation Card Sort Answers”

Activity Sheets: “Career Path Group Project Form”

“Occupation Cards”

Tootsie Rolls™ (or similar product)

“Worker Interview” Activity Sheets

Lesson 2: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: “Career Path Descriptions”

Career Path Posters (Set of 6),

Activity Sheets: “Worker Interview”

Career Path Student Surveys

(www.missouricareereducation.org/project/guidelsn/cd2)

Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. (DOK Level – 3)

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.7.C.06: Recognize non-traditional work roles. (DOK Level – 2)

CD.8.A.06: Evaluate career and educational information resources. (DOK Level – 2)

CD.8.B.06: Compare the different types of post-secondary training and education as they

relate to career choices. (DOK Level – 3)

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.
 C: Students will understand the relationship between personal qualities, education, training and the world of work.

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do the career paths relate to a person’s identity?

Unit Measurable Learning Objectives:

The student will use career and educational information resources to choose one career path, identifying training and education.

The student will identify males and females in nontraditional work roles by completing the “Job and Gender Role” survey.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)

Indirect (Problem Solving, Reflective Discussion, Concept Attainment)

Experiential (Surveys)

Independent Study (Reports, Assigned Questions, Research Projects)

Interactive Instruction (Discussion, Cooperative Learning, Problem Solving, Interviewing)

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.

Students will identify careers, using the career path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Brief Summary of Unit:

A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the career path concept as a means of organizing the World of Work. Students will work in task groups to determine career paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.

Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06: Recognize non-traditional work roles.

CD.8.A.06: Evaluate career and educational information resources.

CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.

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.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

***Please note:** This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers creating a product and getting it into the hands of the purchaser. The unit/lessons were developed before the new “Guidelines for Healthy Snacks” were issued. We retained the use of the Tootsie Roll™ as an example with the caveat that the presenter review the “Healthy Snack Guidelines” and local school district’s implementation policy. As for any lesson involving food, health implications must be considered regarding food allergies and sensitivities. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri’s Rules and Regulations.*

Resources: *Career Path Descriptions Sheet*
Career Path Posters (Set of 6)
additional Career Path Posters are available through DESE
Occupation Card Sort Answers

Activity Sheets: Career Path Group Project Form
Occupation Cards
Worker Interview Form
 Tootsie Roll™ (or similar product)

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

A student will categorize 36 jobs into 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 categorize 36 jobs into the 6 career paths.

The student will complete a work interview, using findings from activities and card sort.

Lesson Preparation

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

Procedures for Session 1

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Review career paths and the attributes of the individuals who work in them, utilizing career path description handout. Display career paths posters on the board or wall. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape. <p>Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc.</p> <p>Students are given a 5-minute time limit to perform the task.</p>	<ol style="list-style-type: none"> Students will respond to a question-answer session, such as, "Which path is the fixing and building path?" Given occupation cards, students will confer in their task groups and determine which career path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, a recorder who writes group answers on the project form; a materials person who is responsible for bringing materials to and from the group; a sticky tack or tape person who is responsible for this item; and a poster to post occupation cards on the board/wall. <p>Once the group has made a decision about where each of those jobs fits, the poster from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).</p>

<p>3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)</p> <p>4. (Read note in materials section) Tootsie Roll™ review of Career Paths: The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, “What do you think is in this package?” “How do you know what is inside without seeing the name of the candy?” “Someone had to design the package so that when you see it, you would know what was inside. Which career path would this be?” (Arts & Communication)</p> <p>5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. “Which career path produces these items?” (Natural Resources)</p> <p>6. “Now, imagine that you are working in the Tootsie Roll™ factory. Suddenly, the Tootsie Roll™ machine breaks down. Which career path are you going to call for help?” (Industrial & Engineering Technology)</p> <p>7. “When is the best time to ship more Tootsie Rolls™ to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to make more candy. Which career path is this?” (Business, Management, and Technology)</p> <p>8. “Your mom has bought a bag of Tootsie Rolls™. You ask her if you can have one serving. One serving is... (Read from the</p>	<p>3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.</p> <p>4. Students will respond to questions as a check for understanding.</p> <p>5. Students will respond to questions as a check for understanding.</p> <p>6. Students will respond to questions as a check for understanding.</p> <p>7. Students will respond to questions as a check for understanding.</p> <p>8. Students will respond to questions as a check for understanding.</p>
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<p>nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)</p> <p>9. "You are a chef in a restaurant. You have come up with a new recipe of "Tootsie Roll™ Surprise," a super brownie that features Tootsie Rolls™. What career path would your job fall into?" (Human Services)</p> <p>10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to the people who buy or use them, what did you imagine? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?</p> <p>11. Distribute the <i>Activity Sheet: Worker Interview</i> (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner.</p> <p>Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills they can learn.</p> <p>12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the interviewee, each person will assume the role of a worker and respond to the</p>	<p>9. Students will respond to questions as a check for understanding.</p> <p>10. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.</p> <p>11. Students will contribute to list of interviewing skills.</p> <p>12. Students will select the worker role they will assume; review "Worker Interview" questions; and participate in practice interviews.</p>
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<p>questions as if he or she were working in that work role (encourage outrageous roles).</p> <p>Give students time to review the <i>Activity Sheet: Worker Interview</i> from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a “quick-check” of the process. Have partners switch roles and follow the same procedures.</p> <p>13. Following students’ practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult. Respond to questions. Assign the due date for completion of the interview.</p> <p>14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students’ commitment to completing the project.</p> <p><i>Note: The most readily available worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.</i></p>	<p>13. Students will reflect on process and ask clarifying questions about the procedures and/or process.</p> <p>14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.</p>
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Teacher Follow-Up Activities

Ask the classroom teacher to collect student interviews in preparation for the next guidance

session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.

Counselor reflection notes (completed after the lesson)

*One copy for each student

Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

Arts and Communication

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

Business, Management, and Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

Industrial and Engineering Technology

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

*One copy to be posted on the board or wall

ARTS & COMMUNICATION



Creative Path

*One copy to be posted on the board or wall

BUSINESS, MANAGEMENT & TECHNOLOGY



Business Path

*One copy to be posted on the board or wall

INDUSTRIAL & ENGINEERING TECHNOLOGY



Fixing and Building Path

*One copy to be posted on the board or wall

HUMAN SERVICES



Helping Path

*One copy to be posted on the board or wall

HEALTH SERVICES



Health Path

*One copy to be posted on the board or wall

NATURAL RESOURCES



Nature Path

Activity Sheet: Career Path Group Project Form

*One copy for each task group

ARTS & COMMUNICATION	BUSINESS, MANAGEMENT & TECHNOLOGY
INDUSTRIAL & ENGINEERING TECHNOLOGY	HEALTH SERVICES
HUMAN SERVICES	NATURAL RESOURCES

*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

Resource: Occupation Cards

Hotel/Motel Clerk	Computer Programmer
Paralegal	Loan Officer
Travel Agent	Retail Sales Person
Chiropractor	Dentist
Dental Assistant	Physical Therapy Assistant
Speech Pathologist	Nurse Aide

Lawyer	Pastor/Priest/Rabbi
Firefighter	Teacher
Barber	Recreation Worker
Computer Repair Technician	Architect
Printing Press Operator	Locksmith
Floral Designer/Florist	Photographer
Welder	Painter/Paperhanger

Pest Control Worker	Zoologist
Fish Hatchery Worker	Meteorologist
Forester/Conservation Scientist	Farmer
Actor	Professional Athlete
Composer	Reporter

Resource: Occupation Card Sort Answers

Business, Management,

and Technology

Hotel/Motel Clerk
Paralegal
Loan Officer
Computer Programmer
Travel Agent
Retail Sales Person

Arts and Communication

Photographer
Actor
Composer
Reporter
Floral Designer/Florist
Professional Athlete

Health Services

Chiropractor
Dentist
Dental Assistant
Physical Therapy Assistant
Speech Pathologist
Nursing Assistant

Industrial and Engineering

Technology

Computer Repair Technician
Printing Press Operator
Locksmith
Welder
Painter/Paperhanger
Architect

Human Services

Lawyer
Firefighter
Teacher
Barber
Pastor/Priest/Rabbi
Recreation Worker

Natural Resources/

Agriculture

Fish Hatchery Worker
Meteorologist
Zoologist
Pest Control Worker
Farmer
Forester/Conservation Scientist

Activity Sheet: Worker Interview

Student Name: _____ Grade: _____

Whom did you interview? _____

Career: _____

Career Path: _____

Questions to Ask the Person You Interview:

Why is your job important to your company, organization or to the community?

What led you to this career?

How many hours do you work each day? _____

How many days do you work each week? _____

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job (including technology)?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 2)

Lesson: 2 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06: Recognize non-traditional work roles.

CD.8.A.06: Evaluate career and educational information resources.

CD.8.B.06: Compare the different types of post-secondary training and education as it relates to career choices.

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.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Resources (see Resources for Lesson 1): **Career Path Descriptions*

**Career Path Posters* (set of six)

**Ideas for Personal Plan of Study/Career Portfolio*

*Activity Sheets: *Worker Interview Questions* (completed)

Career Path Student Survey

Job and Gender Role Survey

(*Materials introduced in the previous lesson).

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students,
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	workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and verbal skills; interview and writing skills
X Mathematics	Data analysis
X Social Studies	Recognition of roles of careers in society
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>The student will use career and educational information resources to choose one Career Path, identifying training and education.</p> <p>The student will identify males and females in nontraditional work roles by completing the <i>Job and Gender Role</i> survey.</p>

Lesson Formative 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>Students will complete lesson surveys.</p> <p>Students will explore and discuss gender roles.</p>

Lesson Preparation

<p>Please Note: <i>The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. Some districts have a well-developed system for student portfolios; some districts have adopted portfolio guidelines and do not yet have a system in place; some districts are in the planning stage. We have included some general ideas (see</i></p>

Resource: Ideas for Personal Plans of Study/Career Portfolios); however, we suggest that counselors work with administrators and teachers in their districts to make the Comprehensive Guidance Program Portfolios an extension of the student portfolios used in other content areas.

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs truly have gender?

Procedures:

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review information career path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product? 2. Divide class into small groups to present information gathered during their interviews with workers (see completed <i>Worker Interview</i> questionnaire). Ask the students to decide which career path each job belongs to and whether the job is considered a male or female job. (NOTE: The purpose of this question is to create an awareness of students’ unintentional stereotyping of occupations—with the goal of increasing students’ awareness of their subtle/hidden biases.) 3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the <i>Job and Gender Role Survey</i> to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a friendly attitude) opinions as a group, and then as a class, concerning “men only” and “women only” jobs. 	<ol style="list-style-type: none"> 1. Students will participate in the review process. 2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion. 3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.

<p>Students will be asked if there are reasons why some careers should not be open to both genders.</p> <p>4. Students will be given the <i>Student Career Path Survey</i>. The students are to mark the bubble for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students.</p> <p><i>NOTE: Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.</i></p> <p>5. Once the survey is complete, the counselor will reveal which career paths are represented in each column. Allow time for students to reflect on the results of their surveys.</p> <p><i>NOTE: Students' surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study</i></p>	<p>4. Students return to their regular seating to complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.</p> <p>5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across career paths by similarities/differences and high/low markings in the categories</p> <ol style="list-style-type: none"> Activities of Interest Personal Qualities Free-time Preferences School Subject Preferences <p>Upon completion of their conversation, students will consider the trends of their responses and identify career paths and related occupations that would fulfill the personal preferences noted.</p>
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Teacher Follow-Up Activities

During classroom discussions that involve occupations or people in the news, point out those individuals in non-traditional roles and/or the skills needed to perform those jobs.

Counselor reflection notes (completed after the lesson)

Career Path Survey Name _____ Grade _____

*Adapted for Middle School Subjects from Krista Flowers' Model, Mid Rivers Tech Prep Consortium

<p>Career Path # 1 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Preparing medicines in a pharmacy <input type="radio"/> Helping sick people <input type="radio"/> Working with animals <input type="radio"/> Helping with sports injuries <input type="radio"/> Studying anatomy and disease <input type="radio"/> Performing surgery <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> <input type="radio"/> Compassionate and caring <input type="radio"/> Good listener <input type="radio"/> Good at following directions carefully <input type="radio"/> Conscientious and careful <input type="radio"/> Patient <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> <input type="radio"/> Volunteering in a hospital <input type="radio"/> Taking care of pets <input type="radio"/> Exercising and taking care of myself <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> <input type="radio"/> Math <input type="radio"/> Science <input type="checkbox"/> <input type="radio"/> Physical Education <input type="checkbox"/> <p>How Many Did I Pick?</p>	<p>Career Path # 2 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Predicting weather <input type="radio"/> Predicting or measuring earthquakes <input type="radio"/> Growing flowers/trees or gardening <input type="radio"/> Studying rocks and minerals <input type="radio"/> Raising fish or other animals <input type="radio"/> Working in a chemistry lab <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> <input type="radio"/> Helping with problems <input type="radio"/> Nature lover <input type="radio"/> Physically active <input type="radio"/> Problem solver <input type="radio"/> Observant <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> <input type="radio"/> Hiking <input type="radio"/> Participating in FFA or 4H <input type="radio"/> Experimenting with a chemistry set <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> <input type="radio"/> Math <input type="radio"/> Social Studies <input type="checkbox"/> <input type="radio"/> Science <input type="checkbox"/> <p>How Many Did I Pick?</p>	<p>Career Path # 3 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Reading or writing stories or articles <input type="radio"/> Designing and building scenery for plays <input type="radio"/> Gardening <input type="radio"/> Taking photographs <input type="radio"/> Acting in a play or movie <input type="radio"/> Listening to or playing music <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> <input type="radio"/> Imaginative <input type="radio"/> Creative <input type="radio"/> Outgoing <input type="radio"/> Using my hands to create things <input type="radio"/> Performer <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> <input type="radio"/> Working on a school newspaper or yearbook <input type="radio"/> Acting in a play <input type="radio"/> Painting pictures or drawing <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> <input type="radio"/> Music/Choir/Band <input type="radio"/> Language <input type="checkbox"/> <input type="radio"/> Art <input type="checkbox"/> <p>How Many Did I Pick?</p>
<p>Career Path # 4 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Putting things together <input type="radio"/> Designing buildings <input type="radio"/> Working on cars or mechanical things 	<p>Career Path # 5 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Interviewing people <input type="radio"/> Using computer programs to do math <input type="radio"/> Typing letters, forms, banners, 	<p>Career Path # 6 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Helping people solve problems <input type="radio"/> Working with kids <input type="radio"/> Working with elderly people <input type="radio"/> Preparing food

<ul style="list-style-type: none"> ○ Using math to solve problems ○ Gardening ○ Using tools <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Practical ○ Like using my hands ○ Logical ○ Good at following instructions ○ Observant <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Building stage sets for a school play ○ Drawing sketches of cars or mechanical things ○ Working on cars <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Math ○ Science ○ Shop <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin-left: 100px;"></div>	<p style="text-align: center;"><i>etc.</i></p> <ul style="list-style-type: none"> ○ Keeping records, taking notes at meetings ○ Working with numbers ○ Organizing files and paperwork <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Practical ○ Independent ○ Organized ○ Like to use machines ○ Like to be around people <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Being in a speech contest or debate ○ Using a computer ○ Volunteering in a local hospital office <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Speech ○ Language ○ Math <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin-left: 100px;"></div>	<ul style="list-style-type: none"> ○ Being involved in politics ○ Solving a mystery <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Friendly ○ Open ○ Outgoing ○ Good at making decisions ○ Good listener <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Tutoring young children ○ Helping with a community project ○ Coaching kids in a sport <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Language ○ Social Studies ○ Speech <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin-left: 100px;"></div>
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Career Path Student Survey Answer Sheet

Career Path # 1 = Health Services

Career Path # 2 = Natural Resources/Agriculture

Career Path # 3 = Arts & Communication

Career Path # 4 = Industrial and Engineering Technology

Career Path # 5 = Business, Management, and Technology

Career Path # 6 = Human Services

Jobs and Gender Role Survey

*One copy for each student

Name: _____ Grade: _____

Directions: Place a check-mark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	<u>Males Only</u>	<u>Both Genders</u>	<u>Females Only</u>
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

Resource: Ideas for Personal Plan of Study/Career Portfolios

The ideas that follow are thought-starters as you and your colleagues formulate the guidelines for the Comprehensive Guidance aspect of student portfolios.

I. Foundation Principles:

1. The purpose of the portfolio is three-fold:
 - a. To serve as a storage/retrieval system for selected student work
 - b. To provide students and counselors with a “running record” of students’ achievement, their interests, their perceived aptitudes and abilities
 - c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school.
2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
3. Your ideas

II. Contents

1. Student’s Personal Plan of Study
2. Assessment Results (Informal and Standardized)
3. Student’s Life Career Goals
4. Student’s Reflections
5. Your Ideas

III. Storage/Retrieval/Access

1. Student Privacy is of utmost importance
 - a. The sensitivity of student-provided content is addressed “before the fact.”
 - b. Students are able to determine who has access to Portfolio
 - c. The district’s implementation policies/guidelines regarding The Family Educational Rights and Privacy Act will be followed.
 - d. All access/retrieval policies and guidelines will be “transparent” for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
2. Storage of Portfolio is the responsibility of the school district
 - a. Notebooks?
 - b. Electronic?
3. In the case of some documentation it may be more appropriate for student to maintain information.

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: Who Am I as a Career? A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How do the Career Paths relate to a person’s identity?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. The student will use career and educational information resources to choose one Career Path, identifying training and education.		CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level-3
		CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.		WHST.6-8.7		DOK Level – 2
		CD.7.C.06: Recognize non-traditional work roles.				DOK Level – 1
		CD.8.A.06: Evaluate career and educational				DOK Level – 2

		information resources. CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.				DOK Level – 3
2.	The student will identify males and females in nontraditional work roles by completing the “Job and Gender Role” survey.	CD.7.A.06 CD.7.B.06 CD.7.C.06 CD.8.A.06 CD.8.B.06		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A CD C	DOK Level-3 DOK Level – 2 DOK Level – 1 DOK Level – 2 DOK Level – 3
ASSESSMENT DESCRIPTIONS*:						
Students will identify careers, using the Career Path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See Lessons: Lesson 1: Tootsie Roll TM , Tootsie Roll TM , Who Art Thou? (Part 1)					
2	Lesson 2: Tootsie Roll TM , Tootsie Roll TM , Who Art Thou? (Part 2)					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) Lesson 2: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 2)				
	<u>Direct:</u> <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 type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls.1) <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 checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment (Ls. 1) <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 checked="" type="checkbox"/> Surveys (Ls. 2)	<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 checked="" type="checkbox"/> Research Projects (Ls. 1) <input checked="" type="checkbox"/> Assigned Questions (Ls. 1) <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. 1,2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1) <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: Evaluating One’s Personal, Ethical, Academic, and Work Habits	Grade Level: 6
Number of Lessons in Unit: 2	
Time Required: 40 minutes	
Best time of year to implement this Unit: anytime	
Lesson Titles:	
Lesson 1: How Does Who I Am Relate to Employability? (Part 1)	
Materials/Special Preparation Required	
Activity Sheet: “ <i>Ethical Dilemma Scenarios</i> ”	
Markers, butcher block paper,	
Lesson 2: How Does Who I Am Relate to Employability? (Part 2)	
Materials/Special Preparation Required	
Activity Sheet: “ <i>It’s All About Me!</i> ”	
OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the “ <i>It’s All About Me</i> ” Activity Sheet. Most computer word processing software contains a resume template	
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.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. (DOK Level – 4)	
CD.9.B.06: Develop a resume of work experiences for home and 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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements.

	<p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p> <p>4. Examine problems and proposed solutions from multiple perspectives.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</p> <p>8. Assess costs, benefits and other consequences of proposed solutions.</p>
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> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace.</p> <p>8. Explore, prepare for and seek educational and job opportunities.</p>

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

<p>What if people didn’t respect others?</p> <p>What are ethics? Why are ethics important in the world of work?</p>

Unit Measurable Learning Objectives:

<p>The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.</p> <p>The student will assess and analyze five work habits, which contribute to success in the workplace.</p> <p>The student will complete a personal resume of work experiences for home and school.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)</p> <p><input checked="" type="checkbox"/> Indirect (Problem Solving, Reflective Discussion)</p> <p><input checked="" type="checkbox"/> Experiential (Model Building)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Discussion, Problem Solving, Structured Controversy)</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. Assessment can be question answer, performance activity, etc.</p> <p>Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.</p>

Brief Summary of Unit:

This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.

Prior Knowledge Required:

Interview Process; Work habits, Personal Characteristics, written communication skills

Vocabulary: Honesty, Responsibility, Respect, Self-discipline, Self-respect

Unit # 1 Title: Evaluating One’s Personal, Ethical, Academic, and Work Habits

Lesson Title: How Does Who I Am Relate to Employability? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

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 Expectation (GLE):

CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.

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)

Markers, butcher block paper
Ethical Dilemma Scenarios Activity Sheet

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Communicating thoughts and ideas
Mathematics	
X Social Studies	Use of tools of social inquiry and relationships of the individual to the group
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.

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 participate in question and answer sessions.

Lesson Preparation

Essential Questions:
What are ethics? What if people didn’t respect others? Why is honesty important? Or courage? Or responsibility? Or self-discipline? Or self-respect?

Engagement (Hook):
Mark did not do his math homework. He takes Shondra’s homework, erases her name, and puts his name on her paper. You watch Mark make the change. What do you do?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Divide class into small discussion groups. Give each group markers and a large piece of butcher paper on which to write their ideas. Pose the following questions: “What are ethics?” “What if people didn’t respect others?” “Why is honesty important?” “What about courage?” “Or responsibility?” “Or self-discipline?” “Or self-respect?”	1. Students will write their ideas on the butcher paper and discuss the questions in their groups.

<p>[<i>Note: The counselor may want to discuss what the terms are, or provide students with definitions of the terms from which to work.</i>]</p> <ol style="list-style-type: none"> 2. Have the students brainstorm, writing their ideas on the butcher paper and discussing their ideas with the group. Once the groups have discussed the questions, present their responses to the class for discussion. As the groups present their ideas to the class, list their responses on the board. 3. Follow with the hook: “Why would ethics be important to employers?” Giving the students another piece of butcher paper on which to write their ideas during the brainstorming. 4. Provide Activity Sheet <i>Ethical Dilemma Scenarios</i>. Students will discuss the dilemmas by assuming the role and point-of-view of each individual (including those not present) involved in the scenario. 5. Closure: Ask for 3-4 volunteers to share the response of their choice with the class. Provide opportunities for students to have a small-group (3-4 students) conversation about their thoughts and questions they still have re: ethical decision-making. 	<ol style="list-style-type: none"> 2. Once the groups have come up with answers to the questions, they will present their ideas to the class. 3. Students will write their ideas on the butcher paper during the brainstorming. 4. Students will work within their groups to come up with possible solutions to the scenarios. 5. Students will respond to the questions listed at the end of the series of scenarios.
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Teacher Follow-Up Activities

Ethical dilemmas present themselves everyday in the classroom. Encourage classroom teachers to point out situations in which students are presented with an ethical decision.

Counselor reflection notes (completed after the lesson)

Activity Sheet: Ethical Dilemma Scenarios

Scenario #1:

As an employer, one of your employees arrives at work 10 minutes late everyday. It's just 10 minutes, right (the employee does not have a car and must rely on public transportation to get to and from work—and this is her second job)?

People Involved:
Points of View:
Possible Solutions

Scenario #2:

Martin works at the movie theater. He allows his friends to sneak in without paying for tickets. What's the big deal?

People Involved:
Points of View:
Possible Solutions

Scenario #3:

A customer drops a \$10 bill as she pays Cindy for her groceries and doesn't realize it. What should Cindy do (it's the 21st of the month, Cindy is a single mom - and has no money to buy groceries)?

People Involved:
Points of View:
Possible Solutions

Scenario #4:

You are with a group of employees in the stockroom. A package of CD's is open. You watch as a couple of the employees take copies of the CD's for themselves. They ask you not to tell the manager. What do you do? What are the consequences of your choices (the other employees are individuals with whom you want be friends)?

People Involved:
Points of View:
Possible Solutions

Scenario #5:

Devon gets a job at the local fast-food restaurant. He has to wear a uniform everyday that the manager says must be clean and pressed. He is tired when he gets home from work and doesn't want to do laundry. He has school tomorrow and is scheduled to work after school. What does he do? What are his choices?

People Involved:
Points of View:
Possible Solutions

Scenario #6:

An employer asks Juanita to complete a job assignment by 11:00 a.m. She is almost finished at 10:30, when her friend, Rhonda, comes by. Rhonda wants Juanita to take her break now, so that they can eat a snack together. What should Juanita do (Rhonda is the sister of the person Juanita wants to date)?

People Involved:
Points of View:
Possible Solutions

As we were talking about these dilemmas, I thought about a time when:

Ethical Dilemmas Are:

The most difficult part of ethical decision-making for me is:

Ethical Dilemmas in the workplace remind me of (school/classroom experiences):

To be an ethical decision-maker, I have to:

I wonder:

Unit 1 Title: Evaluating One’s Personal, Ethical, Academic, and Work Habits	
Lesson Title: How Does Who I Am Relate to Employability? (Part 2)	Lesson: 2 of 2
Grade Level: 6	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.06: Develop a resume of work experiences for home and 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)

Activity Sheet: <i>It’s All About Me!</i> OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the <i>It’s All About Me</i> Activity Sheet. Most computer word processing software contains a resume template.

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 2. Recognize and practice honesty and integrity in academic work and in the workplace. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing
Mathematics	
X Social Studies	Use of tools of social inquiry and relationships of the individual to the group

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will assess and analyze five work habits, which contribute to success in the workplace.
The student will complete a personal resume of work experiences for home and school.

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Students will participate in question and answer sessions. Students will develop a skill-based resume. Students will be able to explain resume-writing situations in which an ethical dilemma may present itself. Students will be able to project the personal consequences and the ethics involved in presenting oneself in a positive, yet truthful, light. Self-evaluation tools will be used.</p>

Lesson Preparation

<p>Essential Questions: What is a resume and what is its purpose? Why are personal, ethical, and work habits important to career decision making? How do these components relate to job-seeking skills?</p> <p>Engagement (Hook): How will employers know who you are and what your capabilities may be before they have seen you? What is a resume? What skills and experiences have you had that would be valuable to employers and to employability in general?</p>

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Students will review prior the prior guidance lesson pointing out the importance of Personal Characteristics and Work Habits in the job seeking, getting and keeping process. Continue with, “A resume is a short story of our life experiences, interests, and abilities. Today, we will start that process. Today, you will be completing an Activity Sheet 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will identify personal characteristics and work habits and relate them to ethical decision-making at school as well as on the job. Students will complete Activity Sheet.
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<p>that will give you a chance to ‘talk in writing’ about yourself. You will be reviewing and reflecting what you have said about yourself from the point of view of an employer.” Provide students with “<i>It’s All about Me</i>” Activity Sheet.</p> <p>3. Once the students have completed the Activity Sheet, ask students to take the role of a prospective employer. Does the information on the <i>It’s All About Me</i> activity sheet reflect who the student is and his or her capabilities? How is the information presented? Based on what’s presented, how will the individual’s academic skills and abilities be viewed? What about personal skills and work habits?</p> <p>4. OPTIONAL: The counselor may allow time for students to work with a computer software program to complete a resume, based on information from the Activity Sheet.</p> <p>Information will be inserted into the students’ Personal Plan of Study/Career Portfolios for review and discussion throughout Middle School (See Unit 1 Lesson 1:Guidelines for Personal Plan of Study/Career Portfolio)</p>	<p>3. Students will engage in a critical self-evaluation of their responses on the “<i>It’s All About Me</i>” Activity Sheet. The final question—“Will I be called for an interview with the employer?”</p> <p>4. OPTIONAL: Students will complete their resumes using computer software.</p>
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Teacher Follow-Up Activities

The teacher will give students an opportunity to update the resume information.

Counselor reflection notes (completed after the lesson)

Activity Sheet: It's All About Me!

Your life experiences can lead to opportunities in the future. When you are applying for a job, a resume is a way to introduce yourself and to tell about your experiences.

Name: _____

Street Address: _____

City/State/Zip Code _____

Telephone Number: __ (Area Code _____) _____

Wellness and Self-Care: You must be healthy and fit to be your most successful self. How do you maintain your mental and physical wellness? (handling stress, personal hygiene, getting rest, eating healthy foods)

How would others rate your care for yourself? Great Good Poor

How do you rate yourself in the area of wellness? Great Good Poor

At Home: How do you help at home? (help with laundry, cooking, cleaning, taking care of animals, mowing, raking leaves, etc.)

How would your parents/guardians rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

At School: How do you help at school? (tutoring others, classroom jobs, etc.)

How would school people rate your work? *Great* *Good* *Poor*

Do you finish your jobs? *Always* *Sometimes* *Once in a While*

Social Responsibility—Service to Others: How do you help in the community?
(helping a neighbor or participating in a community project—such as a food drive)

How would people in the community rate your work? *Great* *Good* *Poor*

Do you finish your jobs? *Always* *Sometimes* *Once in a While*

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.

<p>UNIT DESCRIPTION: Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p>This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 40 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What if people didn’t respect others? 2. What are ethics? 3. Why are ethics important in the world of work? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.		CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. CD.9.B.06.a.i: Develop a resume of work experiences for home and school.		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 2
2. The student will assess and analyze five work habits, which contribute to success in the workplace.		CD.9.A.06 CD.9.B.06		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2

3. The student will complete a personal resume of work experiences for home and school.		CD.9.A.06 CD.9.B.06		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2
<p>ASSESSMENT DESCRIPTIONS*:</p> <p>Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	<p>See Lessons:</p> <p>Lesson 1: How Does Who I Am Relate to Employability? (Part 1)</p> <p>Lesson 2: How Does Who I Am Relate to Employability? (Part 2)</p>					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	<p>See Lessons:</p> <p>Lesson 1: How Does Who I Am Relate to Employability? (Part 1)</p> <p>Lesson 2: How Does Who I Am Relate to Employability? (Part 2)</p>					
	<p>Direct:</p> <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	<p>Indirect:</p> <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 1) <input type="checkbox"/> Reflective Discussion	<p>Experiential:</p> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games	<p>Independent Study</p> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs	<p>Interactive Instruction</p> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning	

	(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)	<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"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input checked="" type="checkbox"/> Model Building (Ls. 2) <input type="checkbox"/> Surveys	<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 checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input checked="" type="checkbox"/> Structured Controversy (Ls. 1) <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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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