

Unit #1 Title: The Many Faces of Me	Grade Level: K
Number of Lessons in Unit: 2	
Time Required for each lesson: 20-30 minutes	
Best time of year to implement this Unit: Anytime (May be used to start off the year, or throughout the year as a refresher)	
Lesson Titles:	
Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me	
Materials/Special Preparations Required	
Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)	
Construction or card stock paper	
Markers	
Worksheet: <i>Feelings</i> worksheet (attached)	
Lesson 2: How I Act Is Who I Am	
Materials/Special Preparations Required	
2 puppets	
Posters of the words “Caring” “Responsible” “Respectful” “Cooperative”	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectations (GLEs):	
PS.1.A.0K Identify basic feelings. (DOK Level - 1)	
PS.1.B.0K Identify personal roles in the family. (DOK Level - 1)	
PS.1.C.0K Identify character traits needed for different situations. (DOK Level - 1)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development:	
A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

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

Unit Essential Questions:

What are feelings?
 Why is it important to understand/recognize different feelings?
 How do I learn how to act in different situations?

Unit Measurable Learning Objectives:

The student will identify and draw the four basic feelings.
 The student will identify four character traits needed for different situations.

Unit Instructional Strategies/Instructional Activities:

- Direct (Didactic Questions; Demonstrations; Guided & Shared – reading, listening, viewing, thinking)
- Indirect (Concept Formation)
- Experiential (Role-Playing)
- Independent Study
- Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will discuss/respond to how they feel when they exhibit various character traits in the roles that they have in their families.

Brief Summary of Unit:

Lesson one provides students with an introduction to the four basic feelings of happy, sad, mad and scared. The lesson concludes with them completing a *Feelings* worksheet.

Lesson two, through a discussion with two puppets, allows students to identify the roles they play in the families and the accompanying character traits that assist in them playing these roles.

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

Familiarity with basic feelings.

<p>Unit #1 Title: The Many Faces of Me</p> <p>Lesson Title: Happy, Sad, Scared and Mad: All Belong To Me Lesson 1 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectation (GLE): PS.1.A.0K Identify basic feelings.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development: A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)</p> <p>Construction or card stock paper</p> <p>Markers</p> <p>Worksheet: <i>Feelings</i> worksheet (attached)</p>
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify and draw the four basic feelings.

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 draw the four basic feelings.

Lesson Preparation

Essential Questions:

- What are feelings?
- Why is it important to understand feelings?

Engagement (Hook):

Counselor explains that the class will be discussing feelings. There are 4 cards on the floor. With each card held up, the students will identify the feelings and demonstrate what that feeling looks like. Counselor participates with the group.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor tells students that today they will be talking about feelings. Each of the cards on the floor has one of the four feelings being talked about today. 2. Counselor randomly chooses a card, and shows it to the group. “Tell me the feeling that is on the card. Now, show me how your face would look if you were feeling this way.” 3. “What are some reasons that you might feel this way?” 4. “What are some different ways that a person might show this feeling?” (Counselor should focus discussion on appropriate ways of expressing the feelings.) 	<ol style="list-style-type: none"> 1. Students are sitting in a circle on the floor. 2. Students respond accordingly. 3. Students give examples. 4. Students give examples.

<p>5. Repeat steps 2-4 for each feeling.</p> <p>6. “Why is it important for us to express our feelings?”</p> <p>7. Students will complete the <i>Feelings</i> worksheet. Counselor may need to lead the students in completion of the worksheet.</p>	<p>5. Allow every student a chance to respond.</p> <p>6. Students respond.</p> <p>7. Students draw their responses.</p>
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Teacher Follow-Up Activities

The classroom teacher would compliment appropriate expression of feelings, and redirect any inappropriate expressions. The teacher and counselor would collaborate/consult on students having difficulties in any area.

Counselor reflection notes (completed after the lesson)

FEELINGS

Happy	Sad
Mad	Scared

<p>Unit #1 Title: The Many Faces Of Me</p> <p>Lesson Title: How I Act Is Who I Am Lesson 2 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectations (GLEs): PS.1.B.0K Identify personal roles in the family. PS.1.C.0K Identify character traits needed for different situations.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>2 puppets Posters of the words “Caring” “Responsible” “Respectful” “Cooperative”</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
	Goal 3: Recognize and solve problems
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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify four character traits needed for different situations.

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 share information about the roles they play in their families, and the accompanying character traits.

Lesson Preparation

Essential Questions:
 What roles do people have in families? How do people know how to act?

Engagement (Hook):
 Puppets have a discussion about the roles they play in their families. Through class discussion, counselor will continuously refer back to the roles that the puppets shared.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Puppet 1 says: “When I go home after school, I have to feed my dog.” (Helper role)</p> <p>Puppet 2: “I don’t have a dog, but I have to feed my goldfish.” (Helper role)</p> <p>2. “We would say that when they make sure that their pets are fed every day, they are being responsible. Someone tell me something that they do at home that shows they are responsible.” Counselor holds up the poster of “Responsible.”</p> <p>3. Puppet 1: “After I feed my dog, I have to play with my baby sister while my mom fixes supper.” (Son/Daughter role)</p> <p>Puppet 2: “I don’t have any brothers and sisters, but I spend time with my grandma who lives with us.”</p>	<p>1. Students listen.</p> <p>2. Allow 2 or 3 students to offer examples.</p> <p>3. Students listen.</p>

<p>(Grandson/Granddaughter role)</p> <p>4. “When Puppet 1 plays with his sister, and Puppet 2 spends time with grandma, they are being caring. Someone tell me something that they do at home that shows how caring they are.” Hold up poster of “Caring.”</p> <p>5. Puppet 1: “Before I go to bed, I have to pick up my toys and my sister’s toys.” (Big Brother/Sister role)</p> <p>Puppet 2: “After supper, I have to help my mom with the dishes.” (Helper role)</p> <p>Puppets: We have a lot of things to do!!</p> <p>6. “When Puppet 1 picks up his toys and helps his sister pick up her toys, and Puppet 2 helps his mom with the dishes, they are being cooperative. Someone tell me something they do at home that shows cooperation.” Hold up poster of “Cooperative.”</p> <p>7. Puppet 1 looks at counselor and says, “You know, the boys and girls have listened so well, and have given such good answers today.” Puppet 2 pipes up, “You are right! These boys and girls have shown a lot of respect!” Hold up poster of “Respectful.”</p> <p>8. Counselor: “We have talked about feelings before, and I’m wondering what kinds of feelings you have when you are respectful, cooperative, caring, and responsible. Who can give me some examples of feelings?”</p> <p>9. Counselor: “One last question: How do you think others feel when you are respectful of them, or cooperate with them, or show caring, or are responsible?”</p>	<p>4. Allow 2 or 3 students to offer examples.</p> <p>5. Students listen.</p> <p>6. Allow 2 or 3 students to offer examples.</p> <p>7. Students listen.</p> <p>8. Allow several students to offer appropriate feelings (i.e. happy, glad, excited, proud, etc.).</p> <p>9. Allow several students to offer their thoughts.</p>
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10. End by thanking them for being such a caring, respectful, cooperative and responsible class. Everyone give him/herself a pat on the back.	10. Students pat themselves on back.
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Teacher Follow-Up Activities

Teacher can catch students demonstrating these character traits, complimenting them for this behavior. Teacher can redirect those having difficulty exhibiting the traits, conferring with counselor as necessary.

Counselor reflection notes (completed after the lesson)

RESPONSIBLE



CARING



COOPERATIVE



RESPECTFUL



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: The Many Faces of Me</p> <p>Lesson one provides students with an introduction to the four basic feelings of happy, sad, mad and scared. The lesson concludes with them completing a Feelings Worksheet.</p> <p>Lesson two, through a discussion with 2 puppets, allows students to identify the roles they play in the families and the accompanying character traits that assist in them playing these roles.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 20 – 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are feelings? 2. Why is it important to understand/recognize different feelings? 3. How do I learn how to act in different situations? 						
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 and draw the four basic feelings.		PS.1.A.0K Identify basic feelings.		RF.K.2 RF.K.3 W.K.8 SL.K.1	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1
		PS.1.B.0K Identify personal roles in the family.		SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6		Level 1
		PS.1.C.0K Identify character traits needed for different situations.		L.K.1 L.K.4 L.K.5 L.K.6		Level 1
2. The student will identify four character traits needed for different situations.		PS.1.A.0K		RF.K.2	P/SD A	Level 1
		PS.1.B.0K		RF.K.3		Level 1
		PS.1.C.0K		W.K.8		Level 1

				SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6		
ASSESSMENT DESCRIPTIONS*: Students will discuss/respond to how they feel when they exhibit various character traits in the roles that they have in their families.						
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	See Lessons: Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me Lesson 2: How I Act Is Who I Am					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson 1: Happy, Sad, Scared and Mad: All Belong To Me Lesson 2: How I Act Is Who I Am					
	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 checked="" type="checkbox"/> Didactic Questions Ls. 1, 2 <input checked="" type="checkbox"/> Demonstrations Ls. 2 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation Ls. 1 <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 1 <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	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. 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	

Grade Level/Course Title: K / PS1- K -Unit1

Course Code: Personal/Social Development

				<input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<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: Friendship is the Perfect Blendship

Grade Level: K

Number of Lessons in Unit: 4

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Any time of year

Lesson Titles:

Lesson # 1: How Does a Friend Act?

Materials/Special Preparations Required

2 puppets

Student Activity Sheet

Writing utensil for each student

Lesson # 2: How Do I Act Like a Friend?

Materials/Special Preparations Required

2 puppets

Scenario Activity Sheet, cut into strips

Friendship song

Lesson # 3: How We Are Alike And Different

Materials/Special Preparations Required

2 clear glasses

One half pint of white milk

One can of caramel colored soda

Chart paper and markers/dry erase board/ SMART Board or other visual display

Teacher Activity Sheet

Stand Up, Sit Down song

Lesson #4: Feeling Faces

Materials/Special Preparations Required

Puppet

4 Basic Feeling Faces Activity Sheet

Student Activity Cards strips

Feelings poem

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.0K: Demonstrate how to be a friend. (DOK Level - 2)

PS.2.B.0K: Identify similarities and differences between self and others. (DOK Level - 2)

PS.2.C.0K: Identify feelings of others. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

Personal/Social Development
 A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	3. Data analysis, probability and statistics
Social Studies	
X Science	3. Characteristics and interactions of living organisms
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

How can I be a good friend to others? How do we recognize and show feelings?

Unit Measurable Learning Objectives:

The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).
 The student will identify one positive action in response to one scenario.
 The student will identify three likes, dislikes, and/or traits.
 The student will act out one feeling in response to a scenario.
 The student will identify at least five feelings as acted out by classmates.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
 Indirect (Problem Solving)
 Experiential (Games, Role Playing)
 Independent Study (Assigned Questions)
 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 demonstrate how to be a friend; identify likes, dislikes, and/or traits; and identify the feelings of others.

Brief Summary of Unit:

Students are introduced to friendship by focusing on things friends say and do. Children are introduced to differences between themselves and their classmates. They are also guided to be aware of the ways they are like their classmates. The students are guided to act out the four basic feelings, and then given instruction on how to tell what others are feeling by watching facial expressions.

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

Students need to have been introduced to basic feelings, and have some knowledge of the concepts of alike and different.

Unit 1 Title: Friendship Is The Perfect Blendship

Lesson Title: How Does A Friend Act? **Lesson 1 of 4**

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.2.A.0K Demonstrate how to be a friend

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)

2 puppets, Student Activity Sheet), writing utensil for each student

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).

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 successfully complete the Student Activity Sheets.

Lesson Preparation

Essential Questions: How does a friend act?

Engagement (Hook): Bring in two puppets. Introduce them as Juan and Jill. Show the puppets interacting, with one grabbing at a toy to keep it away from the other puppet. Instruct the students, “Show thumbs up if you think these two are acting like good friends.” Wait for the response from the students. Next show the puppets being kind to each other. Instruct the students, “Show thumbs up if Juan and Jill are acting like good friends.” Wait for response from students. Then say, “Today, Jill and Juan are going to help us learn about friends.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor says, “Hold up your thumb. You will hold up your thumb when I tell about something a friend would do. Point your thumb down. You will point your thumb down when I tell about something a friend would NOT do.”	1. Children follow directions.
2. Counselor says, “Juan shares his cookies with Jill. Would a friend do that?”	2. Children show thumbs up.
3. Counselor says, “Jill says, “Thank you, Juan!” Would a friend do that? Show thumbs!”	3. Children show thumbs up.
4. Counselor says, “Juan gets mad at Jill for playing with Travon. He hits Jill. Would a friend do that?”	4. Children show thumbs down.
5. Counselor says, “Juan sees that Jill falls down at recess. He goes over to help her up. Would a friend do that?”	5. Children show thumbs up.
6. Counselor says, “Jill pushes Juan out of	6. Children show thumbs down.

<p>line so she can be first. Would a friend do that?"</p> <p>7. Counselor says, "Jill is on her way to the bathroom. She runs down the hall and crashes into another student. Would a friend do that?"</p> <p>8. Counselor says,"Juan is angry because he doesn't get to play with the truck at recess. He is crying. Jill goes over and pats him on the back and tells him she is sorry he is sad. Would a friend do that?"</p> <p>9. Counselor says, "Juan hits Tom for taking a ball away from him at recess. Would a friend do that?"</p> <p>10. Counselor says, "Jill tells Juan that his picture is really neat. Would a friend do that?"</p> <p>11. Counselor says, "Juan tells Jill he likes her and is glad she is his friend. Would a friend do that?"</p> <p>12. Counselor picks two students to come up. Each child takes a puppet. Counselor says, "What would good friends say to each other? _____ (name the child holding Juan), what is a good friend thing Juan could say to Jill?" Affirm correct response or guide child to an appropriate response. Then say, "_____, (name of child holding Jill), what is a good friend thing Jill could say to Juan?" Affirm correct response or guide child to an appropriate response.</p> <p>13. Counselor says, "Give Jill to another student who is sitting crisscross with hands in lap, and has been listening. Give Juan to another student who is sitting crisscross with hands in lap, and has been listening."</p> <p>14. Continue with this procedure until all</p>	<p>7. Children show thumbs down.</p> <p>8. Children show thumbs up.</p> <p>9. Children show thumbs down.</p> <p>10. Children show thumbs up.</p> <p>11. Children show thumbs up.</p> <p>12. Children respond appropriately.</p> <p>13. Children respond appropriately.</p> <p>14. Children continue demonstrating</p>
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<p>children have had an opportunity using a puppet and saying kind things.</p> <p>15. Counselor shows puppets being kind to each other and saying nice things. Counselor says, “You have helped Juan and Jill learn what a friend does. Now you are going to get a paper to work on at your desk to show me how much you have learned. Please go to your seat and sit down.”</p> <p>16. Counselor hands out the Student Activity Sheets and demonstrates /directs students to write their names at the top.</p> <p>17. Counselor says, “You will circle the picture if it shows what a friend would do, draw an “X” on the picture if it shows something a friend would not do.”</p> <p>18. Counselor collects the papers.</p>	<p>appropriate responses.</p> <p>15. Children go to their seats.</p> <p>16. Students write their names.</p> <p>17. Students circle the three pictures that show what a friend would do, and draw an “X” on the picture that shows the children fighting.</p> <p>18. Students hand in their papers.</p>
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Teacher Follow-Up Activities

Teacher can review pictures with the children and discuss skills needed for a friendship.

Counselor reflection notes (completed after the lesson)

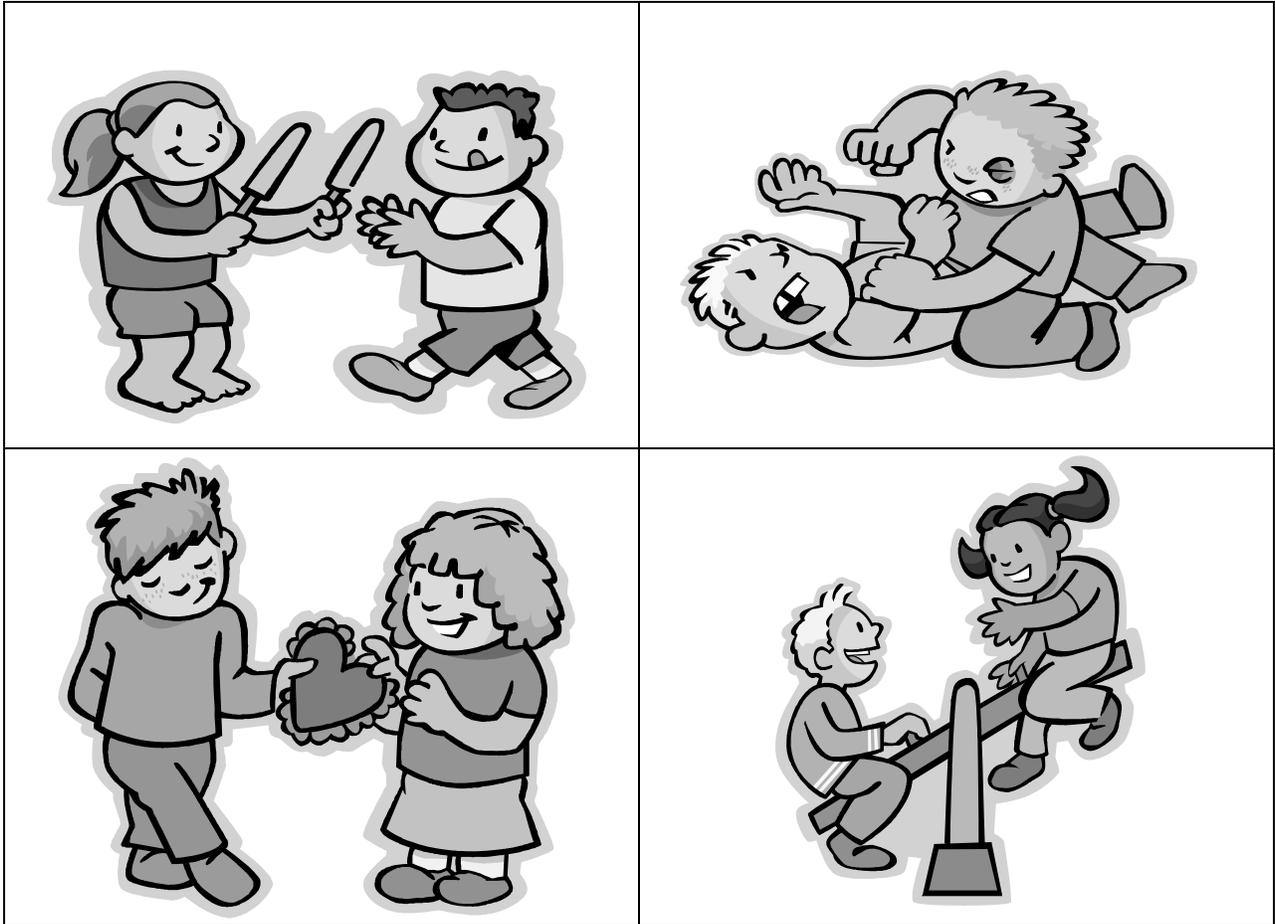
Student Activity Sheet

Name _____

DIRECTIONS:

Put an "X" on the picture if it shows something a friend would not do.

Circle the picture if it shows what a friend would do.



Unit 1 Title: Friendship Is The Perfect Blendship

Lesson Title: How Do I Act Like A Friend? **Lesson 2 of 4**

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
PS.2.A.0K: Demonstrate how to be a friend.

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)

2 puppets (from previous lesson)
Scenario Activity Sheet (cut into strips)
Friendship song

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
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	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one positive action in response to one scenario.

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 role play the Scenarios to demonstrate how to be a friend.

Lesson Preparation

Essential Questions: How does a person act when they want to make a friend?
Engagement (Hook): Bring in the two puppets from the previous lesson. Say, “Raise your hand if you remember Juan and Jill. They helped us learn some things friends do. Today we are going to learn some more about friends.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor says, “Hold your thumb up. You will hold your thumb up when you see one of the friends in this class act like a good friend. “	1. Children follow directions.
2. Counselor says, “I have some things written on slips of paper in this box. When you are chosen, you will come up here and take a slip of paper out of the box. I will read it to you and you will tell me what a good friend would do. Then you will choose the next friend to come up and draw a slip of paper. ”	2. Students listen and look at counselor.
3. Counselor chooses a student. Student comes up and draws a slip of paper. Counselor reads the scenario. (If the student cannot appropriately respond, guide the student to the correct response.)	3. Student demonstrates how to be a friend.
4. Counselor asks the class to show thumbs	4. Students show thumbs up.

up if the student responded like a good friend.	
5. Counselor directs the student to pick another student to come and draw a slip of paper.	5. Students respond appropriately.
6. Procedure is repeated with the entire class.	6. Students respond appropriately.
7. End lesson by singing <i>Friendship</i> song	7. Students sing <i>Friendship</i> song

Teacher Follow-Up Activities

Practice singing *Friendship* song.

Counselor reflection notes (completed after the lesson)

Scenarios

Someone needs a red crayon and you have two.
What would a good friend do?

Someone falls down at recess.
What would a good friend do?

Someone's shoe comes untied and they can't tie shoes, but you can.
What would a good friend do?

Someone doesn't know how to find the nurse's office and you know where it is. What would a good friend do?

Someone knocks all the crayons off the table. They are trying to pick them up. What would a good friend do?

Someone can't open the door to the classroom. You can.
What would a good friend do?

You have a friend come over to your house. You only have 1 cookie and you really want to eat it all. What would a good friend do?

You have a friend come over to your house. You just got a new toy and you really want to play with it. Your friend wants to play with it, too.
What would a good friend do?

Your friend falls down and scrapes their knee at recess. They are bleeding. What would a good friend do?

Someone right behind you in line to get a drink is REALLY thirsty. You are a little thirsty but not as thirsty as they are.

What would a good friend do?

The teacher is trying to explain something to the class. You need to get a drink. What would a good friend do?

Someone sitting next to you can't open his or her snack. You can. What would a good friend do?

You are walking down the hall and you see one of your classmates crying. What would a good friend do?

Someone needs a pair of scissors and you are finished using yours. What would a good friend do?

Someone is really trying as hard as they can to color nicely. You look at their paper. What would a good friend say?

Someone gives you a piece of candy. What would a good friend say?

You really like to play with one of your friends because they always share. What would a good friend say?

Someone asks you if you would like to have a cookie. You don't like the kind of cookie they want to give you. What would a good friend say?

The friend who sits next to you always forgets to raise their hand.
What would a good friend do and say?

The friend who sits next to you always tries to talk to you while the teacher is talking. What would a good friend say and do?

Someone tells you they are not going to be your friend anymore.
What would a good friend say?

Someone pushes you down at recess.
What would a good friend say?

You see someone running down the hallway at school.
What would a good friend say?

Someone cuts in front of you in line.
What would a good friend say?

Someone doesn't have any glue. You have some glue.
What would a good friend do?

Someone can't zip their coat. You can.
What would a good friend do?

There is trash on the floor all around your desk.
What would a good friend do?

Friendship Song

Written by Annie Moffatt

(Sung to the tune of *If You're Happy And You Know It, Clap Your Hands*)

If you're friendly and you know it
Say, "I'll help"

If you're friendly and you know it
Say, "I'll help"

If you're friendly and you know it
Then your friends will say
You show it

If you're friendly and you know it
Say, "I'll help"

If you're friendly and you know it
Say, "I'll share"

If you're friendly and you know it
Say, "I'll share"

If you're friendly and you know it
Sharing is the way to show it

If you're friendly and you know it
Say, "I'll share"

If you're friendly and you know it
Say kind words

If you're friendly and you know it
Say kind words

If you're friendly and you know it
Being kind will always show it

If you're friendly and you know it
Say kind words

<p>Unit 1 Title: Friendship Is The Perfect Blendship</p> <p>Lesson Title: How We Are Alike and Different Lesson 3 of 4</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): PS.2.B.0K: Identify similarities and differences between self and others.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>2 clear drinking glasses 1 half-pint carton of white milk 1 can of caramel colored soda Chart paper and markers/dry erase board/ SMART Board or other visual display Teacher Activity Sheet <i>Stand Up Sit Down Song</i></p>

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
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
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

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
X Mathematics	3. Data analysis, probability and statistics
Social Studies	
X Science	3. Characteristics and interactions of living organisms
Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three likes, dislikes, and/or traits.

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 a game to identify likes, dislikes, and/or traits.

Lesson Preparation

Essential Questions: How am I like my friends? How am I different from my friends?

Engagement (Hook): “Look at these two glasses. They are the same. Look at this carton. What is inside of it? (Call on students who have raised their hands to give guesses.) Let’s open this carton and pour what is inside in this glass. (Demonstrate.) What’s inside? (Milk.) Raise your hand if your guess was correct. Look at this can. What do you think is inside of it? (Call on students who have raised their hands to give guesses.) Let’s open this can and pour it into the other glass. What was inside? (Soda.) Raise your hand if your guess was correct.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor says, “Let’s think about how the milk and the soda are alike. I am going to draw a glass of milk here and a glass of soda here. See how they are connecting? (Draw the glasses like a Venn diagram with an overlapping space where they connect.) We are going to put a mark here [in the connecting space] for every way we can think of that shows how milk and soda are the same. How are they the same?” {Possible answers: drinks, taste good, pour them, they go in glasses, liquids, etc} As students give plausible answers, make tally marks in the area the glasses connect. 2. Counselor says, “Now, let’s think of ways the milk and soda are different.” 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students follow directions and brainstorm ways they are the same. 2. Students raise their hands and offer suggestions.
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<p>Counselor writes the word ‘DIFFERENT’ on the board. “Who can tell me how they are different?” {Possible answers: milk’s white, soda is brown; milk is not carbonated, soda is; milk is from a cow, soda is made by man; milk has fat, soda has sugar; some people think milk is healthy for you, most people agree soda is not so healthy for you; milk is good for your teeth, soda is bad for your teeth; etc.} As the students give plausible differences, the counselor puts tally marks under the word ‘DIFFERENT’ on the board.</p> <ol style="list-style-type: none"> 3. Look at and discuss how many tally marks were made; how milk and soda are the same in some ways and different in others. 4. Counselor says, “Now we are going to see how we are the same as each other and how we are different from each other. Stand up if you like pizza. Look around. Did everyone stand up? [Say either: “Yes, because we all think pizza is tasty!” OR “No, some people do not like pizza and that’s OK!”] 5. Counselor says, “If pepperoni pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students’ choices.] 6. Counselor says, “If cheese pizza is your favorite pizza, sit down. Did everyone sit down? [Validate students’ choices.] 7. Counselor calls on students who are left to tell their favorite pizza, then sit down. 8. Counselor says, “Did we all like pizza? Did we all like the same kind of pizza? Is one pizza better than another? NO! Some people just like one kind of pizza more and THAT’S OK! We are alike because we like pizza and we are different because we like different types of pizza.” 	<ol style="list-style-type: none"> 3. Students participate in the discussion. 4. Students who like pizza stand up. 5. Students who like pepperoni pizza best sit down. 6. Students who like cheese pizza best sit down. 7. Students participate appropriately. 8. Students participate appropriately.
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<p>9. Counselor says, “Stand up if you have hair. Does everyone have hair? Sit down if you have dark colored hair. Did everyone sit down? NO! Sit down if you have light colored hair. Did everyone sit down? Yes! We are alike because we have hair. We are all different because our hair is different colors. Is one color better than another? NO! Different is not bad it is just DIFFERENT!”</p>	<p>9. Students participate appropriately.</p>
<p>10. Continue with all choices on the Teacher Activity Sheet.</p>	<p>10. Students participate appropriately</p>
<p>11. End the Lesson by summing up how students are alike and different, and singing the <i>Stand Up Sit Down</i> song.</p>	<p>11. Students participate appropriately</p>

Teacher Follow-Up Activities

Call students to line up by ways they are the same and different (color of eyes, boys and girls, blonde hair, etc.).

Counselor reflection notes (completed after the lesson)

Teacher Activity Sheet

Be Sensitive to individual differences in the group.

Ice Cream	chocolate	vanilla
Eyes	blue	brown
Cookies	oatmeal	chocolate chip
Skin	dark	light
Cake	chocolate	yellow
Candy	chocolate bars	suckers
Child	boy	girl
Clothes	pants	skirt or dress
Shoes	tennis shoes	boots
Popsicles	cherry	grape
Hair	long	short
School, like best:	recess	lunch
Recess	swing	basketball
Lunch	bring from home	school lunch
Color	favorite is red	favorite is blue
See	wear glasses	don't wear glasses
Legs	two legs	"We all have two legs!!!!"
Ears	two ears	"We all have two ears!!!!"
Nose	one nose	"We all have one nose!"

Stand Up Sit Down Song

Written by Annie Moffatt

(Sung to the tune of Old MacDonald Had A Farm)

In this class there are some kids,
We are all alike,
We look different, yes, it's true
Different things we like.

Will the boys stand up?
Will the girls stand up?
Boys down,
Girls down,
We are kids all around

In this class there are some kids
We are different too!

<p>Unit 1 Title: Friendship Is The Perfect Blendship</p> <p>Lesson Title: Feeling Faces Lesson 4 of 4</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p>Grade Level Expectation (GLE): PS.2.C.0K: Identify feelings of others.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development: A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Puppet <i>4 Basic Feeling Faces</i> sheet Student Activity Card Strips <i>Feelings</i> poem</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
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
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
X Science	3. Characteristics and interactions of living organisms
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will act out one feeling in response to a scenario.
 The student will correctly identify at least five feelings as acted out by classmates.

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 act out and identify feelings in response to scenarios.

Lesson Preparation

Essential Questions: How can you tell what others are feeling?

Engagement (Hook): “Today our puppet friend Emo (short for emotions) is going to help us learn a poem about feelings. Listen to Emo, and repeat each line after he says it.” The second time the students say the poem, display each of the feeling cards as the students talk about that feeling in the poem. Say the poem with the students one more time, pointing to the feeling card as the feeling is discussed.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor says, “Emo is going to pick a friend to come up here and help. That friend must be sitting crisscross with hands in his or her lap to be chosen.” Emo whispers the name of one of the students to the counselor. Counselor says, “Emo picked _____ (say name of student) for sitting so nicely.” 2. Counselor says to student, “You are going to reach into this bag and pick out one of these pieces of paper. On the paper is something that might happen to you.” 3. Counselor says, “Give the paper to me. Emo and I will whisper what it says to you. Keep it a secret and don’t tell!” 4. Counselor says, “Now _____ will act out the feeling he/she would have if the thing that was written on the paper really happened. Watch his/her face and 	<ol style="list-style-type: none"> 1. Students are watching as the chosen student comes to the front. 2. Students watch as the student selects a piece of paper from the bag. 3. Students watch as Emo and the Counselor read the card and whisper what it says to the student. 4. Students watch as the student acts out the feeling.

<p>decide which of these feelings you see.”</p> <p>5. Counselor says, “What was he/ she feeling? Was he/she feeling (hold up 1 finger) mad? Was he/she feeling (hold up 2 fingers) sad? Was he/she feeling (hold up 3 fingers) happy? Was he/she feeling (hold up 4 fingers) afraid?”</p> <p>6. Counselor says, “_____, act out your feeling again. Class, which feeling was it?”</p> <p>7. Counselor says, “Yes, the feeling was _____. The piece of paper said: _____. That would make most of us feel _____. How could you tell he/she was feeling _____? “ Counselor calls on several different students.</p> <p>8. “Emo wants to know how her/his face told you the feeling he/she was acting out? What clue did you get?” Counselor calls on several students.</p> <p>9. Counselor says, “_____ will pick another friend to come and act out the next feeling. That friend must be sitting crisscross with hands in his or her lap to be chosen!”</p> <p>10. Procedure is repeated with all the scenarios on Student Activity Cards (or any you would like to add). Emphasis should be placed on how the face shows how people feel.</p> <p>11. End by having the students say the poem again.</p>	<p>5. Students watch and hold up fingers as the counselor demonstrates.</p> <p>6. Students hold up the appropriate number of fingers to designate the correct feeling.</p> <p>7. Students raise their hands to answer the question.</p> <p>8. Students raise their hand to answer.</p> <p>9. Students sit correctly to be chosen.</p> <p>10. Students follow directions.</p> <p>11. Students recite the poem.</p>
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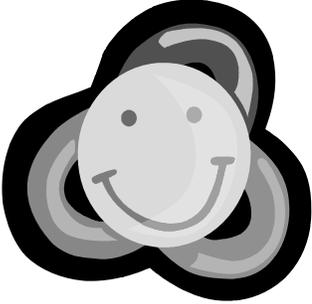
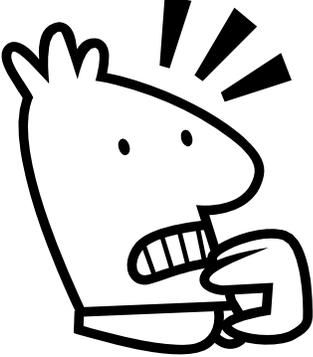
Teacher Follow-Up Activities

Teacher may have the students illustrate a feeling of their choice. The students could draw a picture showing themselves when they felt angry, sad, happy, afraid.

Counselor reflection notes (completed after the lesson)

OPTIONS: Counselors could make a set of feeling flash cards, laminated and held together by a metal ring for each student to use (instead of having students hold up fingers, they could show the feeling card). These could also be enlarged for display on the board.

4 Basic Feelings

<p>1. Mad</p> 	<p>2. Sad</p> 
<p>3. Happy</p> 	<p>4. Afraid</p> 

Student Activity Strips – cut apart and place in a bag or container

Your favorite toy gets broken.
Your friend pushes you.
You are having a birthday party.
You are going on a trip.
Your pet dies.
Your mother is sick.
You get a new video game.
You are going to a movie.
Your friend tells you they don't like you anymore.
Your teacher gives you some candy.
Your mom and dad get into a fight.
Someone hits you.

Feelings Poem

Written by Annie Moffatt

Sometimes I feel sad,
Sometimes I get mad,
Then before you know it
My face begins to show it.

Sometimes I feel happy,
Then I'm nice and snappy,
Singing all day long
I sing a happy song.

Other days, afraid I feel,
Some things that scare me are not real,
Like a monster by my bed,
The scary thoughts are in my head.

On days when I am feeling mad,
Everything seems really bad,
When my temper gets real hot,
I want to fight but I must not!

Watch my face and you will see
Feelings deep inside of me
Happy, scared, or mad, or blue
My face it always gives a clue

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: Friendship is the Perfect Blendship Students are introduced to friendship by focusing on things friends say and do. Children are introduced to differences between themselves and their classmates. They are also guided to be aware of the ways they are like their classmates. The students are guided to act out the four basic feelings, and then given instruction on how to tell what others are feeling by watching facial expressions.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How can I be a good friend to others? How do we recognize and show feelings?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).		PS.2.A.0K: Demonstrate how to be a friend.		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.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.2.B.0K: Identify similarities and differences between self and others.		L.K.1		Level 2
		PS.2.C.0K: Identify feelings of others.				Level 1
2. The student will identify one positive action in response to one scenario.		PS.2.A.0K PS.2.B.0K PS.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A	Level 2 Level 2 Level 1

3. The student will identify three likes, dislikes, and/or traits.		PS.2.A.0K PS.2.B.0K PS.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A	Level 2 Level 2 Level 1
4. The student will act out one feeling in response to a scenario.		PS.2.A.0K PS.2.B.0K PS.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A	Level 2 Level 2 Level 1
5. The student will identify at least five feelings as acted out by classmates.		PS.2.A.0K PS.2.B.0K PS.2.C.0K		RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.6 L.K.1	P/SD A	Level 2 Level 2 Level 1
ASSESSMENT DESCRIPTION: Students will demonstrate how to be a friend; identify likes, dislikes, and/or traits; and identify the feelings 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					
Obj. #	INSTRUCTIONAL STRATEGIES: (What Students Do) See Lessons: 1 Lesson 1 How Does a Friend Act? 2 Lesson 2 How Do I Act Like a Friend? 3 Lesson 3 How We Are Alike And Different 4 Lesson 4 Feeling Faces					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1 How Does a Friend Act? Lesson 2 How Do I Act Like a Friend? Lesson 3 How We Are Alike And Different Lesson 4 Feeling Faces				
	<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, 3 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving Ls. 2 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 3, 4 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 4 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity <input type="checkbox"/> Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Assigned Questions Ls. 1 <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 4 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 2, 4 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 2 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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: What are Safe and Healthy Life Choices?	Grade Level: K
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Lesson Titles:	
Lesson 1: What is Comfortable and Uncomfortable Touch?	
Materials/Special Preparations Required:	
Activity Sheet 1	
Activity Sheet 2	
Activity Sheet3	
<i>Comfy Touch</i> Song	
Scissors	
Paste	
Crayons	
Assorted stuffed animals or puppets	
Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects?	
Materials/Special Preparations Required:	
Activity Sheet 1	
Activity Sheet 2	
Two paper bags	
A large sheet of paper or bulletin board	
One permanent marker	
Safety pins or tape	
Stapler	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
Grade Level Expectations (GLEs):	
PS.3.A.0K: Identify safe and healthy choices at home and school. (DOK Level - 1)	
PS.3.B.0K: Identify safe/unsafe situations. (DOK Level - 1)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
C: Students will understand safety and survival skills.	

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

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

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

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

Unit Essential Questions:

Why is safety important?

Unit Measurable Learning Objectives:

The student will identify four comfortable touches and four uncomfortable touches.
 The student will correctly sort two safe/healthy or unsafe/unhealthy scenarios into the appropriate place on the display area.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Compare & Contrast; Guided & Shared – reading, listening, viewing, thinking)
 Indirect (Problem Solving)
 Experiential (Games)
 Independent Study
 Interactive Instruction (Brainstorming; 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.
 Lesson 1: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe Comfortable Touch column or an Unsafe Uncomfortable Touch column.

 Lesson 2: Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag. Or students can place them on the correct part of the chart or poster.

Brief Summary of Unit:

This unit introduces the concepts of safe/comfortable and unsafe/uncomfortable touch, safe and unsafe drugs/medicines/objects, and the problem-solving model for staying safe: Say no; Get away; Tell someone you trust. Activities include a cutting and pasting activity that allows students to choose between safe and unsafe touch and a sorting activity that allows students to

choose between safe and unsafe items and a take home page with the staying safe problem-solving model.

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 meaning of safe and unsafe terminology.

Unit #1 Title: What are Safe and Healthy Life Choices?	
Lesson Title: What is Comfortable and Uncomfortable Touch?	Lesson 1 of 2
Grade Level: K	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies.	
Grade Level Expectation (GLE): PS.3.A.0K: Identify safe and healthy choices at home and school.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills.	

Materials (include activity sheets and/ or supporting resources)

Assorted stuffed animals or puppets
Activity Sheet 1
Activity Sheet 2
Activity Sheet 3
<i>Comfy Touch</i> Song
Scissors
Paste
Crayons
Assorted stuffed animals or puppets

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

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

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

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

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage (self-advocacy)		Compassion		Tolerance
X	Respect (for self)		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify four comfortable touches and four uncomfortable touches.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Performance Task: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe/Comfortable Touch column or an Unsafe/Uncomfortable Touch column.

Lesson Preparation

Essential Questions: Why is safety important?

Engagement (Hook): “I have brought some friends to class today to help us talk about comfortable and uncomfortable touch.” (Pass around some stuffed animals and let the students show how to give/receive a comfortable touch.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor: “Students, today I have brought some friends to class to help us talk about comfortable and uncomfortable feelings.” (Counselor introduces the stuffed animals or puppets to the class.)</p> <p>2. Counselor asks the class the following question: “What does it feel like when somebody that you love and trust hugs you like we are hugging the stuffed animals?”</p> <p>Counselor: “Let’s call this a comfortable touch. Can you repeat that?”</p> <p>3. Counselor: “What people do you feel comfortable being touched by?”</p> <p>4. Counselor: “What kinds of touches make you feel sad, or scared, or mad, or embarrassed, or uncomfortable, or</p>	<p>1. Students watch and listen as counselor introduces the animals/puppets.</p> <p>2. Students might answer: “It feels good, happy, warm, safe...etc.”</p> <p>Students repeat the phrase “comfortable touch.”</p> <p>3. Students might answer: “My mom, dad, grandma, teacher, sister, doctor, etc.”</p> <p>4. Students might say: “A hug that lasts to long; a hug or touch from someone I don’t know; a touch that is too hard; tickling that</p>

<p>confused? (Counselor may want to show a poster with pictures of these feelings to help students who do not have the feelings vocabulary to express themselves.)</p> <p>Counselor: “We call these kinds of touches uncomfortable touches. Students, can you say – uncomfortable touches?”</p> <p>5. Counselor: “What could you do to keep yourself safe, if someone was giving you an uncomfortable touch?”</p> <p>6. Counselor distributes the student take-home page and explains the problem-solving model for keeping safe: Say no; Get away; Tell someone you trust. Counselor tells the students to remember that it is never their fault if someone touches them inappropriately and that they should never be asked to keep something that makes them feel badly a secret.</p> <p>7. Counselor: “Let’s sing a song about comfortable and uncomfortable touch.” (Song can also be chanted or done in echo fashion for non-singers.)</p> <p>8. Counselor: “Let’s see what we have learned today about comfortable and uncomfortable touches by completing a cutting, choosing and pasting activity.” (Counselor passes out activity pages and glue and scissors. Counselor facilitates a step-by-step completion of the evaluation tool.)</p> <p>9. Counselor summarizes lesson concepts by allowing students to hold up their completed evaluation tools and explain to the class which touch pictures he/she put in the happy face column and which touch pictures he/she put in the sad face column.</p>	<p>is too rough; someone touching my private places...etc.”</p> <p>Students repeat the phrase, “uncomfortable touches.”</p> <p>5. Students might say, “Run away; tell them to stop; tell your mom; etc.”</p> <p>6. Students internalize the concepts by looking at the take home page as the counselor explains the steps.</p> <p>7. Students internalize the lesson concepts by singing the song and doing the actions. The <i>Comfy Song</i> is included in the lesson.</p> <p>8. Students complete the evaluation tool by cutting and pasting the pictures of comfortable touches in the happy face column and pasting the pictures of the uncomfortable touches in the sad face column.</p> <p>9. Students individually tell what touch pictures they pasted in each column. (<u>Variations on Evaluation Tool</u>: Students might be asked to complete the evaluation tool individually or in teams of two or teacher may choose to complete one evaluation tool at the front of the room and allow students to tell the counselor which columns to place the touches in.)</p>
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<p>10. Counselor may choose to close the lesson by singing the song again or by asking the students to post their evaluations on the wall. Students would be encouraged to show and discuss the steps to keeping safe with their parents.</p>	<p>10. Students participate in the final activity of the lesson.</p>
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Teacher Follow-Up Activities

1. Teacher might choose to sing the lesson song with students during daily opening or calendar time.
2. Teacher might choose to display the students' take-home coloring page with the steps for keeping safe on a class bulletin board.
3. Teacher might choose to follow up by reading books to the class that correspond to the lesson concepts.

Counselor reflection notes (completed after the lesson)

Activity Sheet 1 -Directions: Cut and Paste cards form Activity Sheet 2 onto this Activity Sheet (1) in the appropriate column.

Safe Comfortable Touch		Unsafe Uncomfortable Touch	

Activity Sheet 2 (Unit I, Lesson 1) Directions: Cut and Paste onto the columns on Activity Sheet 1.

1. A hug that feels just right from Mom.



2. A hug that lasts too long.



3. A kiss that feels just right from Dad.



4. Tickling that is too rough.



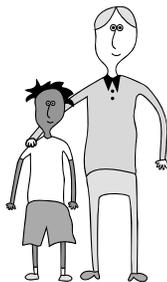
5. Sitting on Grandpa's lap for a story.



6. When private places are touched by someone who makes you feel uncomfortable. (The places that are covered by your swimming suit.)



7. A handshake or pat on the back from a teacher or friend.



8. A touch from a stranger that makes you feel scared.

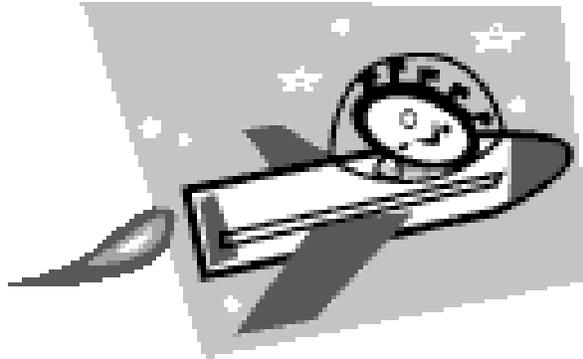


Activity Sheet 3 (Unit I, Lesson 1)

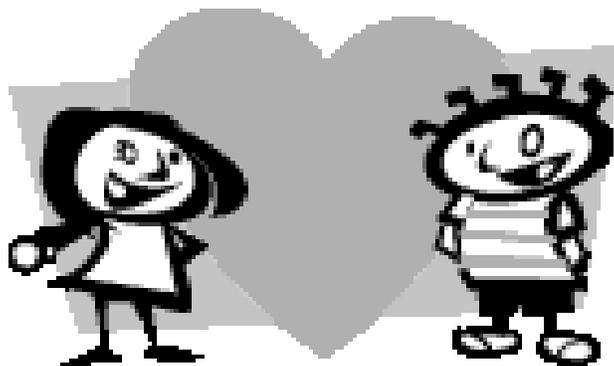
1. Say
“No”



2. Get
Away



3. Tell
Someone
You Trust



SONG: “Comfy Touch” (Sung to the tune of Twinkle, Twinkle, Little Star)

Written by: Kathy Keller

Touching, hugging, kissing too,
Makes a comfy, happy you.
Comfy touch feels warm and safe
Comfy touch from a familiar face.
Touching, hugging, kissing too,
Makes a comfy, happy you.

When touch, or hug, or kisses too,
Make an uncomfy, unhappy you.
You know what you need to do.
Say, “No”, Get away, Tell someone too.
If touching makes you scared or blue,
You now know just what to do.

Unit #1 Title: What are Safe and Healthy Life Choices?

Lesson Title: What are Safe and Unsafe Drugs/Medicines/Objects? **Lesson 2 of 2**

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying Personal Safety Skills and Coping Strategies.

Grade Level Expectation (GLE):
PS.3.B.0K: Identify safe/unsafe situations.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development:
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

Two paper bags. (not included)
Activity Sheet 1
Activity Sheet 2
Two paper bags
A large sheet of paper or bulletin board
One permanent marker
Safety pins or tape
Stapler

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

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7 identify and apply practices that preserve and enhance the safety of self and others.

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will correctly sort two safe/health or unsafe/unhealthy scenarios in the appropriate place on the display area.

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 demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag.

Lesson Preparation

Essential Questions: How do I keep myself safe and healthy?

Engagement (Hook): Show students two paper bags with the two identifying labels on them. One bag has a picture of a healthy/happy/safe child, and the other bag has a picture of an unhealthy/unhappy/unsafe child. Ask the students what is different about the two pictures?

Procedures

Instructor Procedures/Instructional Strategies:

1. Counselor: “Students, I wonder if you could help me figure out what might be making the child in this picture unhappy, unhealthy or unsafe? (Counselor shows the students the bags with the picture of the hurt child.)
2. Counselor: “I was thinking about what might be making this child unhappy or unhealthy or unsafe and I came up with some guesses. I wrote them on these cards. The problem is I got them mixed up with the cards that I wrote explaining why the boy in the other picture looks happy, healthy and safe. Can you help me sort them out?”
3. Counselor: “Okay, the first one says (read first card). Which boy do you think would feel this way? Is this a safe/healthy

Student Involvement/Instructional Activities:

1. Students might say: “He looks like he got hurt. Maybe he fell down. He might be being bullied; He might have been touched by a stranger, etc.”
2. Students will most likely respond by saying, “Yes.”
3. Students select the appropriate sack.

<p>choice or an unsafe/unhealthy choice? (Student volunteer places the card in the correct sack.)</p> <p>4. Counselor proceeds by reading all the cards following the procedure in step 3.</p> <p>5. When all cards have been sorted, Counselor takes the cards out of the two sacks and puts them into one sack and asks each student to reach into the sack without looking and select a card.</p> <p>6. Counselor: “First we decided together how to sort the cards into the sacks and now we will see if each of you can decide for yourself where the card should go. Please stand one at a time and I will read your card so that you can decide which end of the room your card/you should go to and then you can walk to that side of the room and stand there so that we can see your card. One side of the room is for safe/healthy/happy choices and the other side of the room is for unsafe/unhealthy/unhappy choices. If you need help deciding you can ask someone in the class to help you decide.” <u>Variation:</u> Use two ropes or strings to create two circles on the floor for two areas to sort students.</p> <p>7. After students have completed the game, the counselor helps students to tape or glue them on the bulletin board or large piece of paper on the wall under either the heading “Healthy, Happy, Safe Choices” or a heading that reads “Unhealthy, Unhappy, Unsafe Choices.”</p> <p>8. Counselor may close the lesson by asking the students to echo the safe/healthy/happy choice cards as he/she reads them.</p>	<p>4. Students continue to select the appropriate sack.</p> <p>5. Students reach into the bag with cards and pulls out a card.</p> <p>6. Students will stand one at a time so that Counselor can read the student’s card. Students will first try to individually decide which side of the room they should walk too in order to sort safe from unsafe cards. If student has difficulty determining the sort, the student may ask a classmate to help. Student will walk to one side of the room or the other depending upon the sort.</p> <p>7. Students place the cards in the appropriate place on the display area.</p> <p>8. Students echo the safe/happy/healthy choice cards.</p>
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Teacher Follow-Up Activities

1. Teacher may choose to repeat the echo activity with the card display.
2. Teacher may choose to read related books.

Counselor reflection notes (completed after the lesson)

Activity Sheet 1 (Unit I, Lesson 2) Directions: Attach labels to two paper bags.

SAFE/HEALTHY



UNSAFE/UNHEALTHY



Activity Sheet 2 (Unit I, Lesson 2) Directions: Read cards and sort them into two bags labeled Safe/Healthy or Unsafe/Unhealthy. Safe cards are marked with an **S**, and Unsafe with a **U**.

U 1. Picking up a Needle.	U 2. Eating candy found on the ground.	U 3. Eating pills found in medicine cabinet.	U 4. Taking candy or food from a stranger.	U 5. Drinking from bottles found in the home that are poison.
S 6. Getting a shot by the Doctor.	S 7. Eating candy given by parent or trusted adult.	S 8. Taking pills or medicines given by parent or trusted adult.	S 9. Eating the food that a parent or trusted adult sets on the table.	S 10. Eating candy that my teacher gives me.
U 11. Drinking from bottles in the medicine cabinet.	U 12. Swallowing pills that my friend gives me.	U 13. Helping someone you do not know find a lost puppy.	U 14. Running too fast on the pavement.	U 15. Standing too close to another student who is swinging.
S 16. Walking and playing with hands to self.	S 17. Walking slowly and obeying playground rules.	S 18. Wearing your seatbelt while in the car.	S 19. Following teacher directions on safety at school.	S 20. Listening to the teacher when she gives directions.
U 21. Kicking or hitting others.	U 22. Getting in a car with someone you do not know.	U 23. Not wearing a seatbelt in the car.	U 24. Standing on the school bus.	U 25. Not listening to the teacher when she gives directions.
S 26.	U 27.	S 28.	U 29.	U 30.

Add your own safe/healthy or unsafe/unhealthy scenarios on numbers 26-30.

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: What are Safe and Healthy Life Choices? This unit introduces the concepts of safe/comfortable and unsafe/uncomfortable touch, safe and unsafe drugs/medicines/objects, and the problem-solving model for staying safe: Say no; Get away; Tell someone you trust. Activities include a cutting and pasting activity that allows students to choose between safe and unsafe touch and a sorting activity that allows students to choose between safe and unsafe items and a take home page with the staying safe problem-solving model.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why is safety important?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify four comfortable touches and four uncomfortable touches.		PS.3.A.0K: Identify safe and healthy choices at home and school PS.3.B.0K: Identify safe/unsafe situations.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will correctly sort two safe/healthy or unsafe/unhealthy scenarios into the appropriate place on the display area.		PS.3.A.0K			P/SD C	Level 1
<p>ASSESSMENT DESCRIPTIONS*: Students will complete an activity page that allows each student to demonstrate his/her ability to identify safe and unsafe touch by cutting and pasting situation cards in either a Safe Comfortable Touch column or an Unsafe Uncomfortable Touch column. Students will demonstrate their understanding of safe and unsafe drugs/medicines/objects by sorting cards that have safe/healthy or</p>						

unsafe/unhealthy statements/scenarios on them (25 items) into a safe paper bag and an unsafe bag. And/or helping place them on the correct part of the chart or poster.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	<input 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	See Lessons: Lesson 1: What is Comfortable and Uncomfortable Touch? Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects?

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: What is Comfortable and Uncomfortable Touch? Lesson 2: What are Safe and Unsafe Drugs/Medicines/Objects?				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (LS.1) <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 2) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 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. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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

Unit #2 Title: Life-Changing Events	Grade Level: K
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: How Families Change	
Materials/Special Preparations Required:	
Paper and drawing materials.	
Optional – Counselor may choose to display pictures of the ways that families change to aid in the discussion.	
Lesson 2: Other Changes	
Materials/Special Preparations Required:	
Paper and drawing materials	
<i>I Can Change</i> song	
A picture of a family moving to another home and a picture of a child starting school for the first time.	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying Personal Safety Skills and Coping Strategies.	
Grade Level Expectation (GLE):	
PS.3.C.0K: Identify different life changes or events. (DOK Level - 1)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
C: Students will understand safety and survival skills.	

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

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

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

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

	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do families change?

Unit Measurable Learning Objectives:

The student will identify one way their family has changed and one way another student's family has changed.
 The student will identify one way that his/her life has changed since he/she started kindergarten.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast)
- Indirect (Concept Formation)
- Experiential
- Independent Study
- Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will draw pictures of their families.
 Students will "Show and Tell" about their families with emphasis on how their families might have changed.
 Students will draw a picture of something they had to change when he/she started kindergarten.

Brief Summary of Unit:

In lesson one, students are given the opportunity to share how their families may have changed and participate in a discussion addressing the following concepts: Change is a natural part of life. Change may require coping skills. In lesson two, students will share their stories about life-changing events as prompted by drawing a picture of the changes he/she has made as a result of being a kindergarten student for the first time.

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

Knowledge that people come from different types of families.

<p>Unit #2 Title: Life-Changing Events</p> <p>Lesson Title: How Families Change Lesson 1 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p>Grade Level Expectation (GLE): PS.3.C.0K: Identify different life changes or 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>Paper and drawing materials</p> <p>Optional – Counselor may choose to bring pictures of the ways that families change to aid in the discussion.</p>
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Show Me Standards: Performance Goals (check one or more that apply)

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one way their family has changed and one way another student’s family has changed.

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 draw a picture of their families and “Show and Tell” changes that have occurred within their families.

Lesson Preparation

Essential Questions: How do families change?
Engagement (Hook): Counselor begins drawing examples of changing families on the board for students to guess (i.e. new baby, moving, divorce, separation due to military departures) “Today, we are going to draw our families.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor distributes paper and drawing materials and instructs students to draw a picture of their family. 2. When students have finished, the counselor will say, “Students, thank you for doing such a nice job on your family picture. I would like for each of you to tell the rest of us about your family. Tell us who the people are and tell us if there have been any changes in your family. Families change. Maybe a baby has been born in your family. Maybe a relative has died in your family. Maybe parents have separated or divorced. Maybe your mom or dad got a different job, or you moved to a different place. Maybe an older sister or brother has married or moved away or gone to college. <u>NOTE:</u> The counselor will facilitate a discussion of how change is a natural part of life and some changes require adjustments (coping skills) during student presentations. 3. Counselor will say, “Today we listened to our friends tell us about their families and changes that have happened in their families. Do you remember some of the changes that 	<ol style="list-style-type: none"> 1. Each student draws a family picture. 2. Each student will participate in a “Show and Tell” about his/her family, being prompted by counselor to talk about any changes that have occurred in his/her family. 3. Students will review the changes that occur in families.

our friends talked about?	
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Teacher Follow-Up Activities

1. Teacher may choose to read related books about new babies, new jobs for parents, new houses, death, loss, or divorce.
2. Counselor/Teacher may identify the need for some students to join a counselor lead small group dealing with the issues of grief, loss, and divorce.
3. Teacher may choose to display the students' families alongside stories the students have written about their families.

Counselor reflection notes (completed after the lesson)

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<p>Unit #2 Title: Life-Changing Events</p> <p>Lesson Title: Other Changes (Life-Changing Events outside of the Family) Lesson 2 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying Personal Safety Skills and Coping Strategies.</p> <p>Grade Level Expectation (GLE): PS.3.C.0K: Identify different life changes or 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>Paper and drawing materials</p> <p><i>I Can Change</i> song</p> <p>A picture of a family moving to another home and a picture of a child starting school for the first time.</p>

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

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

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

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

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one way that his/her life has changed since he/she started kindergarten.

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 draw a picture of something they had to change when they started kindergarten and share it with the class.

Lesson Preparation

Essential Questions: What are life-changing events?

Engagement (Hook): Counselor will show students pictures of life-changing events. A family moving to a new place. A child starting a new school for the first time at the kindergarten level.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will say, “Students, today we will be talking about change. I brought two pictures that show change.”	1. Students listen.
2. Counselor shows students the picture of people moving and asks, “What do you see happening in this picture?”	2. Students might say, “A family is moving to a new place.”
3. Counselor asks, “What kinds of changes do you think the family will experience? What will be different for them?”	3. Students respond.
4. Counselor will say, “What do you think the family will have to do to adjust, get used to, or be happy with their new house?” Counselor would explain/assure students that change is a natural part of life and that there are always steps that can be taken to adjust to change and return to some type of normalcy.	4. Students respond.
5. Counselor will show students picture number two of a child starting kindergarten for the first time and ask, “What do you see happening in this picture?”	5. Students will look at second picture and respond.
6. Counselor asks, “What do you think will be different for the child? How do you think	6. Students respond.

<p>his life will change now that he is going to school?”</p> <p>7. Counselor says, “Great job students. You are really thinking about this. Do you remember changes <u>you</u> had to make when you started kindergarten this year?” (Counselor may want to list the changes on the board or draw pictures of the changes on the board as students discuss them.)</p> <p>8. Counselor distributes paper and drawing materials.</p> <p>9. Counselor will leave the class with the concept that change is a natural part of life and that most of the time adjustments can be made in order to bring life back as close to normal as possible. Change is a challenge that allows us to learn new things. These concepts will be shared with the students using the lesson song, “I Can Change.”</p>	<p>7. Students respond.</p> <p>8. Students draw a picture of something that changed in their life when they started school. Students will share their pictures with the class, with special emphasis on changes that the student has experienced.</p> <p>9. Students listen while Counselor explains the lessons concepts. Students will sing the “I Can Change” lesson song (copy at the end of this lesson).</p>
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Teacher Follow-Up Activities

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|---|
| <ol style="list-style-type: none"> 1. Teacher can sing <i>I Can Change</i> lesson song with students throughout the week. 2. Teacher can bring in current event pictures of how events change our lives (natural disasters, re-location, births, deaths, etc.). 3. Teacher can ask students to draw a picture, write or tell a story about how they were able to change to meet a new situation. |
|---|

Counselor reflection notes (completed after the lesson)

Empty box for reflection notes

Lesson Song: "I Can Change" (Sung to the tune of Three Blind Mice)

Written by: Kathy Keller

I can change. (Counselor sings)

I can change. (Students sing)

Do new things. (Counselor sings)

Do new things. (Students sing)

I can come to school on time. (Together)

I can learn to read and rhyme. (Together)

I can be polite and kind. (Together)

I can change. (Counselor sings)

I can change. (Students sing)

I can change. (Counselor sings)

I can change. (Students sing)

Learn new ways. (Counselor sings)

Learn new ways. (Students sing)

I can learn to tie my shoes. (Together)

I can learn to count by twos. (Together)

I can learn to work not snooze. (Together)

I can change. (Counselor sings)

I can change. (Students sing)

I can change. (Counselor sings)

I can change. (Students sing)

Watch me change. (Counselor sings)

Watch me change. (Students sing)

I can make change good or bad. (Together)

I decide if I'm happy or sad. (Together)

Change is a challenge that makes me glad. (Together)

Things do change. (Counselor sings)

I'm okay with change. (Students sing)

Family Moving



Child Starting School



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: Life-Changing Events In lesson one, students are given the opportunity to share how their families may have changed and participate in a discussion addressing the following concepts: Change is a natural part of life. Change may require coping skills. In lesson two, students will share their stories about life-changing events as prompted by drawing a picture of the changes he/she has made as a result of being a kindergarten student for the first time.		SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why do families change?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify one way their family has changed and one way another student’s family has changed.		PS.3.C.0K: Identify different life changes or events.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will identify one way that his/her life has changed since he/she started kindergarten.		PS.3.C.0K			P/SD C	Level 1
ASSESSMENT DESCRIPTIONS*: Students will draw pictures of their families. Students will “Show and Tell” about their families with emphasis on how their families might have changed. Students will draw a picture of something they had to change when he/she started kindergarten						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					

	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1: How Families Change Lesson 2: Other Changes				
INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson 1: How Families Change Lesson 2: Other Changes				
	Direct: Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast (Ls. 1) Didactic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1, 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity <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	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. 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: (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: Planning for Educational Achievement/Planning for School Success **Grade Level:** K

Number of Lessons in Unit: 2

Time Required for each lesson: 20-30 minutes

Lesson Titles:
 Lesson # 1: Stick With The Plan, Man!
 Materials and Preparation Suggestions:
 Poster board divided into 6 blocks
 One small beanbag/sponge/soft object
 At least one other staff member (optional)

Lesson #2: Our Classroom Party
 Materials and Preparation Suggestions:
 Dry erase board/SMART board/other visual display and proper writing utensils.
 Blank paper folded in half and drawing materials (i.e., crayons, markers).

Missouri Comprehensive Guidance and Counseling Big Idea:
 AD.4: Applying Skills Needed for Educational Achievement

Grade Level Expectations (GLEs):
 AD.4.A.0K: Identify and follow classroom and school routines. (DOK – Level 2)
 AD.4.B.0K: Identify work habits necessary for school success. (DOK – Level 2)

American School Counselor Association National Standard (ASCA):
 Academic Development
 A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What would happen if adults and children played all day?
 Why is it important for people to have a daily plan?

Unit Measurable Learning Objectives:

The student will identify the daily plan for the classroom.
 The student will identify four work habits to be successful.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect (Reflective Discussion)
 Experiential (Conducting Experiments, Games)
 Independent Study
 Interactive Instruction (Discussion, Think, Pair, Share, 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.

Students will identify four work habits needed for accomplishing a daily plan.
 Students will identify three specific work habits needed for staying on a daily plan.

Brief Summary of Unit:

Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.

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

Vocabulary, work habits

Unit #1 Title: Planning for Educational Achievement/Planning for School Success	
Lesson Title: Stick With The Plan, Man!	Lesson: 1 of 2
Grade Level: K	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed For Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.0K: Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.	
American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Materials (include activity sheets and/ or supporting resources)

Poster board, divided into 6 blocks
1 small beanbag/sponge/soft object
At least one other staff member or alternative option

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.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 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
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The students will identify three school classroom routines.
 The students will identify how well you follow three school routines.
 The students will identify four work habits necessary for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will model four work habits needed for staying on a daily plan.
 The student will identify three habits they follow (during the evening or at night) to prepare for school the next day.

Lesson Preparation

Essential Questions:
 What would happen if adults and children played all day?

Engagement (Hook):
 Counselor plans the following ahead of time with one or two other staff members:
 Counselor and other staff member(s) enter class at same time, announcing that it’s their time to work with the students. Each one looks at the other with wide eyes, or a puzzled look. A short discussion about whose scheduled time it is ensues. Counselor remains, and begins the discussion of why it is important to have a daily plan.
 If other staff members are unavailable, counselor enters the room and announces that recess will be after school and lunch will be at nighttime! Counselor observes the children’s reactions and then asks, “Any questions?” Then the counselor calms the children by saying, “Don’t worry, that’s why we have a plan.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor asks why it is important to have a daily plan.	1. Students offer responses such as: order, do what you suppose to do, etc.
2. Counselor asks students to describe their classroom schedule.	2. Students share their classroom schedule and routine with the class.
3. What do students need to do to help our	3. Students offer answers (e.g. listen,

<p>class keep our daily plan? As students give answers, counselor draws each suggestion in a block on the poster board, until all blocks are filled. (Ears for listening, hand for hands to self, etc.)</p> <p>4. Putting the poster on the floor, the counselor tosses a beanbag (or other soft item) on each block, randomly.</p> <p>5. Counselor asks several students to “show us” what that skill/behavior looks like, making sure that every student is included in modeling.</p> <p>6. Counselor summarizes: “Now that you’ve practiced all of these great ways to stay on the daily plan, I hope that you will continue to do a great job using these skills to follow the plan. Give me a <i>thumbs up</i> if you will do your best to follow the plan!” (or similar response).</p>	<p>hands/feet still, eyes on teacher, work together cooperatively, quiet/silent voices, follow directions).</p> <p>4. Students listen and watch.</p> <p>5. Selected students model the behaviors/skills, while others watch. (Make sure that all students have a chance to model.)</p> <p>6. Students respond.</p>
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Teacher Follow-Up Activities

Students could draw a picture of one way that they help their class stay on schedule.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Planning for Educational Achievement/Planning for School Success

Lesson Title: Our Classroom Party **Lesson:** 2 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying Skills Needed For Educational Achievement

Grade Level Expectations (GLEs):
AD.4.A.0K: Identify and follow classroom and school routines.
AD.4.B.0K: Identify work habits necessary for school success.

American School Counselor Association (ASCA) National Standard:
Academic Development
A: Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.

Materials (include activity sheets and/ or supporting resources)

Dry erase board/SMART board/other visual display, and proper writing utensils.
Blank paper folded in half and drawing materials (i.e., crayons, markers).

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.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 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
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will work collaboratively with classmates to review the classroom schedule and select a time for a party.
 The student will work collaboratively to identify at least two behaviors expected at a classroom party.

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 work as team members to review their classroom schedule.
 Students will decide what their classroom party schedule should be taking into account their lunch, specials, and recess times.

Lesson Preparation

Essential Questions:

Why is it important for people to have a daily plan?

Engagement (Hook):

Counselor walks in the classroom and says, “Please raise your hand if you would you like to have a party.”

Counselor says, “Now, raise your hand if you would you like to help plan the party.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor asks, “What do we need to think about for the party?”	1. Students will give their input (probably like food, movie, etc.)
2. Counselor says, “Most of you forgot to think about the time and how our classroom schedule affects the time we can have the party.	2. Students are thinking about what the counselor is saying.
3. Counselor then asks the students, “When do you have specials, lunch, and recess?”	3. Students respond by giving the time of day that they have these three activities during the school day.

<p>4. Counselor then reminds students how important it is to schedule a classroom party around these activities because we don't want to interfere with other people's schedules.</p> <p>5. Counselor asks, "Based on your classroom schedule, would it be better to have the party in the morning or the afternoon?"</p> <p>6. Counselor then asks, "What behaviors do you need to show in order to participate in the party?"</p> <p>7. Counselor tells students that they can now make party invitations for their next classroom party (i.e. Halloween, Thanksgiving, Christmas, Birthdays).</p> <p>8. Counselor then tells students to remember next time your teacher has a party that she/he had to take into account your classroom schedule. Counselor also reminds students that they need their behavior to be appropriate in order to participate in this activity.</p>	<p>4. Students listen to the counselor.</p> <p>5. Students hopefully take into account their classroom schedule that was just discussed in order to pick the right time for their party.</p> <p>6. Students respond with comments like respectful, responsible, (i.e. displaying the core virtues).</p> <p>7. Students make party invitations to remind themselves of their next classroom party.</p> <p>8. Students listen to counselor.</p>
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Teacher Follow-Up Activities

Teacher reminds students of the class schedule when she/he announces that their class is having their next party. Teacher frequently talks about the classroom schedule with the students.

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: Planning for Educational Achievement/Planning for School Success</p> <p>Through counselor facilitated discussion students will identify the elementary and benefits of a daily plan. Counselor and classroom teacher will support students as they learn and apply the work habits of implementation.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What would happen if adults and children played all day? 2. Why is it important for people to have a daily plan?</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 the daily plan for the classroom.		AD.4.A.0K Identify and follow classroom and school routines. AD.4.B.0K: Identify work habits necessary for school success.		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	DOK – Level 2 DOK – Level 2
2. The student will identify four work habits to be successful.		AD.4.A.0K AD.4.B.0K		SL.K.1 SL.K.2 SL.K.4 SL.K.5 SL.K.6 L.K.1	AD A	DOK – Level 2 DOK – Level 2
<p>ASSESSMENT DESCRIPTIONS*:</p> <p>Students will identify four work habits needed for accomplishing a daily plan. Students will identify three specific work habits needed for staying on a daily plan.</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	See Lessons: Lesson # 1: Stick With The Plan, Man! Lesson # 2: Our Classroom Party				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson # 1: Stick With The Plan, Man! Lesson # 2: Our Classroom Party				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input 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 checked="" type="checkbox"/> Conducting Experiments (Ls. 2) <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 type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls.1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls.1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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: Transition into Kindergarten	Grade Level: Kindergarten
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Lesson Titles:	
Lesson # 1: Life Before Kindergarten	
Materials/Special Preparations Required	
4 puppets	
“ <i>The Things I learned before Kindergarten at _____.</i> ” Activity Sheet	
Crayons/markers	
Lesson # 2: Life in Kindergarten	
Materials/Special Preparations Required	
3 puppets	
<i>The things I've learned in Kindergarten To Be Successful</i> Activity Sheet	
Crayons/markers	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE):	
AD.5.A.0K: Identify how school expectations are different from home, day-care, or pre-school. (DOK Level - 2)	
American School Counselor Association National Standard (ASCA):	
Academic Development	
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.

	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Unit Essential Questions:

How is being in kindergarten different from what you did last year?
 How is kindergarten the same as last year?

Unit Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.
 The student will identify at least one way kindergarten is different than his/her previous learning experiences.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast)
 Indirect (Reflective Discussion)
 Experiential (Role-playing)
 Independent Study
 Interactive Instruction

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 draw pictures that depict the differences between their previous learning experiences and Kindergarten.

Brief Summary of Unit:

In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.

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

Vocabulary: Expectations, Day Care, Preschool, Differences

Unit #1 Title: Transitioning to Kindergarten
Lesson Title: Life Before Kindergarten Lesson: 1 of 2
Grade Level: K
Length of Lesson: 30 minutes
Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels
Grade Level Expectation (GLE): AD.5.A.0K.: Identify how school expectations are different from home, daycare, or preschool.
American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

4 Puppets Student activity sheet. <i>Things I learned before Kindergarten at _____</i> . Crayons/markers
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
X	Health/Physical Education 2. Principles and practices of physical and mental health
	Fine Arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least two expectations of his/her previous environment.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be able to draw two pictures of their learning experiences before Kindergarten.

Lesson Preparation

Essential Questions:
 How is school behavior different from behavior at home, daycare, or preschool? What do students do when they don't understand what to do at school?

Engagement (Hook):
 Counselor will dialogue with puppets about puppets' previous learning experiences.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. The counselor will bring students together and sit in a circle. Counselor will introduce the home puppet, babysitter puppet, daycare puppet, and preschool puppet and interview them about their previous experiences. Four students are selected to be puppeteers. The counselor will point to the puppet to indicate when they are to talk. When the counselor talks for the puppet the students will move the mouth of the specific puppet. Where did you go to preschool/ daycare? What kind of things did you do when you stayed at home all day? What kinds of things did you do at preschool/daycare? Did you have certain rules? What did you learn? 2. Counselor will ask students to respond to the following: <ol style="list-style-type: none"> a. Stand up if you went to preschool. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will be sitting in a circle watching the counselor with the puppets. Four students will participate as puppeteers. 2. Students stand up based on their previous learning experiences. After each request students will sit down.
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<p>Then instruct students to sit down.</p> <ul style="list-style-type: none">b. Stand up if you went to daycare. Then instruct students to sit down.c. Stand up if you stayed at home with a parent. Then instruct students to sit down.d. Stand up if you went to a babysitter. Then instruct students to sit down. <p>3. Counselor will have students go back to their desks/tables. Counselor will pass out the student “The things I learned before Kindergarten at _____.” Activity Sheet. Students will draw a picture of two things they did or two expectations in their previous learning situation (home, pre-school).</p> <p>4. The counselor will collect and store student’s work until next session. Next session the students will be asked to identify expectations they have learned about in Kindergarten.</p>	<p>3. Students will draw pictures of two things they did or two expectations during their previous learning situation.</p> <p>4. Students will complete their drawings and turn it in to the counselor.</p>
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Teacher Follow-Up Activities

The teacher may want to review the students’ drawings of differences in experiences.

Counselor reflection notes (completed after the lesson)

The things I learned before Kindergarten at _____.

A large, empty rectangular box with a thin black border, intended for students to write their responses to the prompt above. The box is divided into two horizontal sections by a single line across the middle.

Unit #1 Title: Transitioning to Kindergarten
Lesson Title: Life in Kindergarten Lesson: 2 of 2
Grade Level: K
Length of Lesson: 30 minutes
Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels
Grade Level Expectation (GLE): AD.5.A.0K: Identify how school expectations are different from home, daycare, or preschool.
American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan

Materials (include activity sheets and/ or supporting resources)

4 Puppets “The things I’ve Learned in Kindergarten To Be Successful” Activity Sheet. Crayons/markers
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
X	Health/Physical Education 2. Principles and practices of physical and mental health

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify at least one way kindergarten is different than his/her previous learning experiences.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be able to draw two pictures that depict the differences between their previous learning experiences and Kindergarten.

Lesson Preparation

Essential Questions:
 Is school behavior different from behavior at home, daycare, or preschool?
 What do students do when they don't understand what to do at school?

Engagement (Hook):
 Counselor will dialogue with the four puppets from last session about what is expected of them in Kindergarten. Four different students will be selected as puppeteers as they were in the last session.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor will review the information discussed in the last lesson. The counselor passes out <i>The Things I've Learned In Kindergarten to be Successful</i> Activity Sheet. Students will draw a picture of two things the teacher expects of them in Kindergarten. When the activity sheet is completed the students will make a sharing circle in the middle of the room. Distribute activity sheets completed during lesson 1-<i>The Things I Learned Before Kindergarten</i>. Students will share their pictures and compare the difference between their previous learning experience and their 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> The students will complete their pictures about Kindergarten. Students will share their pictures and compare the differences in their prior learning experiences and what is expected. Students will turn their pictures in to the
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Kindergarten experience.	teacher and/or counselor.
3. The counselor will collect the pictures and discuss them with the classroom teacher.	

Teacher Follow-Up Activities

The teacher will review the students' drawings of their experiences so that he or she is aware of prior experiences.

Counselor reflection notes (completed after the lesson)

The things I've learned in Kindergarten to Be Successful...

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

UNIT DESCRIPTION: Transition into Kindergarten		SUGGESTED UNIT TIMELINE: 2 Lessons				
In Kindergarten, students must transition from a less structured setting to a structured learning environment. To get the students attention and introduce the lesson, the counselor will use puppets to discuss the home, pre-school, and day-care experience and distinguish school expectations from those of other settings. Students will use the activity sheets to draw pictures of the pre-Kindergarten experience and the Kindergarten experience.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. How is being in kindergarten different from what you did last year? 2. How is kindergarten the same as last year?						
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 at least two expectations of his/her previous environment.		AD.5.A.0K: Identify how school expectations are different from home, day-care, or pre-school.		RF.K.2 L.K.5 L.K.6	AD A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 2
2. The student will identify at least one way kindergarten is different than his/her previous learning experiences.		AD.5.A.0K		RF.K.2 W.K.8 SL.K.5 L.K.5 L.K.6	AD A	Level 2

ASSESSMENT DESCRIPTIONS*:					
Students will draw pictures that depict the differences between their previous learning experiences and Kindergarten.					
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 type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1 Life Before Kindergarten Lesson 2 Life in Kindergarten				
	<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 type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input 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	<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 checked="" type="checkbox"/> Role-playing (Ls. 1, 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input 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: Skills for School Success	Grade Level: K
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Beginning of school year	
Lesson Titles:	
Lesson # 1 The Learning Book (Part 1)	
Materials/Special Preparations Required:	
<i>Learning Book</i> Activity sheet	
Crayons or colored pencils	
Picture cards	
Copy of <i>The Learning Song</i>	
Lesson # 1 The Learning Book (Part 2)	
Materials/Special Preparations Required:	
<i>Learning Book</i> Activity sheet (started in the previous lesson)	
Crayons or colored pencils	
Copy of <i>The Learning Song</i>	
Pictures of skills (6 cards)	
Scissors	
Stapler	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.6: Developing and monitoring Personal Plan of Study.	
Grade Level Expectation (GLE):	
AD.6.A.K: Identify the skills needed to be a successful learner. (DOK Level -1)	
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
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and

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

Unit Essential Questions:

What does it look like to be a successful learner?
What does success look like?

Unit Measurable Learning Objectives:

The student will create a *Learning Book* depicting five skills for learning.
The student will learn and sing *The Learning Song*.

Unit Instructional Strategies/Instructional Activities:

- Direct (Explicit Teaching; Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect
- Experiential (Simulations)
- Independent Study (Learning Activity Packages)
- Interactive Instruction

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.**

The student will create a *Learning Book* depicting five skills for learning.

Brief Summary of Unit:

Students will review basic learning skills by making a book and singing *The Learning Song*.

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

Basic learning skills

Unit #1 Title: Skills for School Success

Lesson Title: The Learning Book (Part 1) **Lesson:** 1 of 2

Grade Level: K

Length of Lesson: 30 minutes

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

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

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Learning Book activity sheet
Crayons or colored pencils
Picture cards (set of 6)
Copy of *The Learning Song*

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
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will create a *Learning Book* depicting five skills for learning.

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 students will create a *Learning Book* about important skills needed to be a learner.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

“Today you’re going to pretend you are illustrators and make your own *Learning Book*. What do you think it is going to take to be an illustrator? Students will respond with follow directions, draw pictures, neat work and listen to the teacher. Ask the students to state what they think would be important skills to include in a *Learning Book*. The counselor will share the six picture cards (attached) and ask students if these would be important skills. Students will state why each skill is important.

1. Eyes on the speaker
2. Quiet feet, quiet hands (Quiet body in song)
3. Raise Hand
4. Quiet mouth
5. Use your ears

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. The counselor will hand out a <i>Learning Book</i> activity sheet to each student. The counselor will review the steps of making the book with the students: <ol style="list-style-type: none"> a. Draw pictures b. Color the pictures c. Cut the squares apart. Do not cut the squares apart until the pictures are complete. Make the book by stapling pages together. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. The students listen to steps.
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<p>2. The counselor directs students to draw eyes in the square labeled 1. Eyes on Speaker. Discuss why this skill is important. Assist those who are unable to follow directions.</p> <p>3. The counselor directs students to draw hands and feet in the square of their book labeled 2. Quiet Bodies. Discuss why this skill is important. Give examples of ways to have quiet hands and feet in different situations (at your desk, at group time on the carpet, walking in the hall, etc.).</p> <p>4. The counselor directs students to draw a child raising his or her hand in square 3. Raise my hand. Counselor assists those who are unable to follow directions.</p> <p>5. The counselor directs students to draw a face with a mouth closed in square 4. Quiet mouth.</p> <p>6. Counselor directs students to draw a picture of ears in square 5. Use my ears. The counselor asks, “Why is it important to listen when you are being a learner?”</p> <p>7. The counselors tell students they will color and cut out the book next class period.</p>	<p>2. Students will draw eyes in square 1. Students will raise their hand if they have questions.</p> <p>3. Students will draw hands and feet in square 2. Students give examples of using quiet hands and quiet feet.</p> <p>4. Students will draw a child raising his or her hand in square 3. Students will share ideas of when it is necessary to raise their hands.</p> <p>5. Students will draw a closed mouth in square 4.</p> <p>6. Students will complete the illustrations by drawing ears in square 5 and share ideas. (Example: It is important to be a good listener so you know what to do in class. So you can learn new things)</p> <p>7. The students will put their names on the activity sheet before turning it in.</p>
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Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and post the picture cards in the classroom.

Counselor reflection notes (completed after the lesson)

The Learning Song

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

This is how I learn in school,
Learn in school,
Learn in school,
This is how I learn in school,
Every day.

This is how I learn in school,
Eyes on speaker,
Eyes on speaker,
This is how I learn in school,
Eyes on speaker.

This is how I learn in school,
Quiet hands,
Quiet feet,
This is how I learn in school,
Quiet bodies.

This is how I learn in school,
Raise my hand,
Raise my hand,
This is how I learn in school,
Raise my hand.

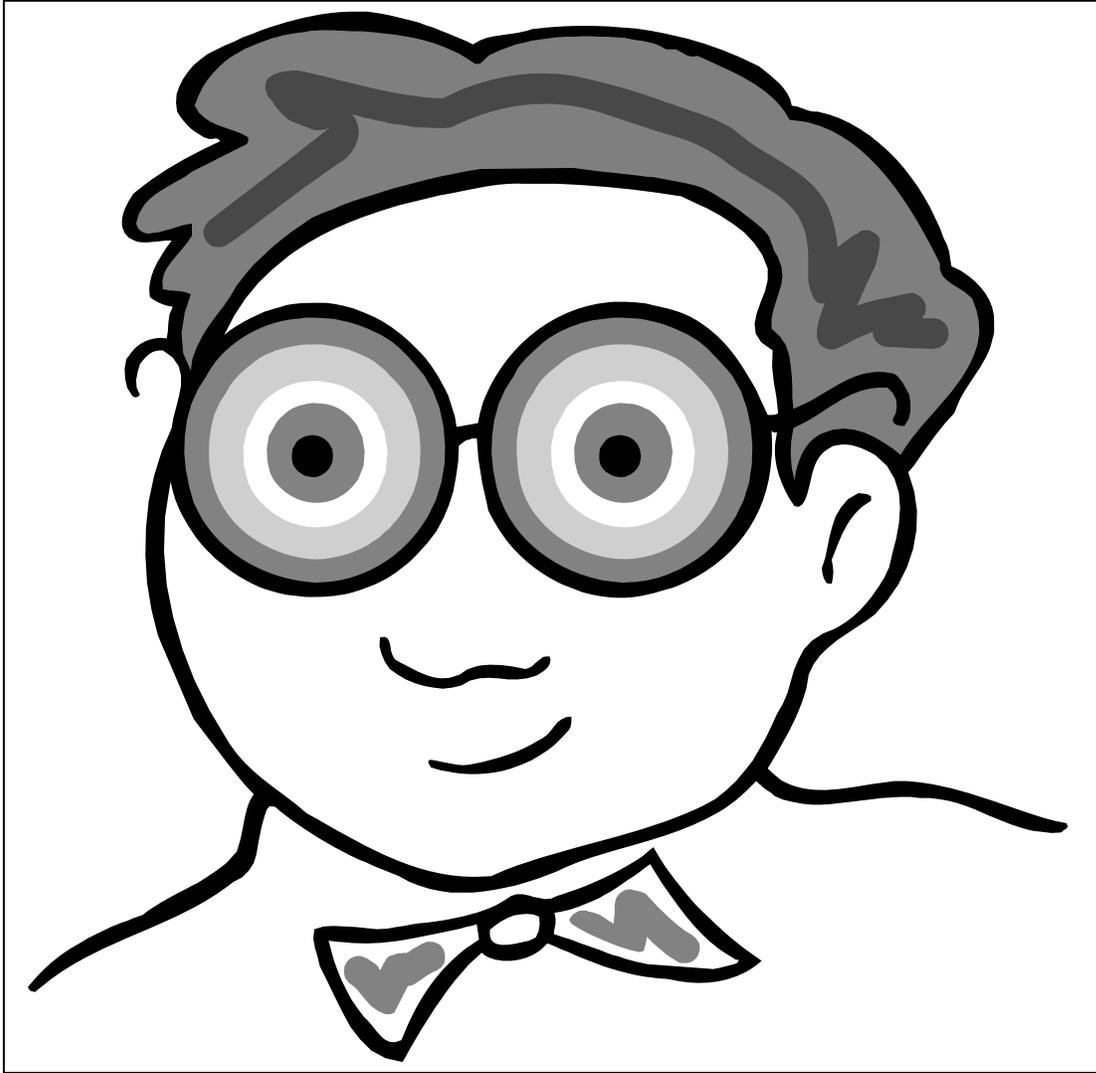
This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

This is how I learn in school,
Use my ears,
Use my ears,
This is how I learn in school,
Use my ears.

Learning Book Activity Sheet Student's Name _____

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

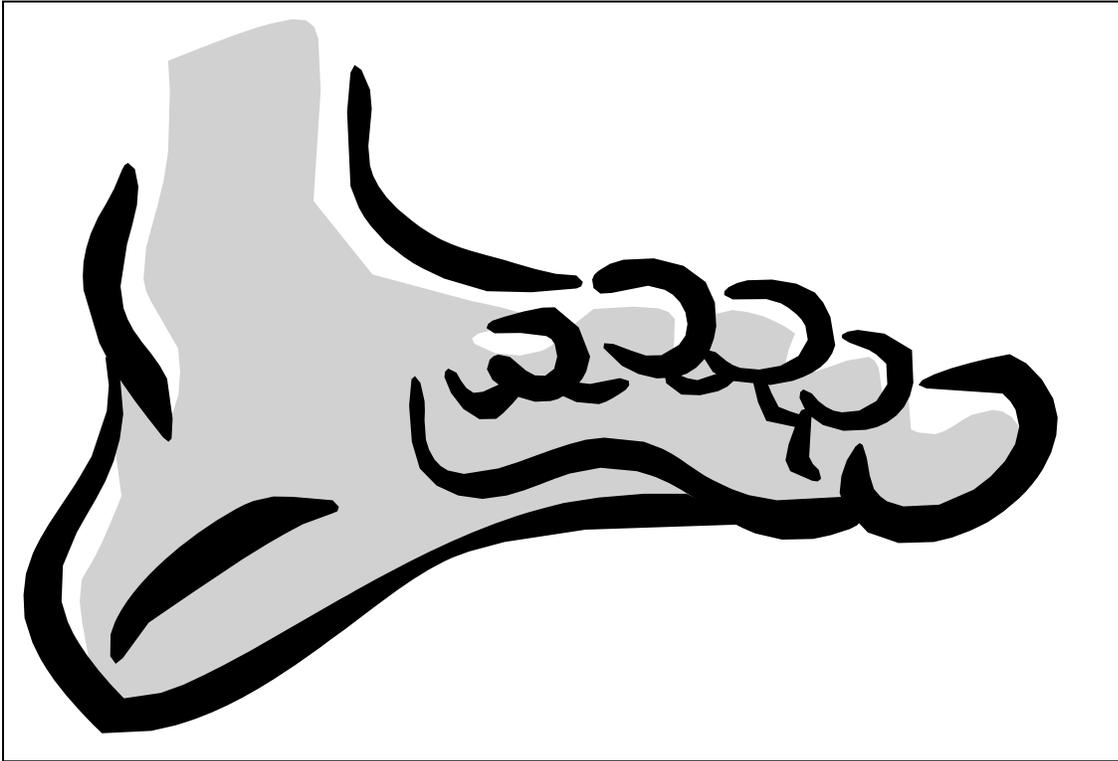
<p style="text-align: center;">The Learning Book</p> <p>Name: _____</p>	<p>1. Eyes on speaker</p>
<p>2. Quiet body (hands and feet)</p>	<p>3. Raise my hand</p>
<p>4. Quiet mouth</p>	<p>5. Use my ears</p>



Eyes on speaker



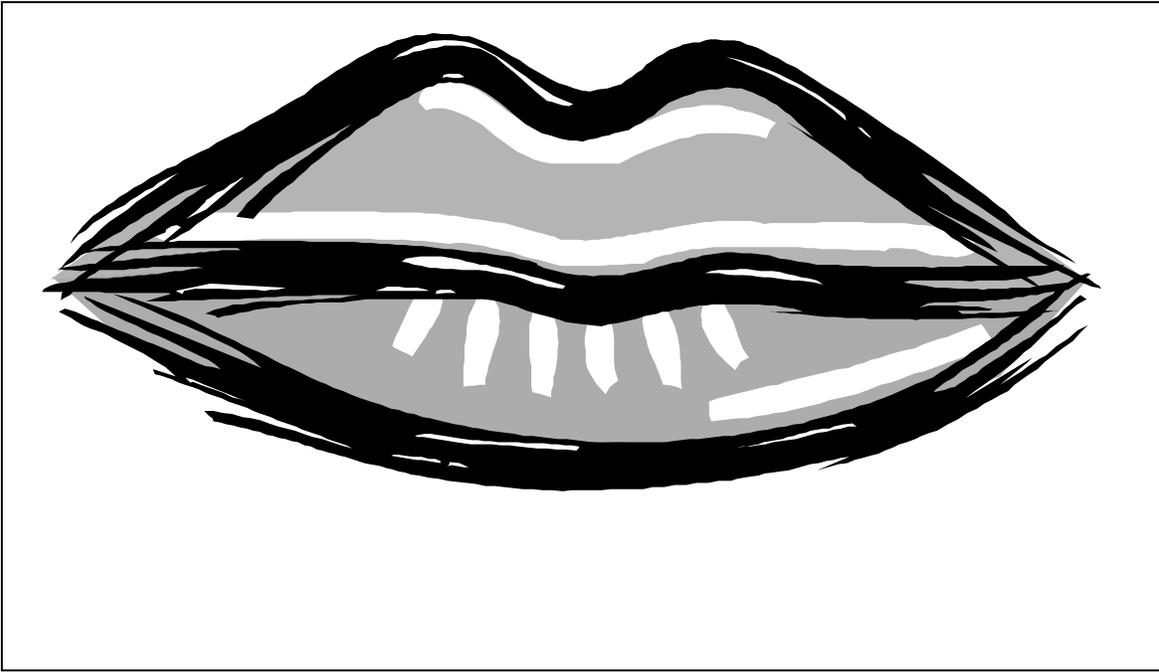
Quiet hands



Quiet feet



Raise your hand



Quiet mouth



Use your ears

Unit #1 Title: Skills for School Success	
Lesson Title: The Learning Book (Part 2)	Lesson: 2 of 2
Grade Level: K	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and monitoring Personal Plan of Study	
Grade Level Expectation (GLE): AD.6.A.K: Identify the skills needed to be a successful learner.	
American School Counselor Association (ASCA) National Standard: Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Learning Book</i> activity sheet (begun in Lesson 1) Crayons or colored pencils Picture cards (six cards) Copy of <i>The Learning Song</i> Scissors Stapler</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
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will learn and sing *The Learning Song*.

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 state the learning skills in a song.

Lesson Preparation

Essential Questions:

What does a successful learner do?

Engagement (Hook):

The counselor enters the room singing the *Learning Song* to the tune of *London Bridge is Falling Down*.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor gives each student a copy of the song and teaches the words to the students. 2. The counselor hands out the students' <i>Learning Book</i> activity sheet from the last lesson. The students are instructed to illustrate the cover of their Learning Books (upper left- hand square on the sheet) and then to get out their crayons or colored pencils to color their pictures. 3. The counselor instructs students to follow the steps below. <ol style="list-style-type: none"> a. Review the pictures they drew last session. b. Color the pictures. c. Cut the squares apart. d. Put the book together in order. 	<ol style="list-style-type: none"> 1. Students sing the song with the counselor. 2. Students get out the correct materials and illustrate the covers of their Learning Books. 3. Students will follow directions, and raise their hand if they have questions.

<p>4. When students raise their hands indicating they are finished with their books, the counselor staples the book together. Books will be kept in the classroom so that these books can be shared with the teacher and peers. Counselor will use books to reinforce the application of skills.</p> <p>5. The counselor closes the lesson by singing the <i>Learning Song</i> with the students.</p>	<p>4. Students will raise their hand indicating they are ready to complete their learning book.</p> <p>5. Students will sing the song. Students will take their books home after sharing them.</p>
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Teacher Follow-Up Activities

Teacher will reinforce the skills introduced in the lesson and review the *Learning Books* the students made. The teacher will be given a copy of the words to the song to help reinforce the lesson in the classroom throughout the week.

Counselor reflection notes (completed after the lesson)

The Learning Song

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

This is how I learn in school,
Learn in school,
Learn in school,
This is how I learn in school,
Every day.

This is how I learn in school,
Eyes on speaker,
Eyes on speaker,
This is how I learn in school,
Eyes on speaker.

This is how I learn in school,
Quiet hands,
Quiet feet,
This is how I learn in school,
Quiet bodies.

This is how I learn in school,
Raise my hand,
Raise my hand,
This is how I learn in school,
Raise my hand.

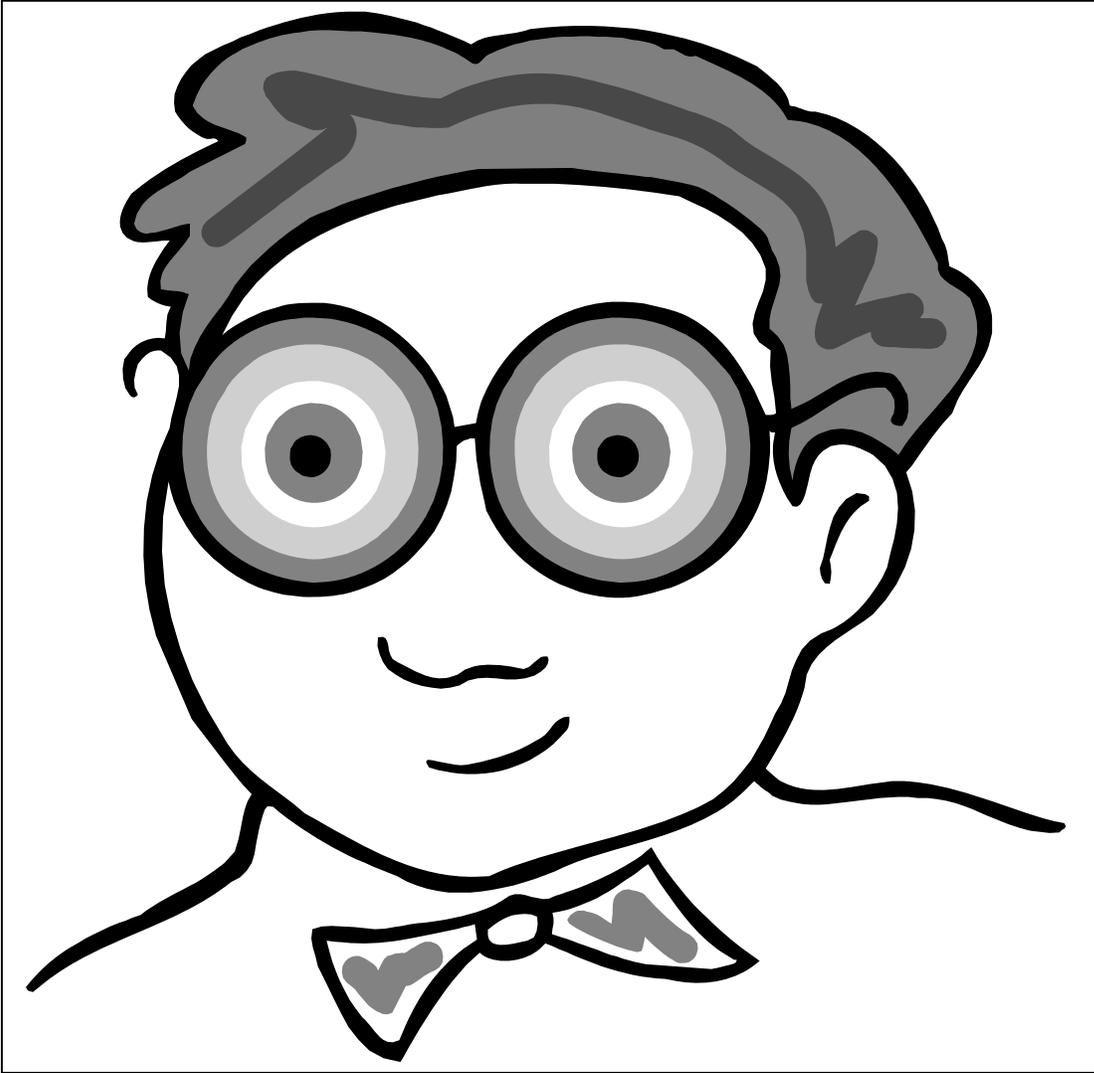
This is how I learn in school,
Quiet mouth,
Quiet mouth,
This is how I learn in school,
Quiet mouth.

This is how I learn in school,
Use my ears,
Use my ears,
This is how I learn in school,
Use my ears.

Learning Book Activity Sheet Student's Name _____

Each student will receive a copy of this sheet. Students will draw pictures, color the pictures and then cut the squares out and make a book by stapling it together.

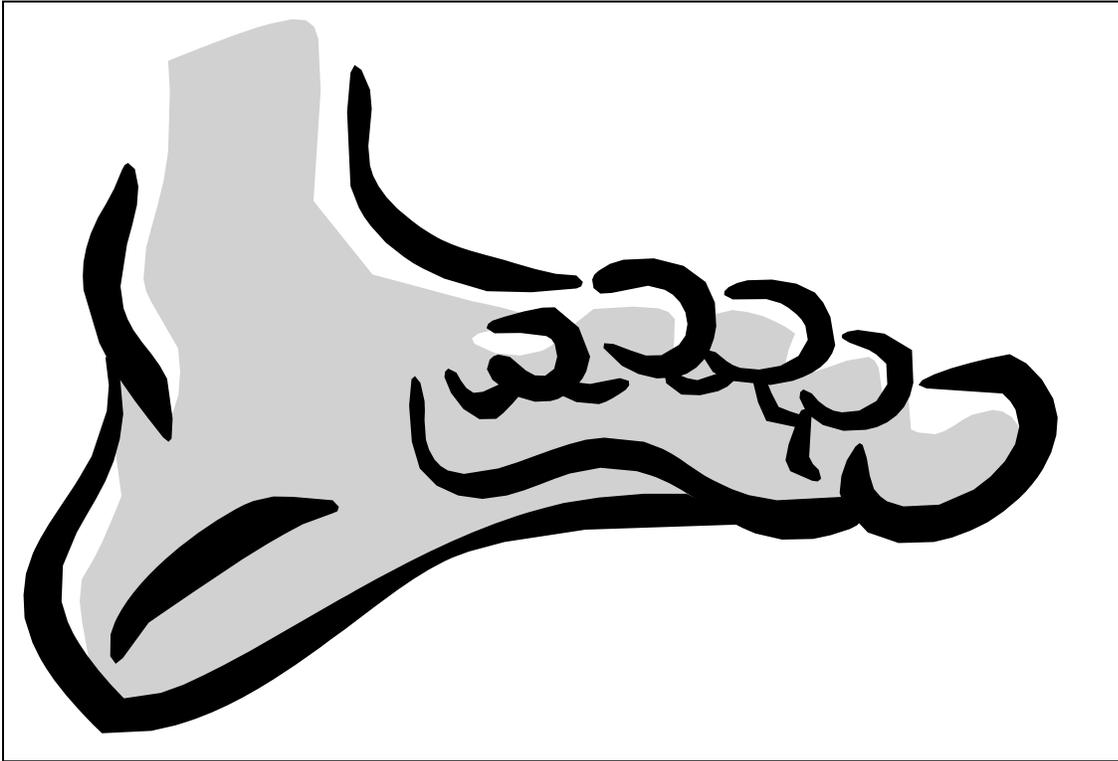
<p style="text-align: center;">The Learning Book</p> <p>Name: _____</p>	<p>1. Eyes on speaker</p>
<p>2. Quiet body (hands and feet)</p>	<p>3. Raise my hand</p>
<p>4. Quiet mouth</p>	<p>5. Use my ears</p>



Eyes on speaker



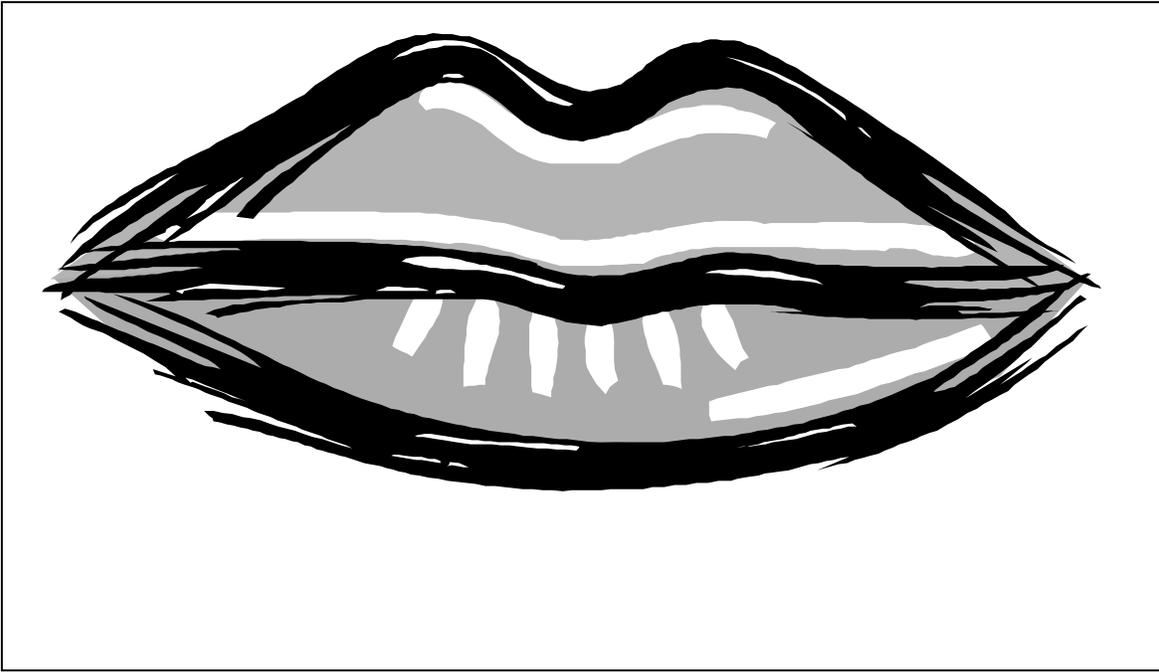
Quiet hands



Quiet feet



Raise your hand



Quiet mouth



Use your ears

Academic Development

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

Applying skills needed for educational achievement.

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

Applying the skills of transitioning between educational levels.

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

Developing and monitoring personal educational plans.

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

UNIT DESCRIPTION: Skills for School Success		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will review basic learning skills by making a book and singing <i>The Learning Song</i>		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. What does it look like to be a successful learner? 2. What does success look like?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will create a <i>Learning Book</i> depicting five skills for learning.		AD.6.A.0K: Identify the skills needed to be a successful learner.		RF.K.2 RF.K.3	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will learn and sing <i>The Learning Song</i> .		AD.6.A.0K.		RF.K.2 RF.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4	AD A	Level 1
ASSESSMENT DESCRIPTIONS*:						
The student will create a <i>Learning Book</i> depicting five skills for learning.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1 The Learning Book (Part 1) Lesson 1 The Learning Book (Part 2)				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1) <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)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages (Ls. 1, 2) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	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 type="checkbox"/> Discussion <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: Developing Awareness of Work and Workers

Grade Level: K

Number of Lessons in Unit: 4

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do

Materials/Special Preparations Required:

Two puppets of your choice

These Are a Few of My Favorite Things To Do activity sheet

Sharing Circle Ball

Lesson # 2: Name That Career Path

Materials/Special Preparation Required:

Career Paths mini poster(1)

Career Path posters (6)

Puppets from lesson 1

Blank 5x7 index cards or sentence strips

Lesson #3: Traveling the Career Paths (Part 1)

Materials/Special Preparation Required:

Career Paths mini poster(1)

Same two puppets from lessons 1 & 2

Various career hats, pictures or puppets

Blank 5x7 index cards or sentence strips

Lesson #4 Traveling the Career Paths (Part 2)

Materials/Special Preparation Required:

Career Paths posters & *Career Paths* mini poster from Lesson 2

Student generated list of jobs (on index cards from Lesson 2 & 3)

Same two puppets from previous lessons

Blank Index Cards (5x7) or sentence strips

Board Space for each Career Path

Musical Selection on tape or CD

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

CD.7.A.0K: Identify likes and dislikes at home and school. (DOK Level - 2)

CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. (DOK Level - 2)

CD.7.C.0K: Recognize that all work is important. (DOK Level - 1)

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 idea 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

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

Unit Essential Questions:

What is work?
Why do people work?

Unit Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at school.
Students will identify all six career paths as a group and identify why they are important.
Students will identify at least two workers in school and their career paths.
Students will identify at least two family members and their career paths.
Students will identify two jobs and share one reason why each job is important.

Unit Instructional Strategies/Instructional Activities

<input checked="" type="checkbox"/>	Direct (Guided and Shared – reading, listening, viewing, thinking)
<input type="checkbox"/>	Indirect
<input type="checkbox"/>	Experiential
<input type="checkbox"/>	Independent Study
<input checked="" type="checkbox"/>	Interactive Instruction (Brainstorming, Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.

Brief Summary of Unit: Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.

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 possess some knowledge of workers at school and at home.
Students will possess some knowledge of the duties and responsibilities required of various workers.
Students will possess some knowledge of vocabulary such as: likes/dislikes, work/workers, duties/responsibilities, favorite or not so favorite, least/most, jobs.

Unit #1 Title: Developing Awareness of Work and Workers	
Lesson Title: These Are A Few of My Favorite and Not So Favorite Things To Do	
Grade Level: K	Lesson: 1 of 4
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.A.0K: Identify likes and dislikes at home and school.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

2 puppets of your choice <i>These Are a Few of My Favorite Things To Do</i> Activity Sheet “Sharing Circle” ball
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	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 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

<p>Students will identify at least two tasks they like to do at home and at school. Students will identify at least two tasks they dislike at home and at school.</p>
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will demonstrate by completing <i>These Are a Few of My Favorite and Least Favorite Things To Do</i> Activity Sheet -- drawing a minimum of one of their favorite things and least favorite things at school and home.</p>
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Lesson Preparation

<p>Essential Questions: Why do you have favorite things? Why do you have least favorite things?</p> <p>Engagement (Hook): Puppet will perform a dialogue involving these questions. Is it important to have things you like to do? Why? Is it okay not to like every thing you do? Do you have favorite things you like to do at school and home? Do you have to do things at school and home that are not your favorite?</p>
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Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Puppets will ask the students the questions listed in the hook. The puppets will follow with an energetic discussion of their favorite and least favorite things to do at school and at home. Puppets will interact with students, asking three or four students what their favorite subjects are at school. Puppets will continue the discussion by asking what activities the students like 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will respond to questions. Counselor will facilitate students' taking turns, topic focus and every student responding. Students will actively respond to the puppets' questions. Students will actively respond to the puppets' questions.
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<p>and dislike doing when they are at home. The puppets will ask three or four additional students to share their least favorite things at home (encourage contributions from all students).</p> <p>4. Puppets will hand out a <i>These are a Few of My Favorite or Least Favorite Things To Do Activity Sheet</i>. In the first column, students will draw one thing they like to do at school and one thing they like to do at home. In the second column the students will draw a least favorite activity or thing for school and another for home.</p> <p>5. Upon completion of the activity sheet, the puppets will instruct students to bring their activity sheet and join the Sharing Circle. Each student will share what they like best/least at school and home. The puppets will pass the <i>Sharing Circle Ball</i> to the student who starts the Sharing Circle process.</p> <p>6. The counselor asks: How did you decide what you like or don't like?</p> <p>7. Puppets will facilitate students' summarization of the discussion, emphasizing: a.) that each child had great ideas; b.) that there were so many different ideas; c.) that it is important to remember that everyone has different and similar "favorite and not so favorite" things he or she does....and that's okay! d) our favorite or not so favorites will change as life goes on and people grow and change.</p> <p>8. Puppets thank the students for allowing them to visit their classroom, and promise</p>	<p>4. Students will draw one favorite and one least favorite activity to do at school and home.</p> <p>5. Students will bring their papers to a "Sharing Circle" in the room and sit down in the circle quietly. Each student will respond in turn as they receive the "Sharing Circle" ball. As they pass the ball, alternating students will share one thing they like best, and while the others share what they like least. The other students will listen. If class is large, the counselor may divide the class into two groups to perform the activity.</p> <p>6. Students' responses will indicate a beginning awareness of "influences" in their lives e.g. "I don't like to get my hands dirty." "My friend, Lucy, doesn't like to sweep and neither do I."</p> <p>7. Students will actively respond to the puppets' prompts, bringing out: the concepts of a. Each person has "favorite and not so favorite" things he or she does. b. We make choices based on our likes and dislikes (using age- appropriate language/vocabulary).</p> <p>8. Students close with saying, "You're Welcome" or "Good-Bye" to the puppets.</p>
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<p>to return.</p> <p>NOTE: Counselor may also choose to put the favorite things on the “front” side of the worksheet, and the least favorite things on the “back” side of the worksheet.</p>	

Teacher Follow-Up Activities

Teacher may have students cut out pictures of people doing different activities for a class collage of differences and similarities in likes and dislikes (favorite or not so favorite) things.

Counselor reflection notes (completed after the lesson)

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My Favorite Things To Do...

Draw a picture of at least one of your favorite things.

at school...



My Least Favorite Things To Do...

Draw a picture of at least one of your least favorite things.

at school...



at home...



at home...



Unit #1 Title: Developing Awareness of Work and Workers	
Lesson Title: Name That Career Path	Lesson: 2 of 4
Grade Level: K	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. CD.7.C.0K: Recognize that all work is important.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Career Path</i> mini poster <i>Career Path</i> posters (station throughout the room) Same two puppets from lessons 1 Blank 5x7 index cards or sentence strips</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify all six career paths as a group and identify why they are important.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Performance Task: Students will name the jobs of their parents or friends and then match the job with the appropriate career path.

Lesson Preparation

Essential Questions:
 Why are there so many different kinds of jobs?
Engagement (Hook):
 Puppets will perform a dialogue with students regarding various jobs as puppets wear different job hats or hold different job tools, or hold pictures of different jobs. (Hats, tools, or pictures should represent each of the six career paths.)

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Puppets will ask questions using props such as worker hats, tools, pictures and/or the individual mini poster of the career paths (Example: What job might require the use a hammer? Which career path do you think this job matches? Fixing and Building Technology). The puppets will give an example or two for each career path, thus reviewing the six career paths from the last lesson. Counselor will ask which, if any, career path is more important than the others. Puppets say, “Today we are going to play another version the ‘Career Path Game’. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will respond by sharing ideas about jobs and career paths. They will also share that all career paths are important. Students will give names of jobs.
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<p>Think of someone you know who has a job.” Each student will have a chance to quickly name the job.</p> <p>3. The counselor will introduce the six separate <i>Career Path</i> posters posted around the room. As students name various jobs, the class will determine which career path the job matches. The counselor will write the job title on a 5x7 index card or sentence strip. (NOTE: Keep a fast pace so that 1st learners standing are engaged throughout).</p> <p>4. Once the career path is determined, the puppets will ask students, “What makes this an important job?”</p> <p>5. Puppets will dialogue with the students to review the 6 career paths and to restate the idea that <u>every</u> job is important.</p>	<p>3. The student takes the Career Card to the Career Path poster that is chosen. Procedure is followed for each job title/career card.</p> <p>4. Students will respond to indicate the unique importance of each job. The puppets will assist those who have difficulty with the answer.</p> <p>5. Students will listen and respond appropriately.</p>
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Teacher Follow-Up Activities

The teacher can identify a career path for each special guest that visits the classroom.

NOTE: Counselor/teacher may also choose to paste the *Career Path* posters on separate colors of construction paper. Students can name the color even if they can’t remember the name of the career path. Counselor/teacher would have pictures of people doing different jobs, which the class then assigns to a career path color. If colors are used to represent the career paths, then the colors need to be consistent lesson to lesson, year to year.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

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



Helping Path

(Human Services)

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



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



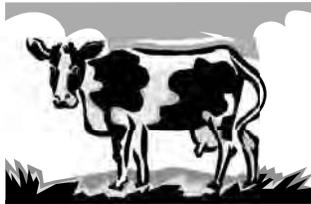


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





Nature Path

(Natural Resources/Agriculture)

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





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

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



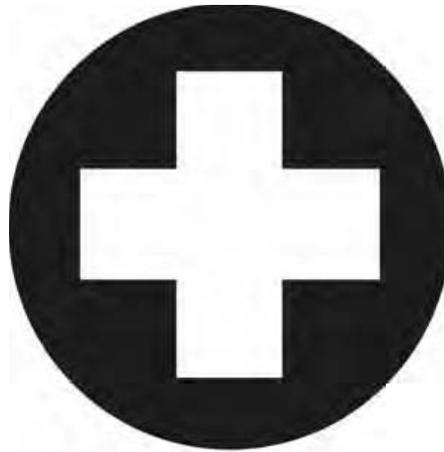


Helping Path

(Human Services)

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





Health Path

(Health Services)

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



Unit #1 Title: Developing Awareness of Work and Workers	
Lesson Title: Traveling the Career Paths (Part 1)	Lesson: 3 of 4
Grade Level: K	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Career Paths</i> mini poster(1) Same two puppets from lessons 1 & 2 Various career hats, pictures or puppets Blank 5x7 index cards or sentence strips</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify at least two workers in school and their career paths.
 Students will identify at least two family members and their 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.
 Performance Task: Counselor will quiz students as a class asking them to match job with career paths using job list on board.

Lesson Preparation

Essential Questions:
 Why are there so many different kinds of work? (NOTE: this ties directly to the previous lesson’s discussion of likes/dislikes, and into the need for career paths)
Engagement (Hook):
 Puppets (introduced in Lesson 1 of this unit) discussion of the six career paths
 Career puppets or hats or pictures that represent each of the six career paths

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Puppets will ask the students to identify jobs that they are aware of. 2. Puppet One will ask the students why there are so many kinds of jobs. Puppets will ask students to identify adult jobs of family members, of school workers and of community workers. The counselor will write the jobs on the board. The counselor will later write the jobs on index cards or sentence strips to be used in lesson 4. 3. Puppet Two will explain that different jobs are for people who like to do different 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will identify jobs. 2. Students will respond to questions asked. 3. Students will listen to the explanation, responding to any questions about the previous
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<p>things and activities, reminding them of the previous lesson’s discussion on likes and dislikes.</p> <p>4. The puppets will ask the students, “Did you know that you are on a career path?” When do you think you started your career path? (If the class does not appear aware that they are on a career path, counselor will offer further explanation.)</p> <p>5. The puppets ask students, “What are some things you have learned since starting school? The counselor will write students ideas on the board.</p> <p>6. The puppet will review the list of ideas and say, “Are these things a person might need when working at their job?” Would a teacher need these skills...banker, construction worker, police officer...?</p> <p>7. The counselor distributes copies of the <i>Career Path</i> mini poster. Instruct students to look at the picture/icons on the left side of the poster. Explain that there are 6 different kinds of career paths, and that there are many jobs in each career path.</p> <p>8. Introduce the six paths with the aid of the mini poster. The counselor will draw a circle on the board with career paths written in the middle. The counselor will draw six lines from it (see illustration under #8 on student involvement). Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order)... Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.</p>	<p>lesson’s discussion that might be asked.</p> <p>4. Students will respond accordingly.</p> <p>5. Students share things they have learned in school (reading, writing, math, listening, being a good friend, paying attention, etc.).</p> <p>6. Students will review the list of skills and respond. The answer should be yes that all skills learned would be needed. Some skills would be used more than others at certain jobs.</p> <p>7. Students will review the career path poster, and listen to the examples.</p> <p>8. When the copy of the poster is distributed, the students will review the paths as the counselor/puppets are talking about each career path.</p> <div data-bbox="812 1428 1412 1848" data-label="Diagram"> <pre> graph TD CP((Career Paths)) --- HP[Health Path] CP --- BP[Business Path] CP --- CrP[Creative Path] CP --- NP[Nature Path] CP --- FBTP[Fixing/Building and Technology Path] CP --- HeP[Helping Path] </pre> </div>
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<p>9. The puppets explain that they will continue to talk about the six career paths during the next lesson. The counselor asks students to write the name on the poster and collects the poster for the next lesson.</p>	<p>9. Students write their name on the poster and hand it in to the counselor.</p>
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Teacher Follow-Up Activities

Teacher will post the career path poster in the classroom.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

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



Helping Path

(Human Services)

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



Health Path

(Health Services)

People who like to care for animals and people.



Unit #1 Title: Developing Awareness of Work and Workers	
Lesson Title: Traveling the Career Paths (Part 2)	Lesson: 4 of 4
Grade Level: K	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectation (GLE): CD.7.C.0K: Recognize that all work is important.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Posters of the 6 career paths</i> <i>Career Paths</i> posters & <i>Career Paths</i> mini poster from Lesson 2 Student generated list of jobs (on index cards from Lesson 2 & 3) Same two puppets from previous lessons Blank Index Cards (5x7) or sentence strips Board Space for each Career Path Musical Selection on tape or CD</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to

		institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

Students will identify two jobs and share one reason why each job is important to the world of work.

Lesson Formative Assessment (acceptable evidence):

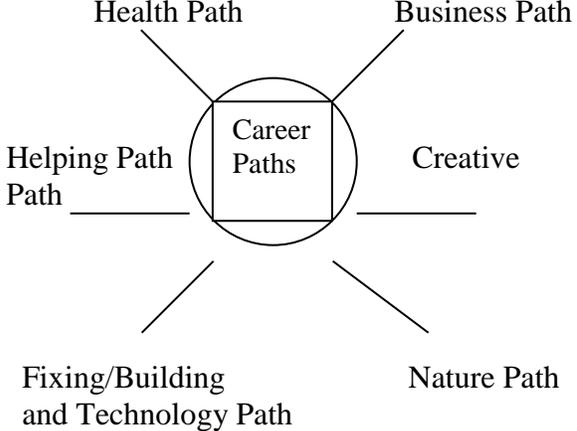
Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Performance Task: Students (as a class) will match job with the most appropriate career paths using job list on board or career cards as “starters”. Students will be encouraged to add other jobs to the career paths.

Lesson Preparation

Essential Questions:
 Why is it important for us to know where we are going when we get up in the morning? If we don't, what might happen?
Engagement (Hook): Put on some music. Have students form a train or line in the classroom behind the counselor. Start walking around the room in a train form. Say we are making a path in our classroom. Indicate different locations in the room and then take the train of students in that direction (Example: We are making a path to the bookshelf). When the song finishes explain to the students that you just made a path to different places in the room. Just like when people decide what job they want and then they have follow different paths to get there.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. The counselor will distribute the <i>Career Path</i> mini poster from the last class. Using the same procedure from the last class, the counselor will draw a circle on the board with career paths written in the middle of the circle. The counselor will draw six lines from it (see illustration under #1 on student involvement).</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will review the career path poster, and listen to the examples.</p>
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<p>Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order).... Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.</p> <p>2. Discuss the Icon symbols on the <i>Career Path</i> mini poster and share what the symbol represents for that career path. The counselor will return each student’s copy of the mini-poster from Lesson 2. Say, “Hold up you hand if you remember how many career paths there are. Distribute the poster to students. Hint: If you don’t remember, look at the pictures on the Left side of the mini-poster.</p> <p>3. Puppets will ask, “Which career path is the most important?” If students do not respond with “all,” puppets will tell the class that EVERY career path is important and discuss why all jobs are important. Give an example: “If we didn’t have doctors what would happen?” If we didn’t have farmers what would happen?”</p> <p>4. Counselor will review the job titles listed during Lesson 2 and ask students to name jobs they observed people doing since that lesson. New cards will be made and added to the set of career cards. The puppets tell students they are going to play the “Career Path Game”. Several students will be selected to draw Career Cards. The counselor will read the job title and the student will identify a possible career path for that job.</p>	<div style="text-align: center;">  </div> <p>2. The students will review the symbols as the counselor/puppets are talking about each career path.</p> <p>3. Students will offer suggestions.</p> <p>4. Students will contribute new job titles.</p>
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<p>5. Write the name of one career path on each of the 6 poster boards, bulletin boards, or other display. Career Cards will be placed in columns under the appropriate career path.</p> <p>6. The puppets tell the students to take their Career Path Mini Posters home to discuss it with their parents or an adult at home. Suggest that the students ask their parents to help determine the career paths their parents' jobs fit into.</p>	<p>5. Students will play the game and respond with the appropriate career path. Classmates will assist in matching the jobs and career paths if needed.</p> <p>6. The students will take their mini poster, home and discuss the career paths with their parents or other adults at home.</p>
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Teacher Follow-Up Activities

Teacher will discuss the career path poster when they have speakers or guest in the room.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

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



Helping Path

(Human Services)

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



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



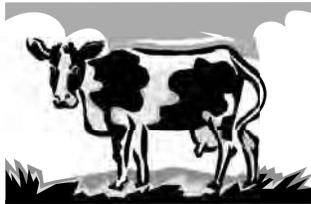


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





Nature Path

(Natural Resources/Agriculture)

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





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

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



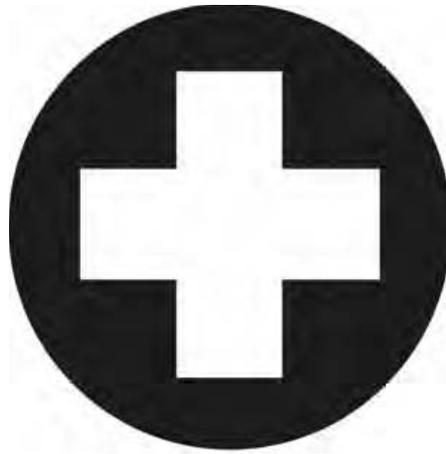


Helping Path

(Human Services)

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





Health Path

(Health Services)

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



COURSE INTRODUCTION:**Career Development**

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

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

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

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

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

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Developing Awareness of Work and Workers Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.		SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. What is work? 2. Why do people work?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify at least two tasks they like to do at home and at school.		CD.7.A.0K: Identify likes and dislikes at home and school. CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. CD.7.C.0K: Recognize that all work is important.		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	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 - 2 DOK Level - 2 DOK Level - 1
2. Students will identify at least two tasks they dislike at home and at school.		CD.7.A.0K CD.7.B.0K. CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1

				SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5		
3. Students will identify all six career paths as a group and identify why they are important.		CD.7.A.OK. CD.7.B.OK CD.7.C.OK		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
4. Students will identify at least two workers in school and their career paths.		CD.7.A.OK. CD.7.B.OK CD.7.C.OK		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
5. Students will identify at least two family members and their career paths.		CD.7.A.OK. CD.7.B.OK CD.7.C.OK		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
6. Students will identify two jobs and share one reason why each job is important.		CD.7.A.OK. CD.7.B.OK		RF.K.2 RF.K.3 W.K.8 SL.K.1	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1

		CD.7.C.0K		SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5		
ASSESSMENT DESCRIPTIONS:						
Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See:					
2	Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do					
3	Lesson #2: Name That Career Path					
4	Lesson #3: Traveling the Career Paths (Part 1)					
5	Lesson #4: Traveling the Career Paths (Part 2)					
6						
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See:					
2	Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do					
3	Lesson #2: Name That Career Path					
4	Lesson #3: Traveling the Career Paths (Part 1)					
5	Lesson #4: Traveling the Career Paths (Part 2)					
6						
	Direct: <input type="checkbox"/> Structured Overview	Indirect: <input type="checkbox"/> Problem Solving	Experiential: <input type="checkbox"/> Field Trips	Independent Study <input type="checkbox"/> Essays	Interactive Instruction <input type="checkbox"/> Debates	

<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 type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<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	<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	<input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2,3,4) <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls.1,2,3,4) <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
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UNIT RESOURCES:

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

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

Unit #1 Title: What Do Adults Do When They Go to Work?

Grade Level: K

Number of lessons in the Unit: 3

Time Required: 90 minutes total (30 minutes for each lesson)

Lesson Titles:

Lesson 1: “Career Investigators” – Jobs of Family Members (Part 1)

Materials/Special Preparations Required:

Counselor Materials

Oversized magnifying glass (paper or real)

Tool Box: A Collection of Tools that Workers Use

Lesson 2: “Career Investigators” – Jobs of Family Members (Part 2)

Materials/Special Preparations Required:

Student Materials

Parent Letter/Family Member Job Role and Responsibilities Activity Sheet

Magnifying Glass Activity Sheet, classroom quantities

Markers/crayons

Counselor Materials

Oversized magnifying glass (paper or real)

Tool Box: A Collection of Tools that Workers Use

Lesson 3: “Career Investigators” – Jobs of Family Members (Part 3)

Materials/Special Preparations Required:

Completed parent interview and *Magnifying Glass Activity Sheets*

(These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)

Oversized magnifying glass (paper or real)

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.8: Knowing Where and How To Obtain Information About The World of Work And Post-Secondary Training/Education

Grade Level Expectation (GLEs):

CD.8.A.0K: Identify roles and responsibilities of family members in the world of work. (DOK Level - 2)

CD.8.B.0K: Identify the skills family members use in their work. (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)

<input checked="" type="checkbox"/>	Goal 1: Gather, analyze and apply information and ideas
<input checked="" type="checkbox"/>	Goal 2: Communicate effectively within and beyond the classroom
<input type="checkbox"/>	Goal 3: Recognize and solve problems
<input checked="" type="checkbox"/>	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)
<input checked="" type="checkbox"/> Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
<input type="checkbox"/> Mathematics	
<input checked="" type="checkbox"/> Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
<input type="checkbox"/> Science	
<input type="checkbox"/> Health/Physical Education	
<input checked="" type="checkbox"/> 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 work?

Unit Measurable Learning Objectives

The student will identify three roles and responsibilities of a family member's job.
The student will identify three skills a family member uses in his/her job.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect
 Experiential
 Independent Study
 Interactive Instruction (Discussion, 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.**
 The student will draw pictures of family members or other adults at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.

Brief Summary of Unit:

An important feature of this unit is the investigation of the world of work. Students will explore the work done by family members or other adults. Students will learn about roles, responsibilities, and skills during the lessons for the unit.

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

Students will have some knowledge of what family members or other adults do at work.

Vocabulary:

Work, Workers

Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 1) **Lesson #** 1 of 3

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
 CD.8.A.0K: Identify role and responsibilities of family members in the world of work.

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)

Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member’s job.

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 demonstrate knowledge of specific roles and responsibilities for various jobs. Assessment will be through the activities that accompany the “Tool Box” discussion.

Lesson Preparation

Essential Questions: (addressed during lesson)
 What is work?
 What is a role?
 What is a responsibility?

Engagement (Hook): Have or make an oversized magnifying glass. Tell the students that you are investigating the work people do. Ask the students to help you in the investigation.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Walk around classroom using oversized magnifying glass to get a closer look at various people and things in the room – act like a detective ... without talking directly to students – Make comments like “hmm,” “This is interesting,” “I can use this as evidence.” As you’re walking around, gather “evidence” of a teacher’s work role and responsibilities. 2. Explain to students that they will help you investigate what people do while they are working. Ask 3-4 students to tell the class their definition of “investigate,” “work” and “workers.” 3. Reveal the tool box. Pull out one or two tools; ask individual students to help you by holding the tools. As you take the tools out of the box, continue your investigator role 	<ol style="list-style-type: none"> 1. Students will demonstrate their engagement by following with their eyes. 2. Students will contribute to the discussion by volunteering definitions of “investigate” and “work” and workers. 3. Students volunteer to hold tools and will respond with the name of the job or worker.

<p>with comments such as “Hmm...I wonder who would use this tool at work?” or “Who will demonstrate how a worker uses this tool? What skills does someone need to use this tool at work? Does anyone have a family member who uses this tool at work?” Follow the same procedure with 3 or 4 more tools (depending upon students’ attention span).</p> <p>4. As you close the lesson for this day, ask students to tell one thing they have discovered about workers. Ask students to help you learn more about what people do at work by observing workers wherever they go. “During our next lesson together, we will talk about your observations and you will get to see more of the tools in the tool box</p>	<p>4. Students will volunteer to respond.</p>
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Teacher Follow-Up Activities

Encourage teachers to use vocabulary of work and roles and responsibility throughout the day and in other lessons.

Counselor reflection notes (completed after the lesson)

Counselor Resource
Tool Box: A Collection of Tools Workers Use
 Examples of Tools to Include in Tool Box

Please note that this list is not all-inclusive and one tool may work with a variety of jobs. Use toy tools and/or pictures as well as real tools in order to get broad representation of workers.

A reminder: The terms “tool” “job title” “role” “responsibility” may be unfamiliar to kindergarten students, e.g., their prior knowledge may associate the word “role” with something they eat (roll) or do (roll around on the floor); they may not have prior experience with the word “role” in relationship to what adults do on their job.

Tool	Job Title	Role	Responsibility
Hammer	Carpenter	Builds/Repair Houses	Follow plans/directions from homeowner.
Wrench	Mechanic	Repair Vehicles	Repair what the owner asks.
Paintbrush	Painter (or Artist)	Paint Rooms/Houses	Change color to satisfy the owner.
Pencil	Writer	Write Books	Meet deadlines
Hair Dryer	Beautician	Fix People’s Hair	Talk with people about what they want done with their hair.
Bowl and Spoon	Chef	Cook Meals	Follow recipe
Stethoscope	Doctor	Help people who are sick	Listen to patient.
Ruler	Architect	Design buildings	Make sure the building is safe.
Books	Librarian	Provide information and resources.	Help people find books.
Telephone	Receptionist	Answer questions	Provide accurate information.
Calculator	Banker/Teller	Manage accounts	Accurately count money
Needle and Thread	Seamstress	Construct/Repair garments	Create or repair clothing to meet the interests of people.
Tractor	Farmer	Plant/Grow Crops	Take care of the crops/soil.

Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 2) **Lesson 2 of 3**

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
 CD.8.A.0K: Identify roles and responsibilities of family members in the world of work.

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)

Student Materials: *Parent Letter/Family Member Job Role and Responsibilities Activity Sheet*; *Magnifying Glass Activity Sheet*, classroom quantities; markers/crayons
 Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
X	Fine Arts 1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member’s job.

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’s understanding of roles and responsibilities of the various jobs will be assessed through completion of a drawing of a parent or other adult at work

Lesson Preparation

Essential Questions: (addressed during lesson)
 What is work?
 What is a role?
 What is a responsibility?
Engagement (Hook): Come to class with the oversized magnifying glass, pretending to look at things and people through the glass.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>See Counselor Resource, <i>Tool Box: A Collection of Tools that Workers Use.</i></p> <ol style="list-style-type: none"> Say: “The last time I was here, we talked about why I have this big magnifying glass. Who’s willing to remind everyone about why I need your help? What help do I need?” Continue with – “A responsibility I gave you was to observe workers everywhere you went. What workers did you observe?” Re-introduce the tool box by asking students to remember one tool that was in the tool box. Hold up a tool (e.g. a hammer) and ask students to name the tool. Continue by asking individuals which type of worker 	<ol style="list-style-type: none"> Students will volunteer to answer questions. Students will contribute to the discussion by naming workers they saw. Students tell the class one tool they remember. Students will contribute to the discussion by naming the tool and a worker who would use the tool.

<p>uses the tool. Example: “Who uses a hammer as a tool at work?”</p> <p>5. Ask: What jobs do you do to help at home?” “The ways you help at home are your work and the jobs you do are your responsibilities. All workers have roles and responsibilities.”</p> <p>6. “Can someone tell me what an interview is? An interviewer is someone who asks questions and records the responses. An investigator uses the skill of interviewing. Before our next guidance lesson, you will have a chance to be an investigator and interview a parent or another adult. You will be asking adult questions about his or her work.” Provide opportunity for students to practice interviewing with a partner.</p> <p>Give each student a copy of the <i>Parent Letter</i> and the <i>Magnifying Glass Activity Sheet</i>. Tell students that the letter is for their parents and the magnifying glass will be used to “record” their investigation.</p> <p>7. Explain to students that, after their interview with an adult, they will use the <i>Magnifying Glass Activity Sheet</i> to record (draw) one adult doing his or her job. (The activity sheet will be completed at home and returned to classroom teacher or counselor for use in the next guidance lesson).</p> <p>8. End session by commenting on investigator characteristics and commend the class on being good investigators of people at work.</p>	<p>5. Students will contribute to the discussion by identifying responsibilities they have at home</p> <p>6. Students will contribute to the discussion by telling what they know about interviewers and interviewing. They will participate in the practice interview.</p> <p>7. Students will ask clarifying questions and will summarize what they are to do at home.</p> <p>8. Students take home the <i>Parent Letter</i> and <i>Magnifying Glass Activity Sheets</i>.</p>
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Teacher Follow-Up Activities

Classroom teachers will be encouraged to follow through on lesson by using the vocabulary words: role, responsibility, skills, tools, investigate, work, workers as a part of other class activities. Encourage students to ask workers about their work.

Counselor reflection notes (completed after the lesson)

**PARENT /FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES:
Cover Letter**

Dear Parent/Guardian of a Kindergarten Student:

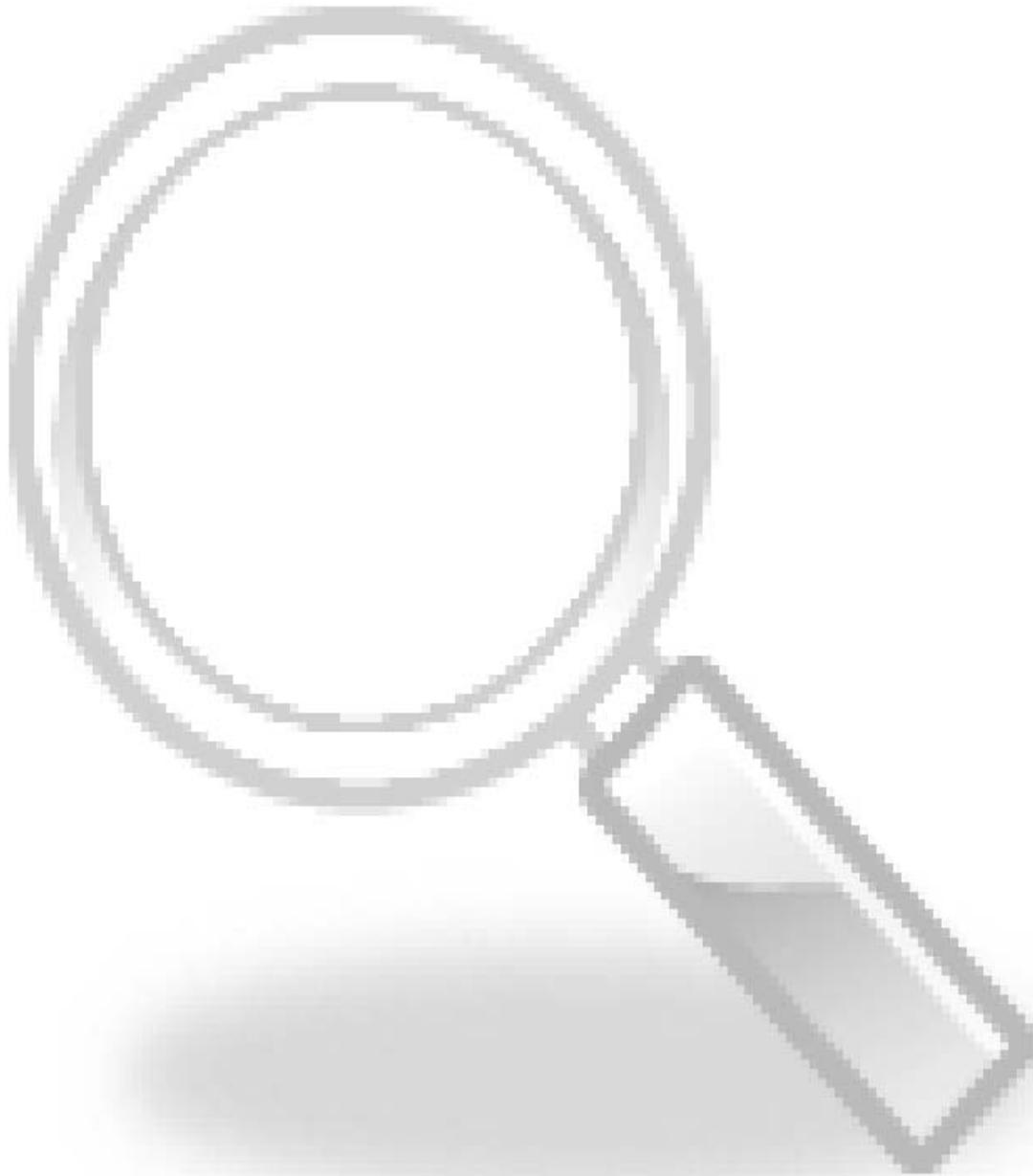
Today we began discussion of the roles and responsibilities of various jobs. During our next session, students will begin the creation of a classroom book to illustrate the jobs that family members have and the roles and responsibilities of those jobs. In order for your child to complete his/her page in the classroom book, please complete the following information and return to the school by _____.

Thank you in advance for your help in this project.

My _____ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a _____ (insert job name). At this job, he/she

(Insert brief description of role and responsibility family member has in his or her job).

Magnifying Glass Activity Sheet



Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 3) **Lesson:** 3 of 3

Grade Level: K

Length of Lesson: 30 minutes

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

Grade Level Expectation (GLE):
 CD.8.B.0K: Identify the skills family members use in their work.

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)

Completed parent interview and *Magnifying Glass Activity Sheets*
 (These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)

Oversized magnifying glass (paper or real)

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

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
X	Fine Arts 1. Process and techniques for the production, exhibition, or performance of one or more of the

		visual or performed arts
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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three skills a family member uses in his/her job.

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 describe the skills his/her family members or other adults use on the job, using the activity sheets completed with their parents or other adults as a guide.

Lesson Preparation

Essential Questions: (Review from lessons 1 & 2)
 What is work?
 What is a role?
 What is a responsibility?
 What is a skill?

Engagement (Hook):
 Once again, bring in the oversized magnifying glass. This time, look through it at each child.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. “Boys and girls, I am back to continue in our investigation of what people do at work. Let’s look at your activity sheets to find out what adults do when they go to work.” Ask students to show their drawings to a partner and explain what they learned about the adult’s job. 2. Each student will have the opportunity to speak about what his or her family member does at work, and what skills are needed to be able to do the work. 3. After the students finish, ask them to name the kinds of skills they need in order to do their work at school and at home. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will tell a partner about two things they included in their magnifying glass illustrations. 2. Students respond by reporting what is written on their activity sheets. 3. Students will offer their ideas.
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4. End by telling the students that they have been great investigators of the world of work. Have them give a high five.	4. Students give a high five.
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Teacher Follow-Up Activities

Teachers may display the students' work as a booklet as delineated in the letter and may discuss how the skills students use in school can be used in many jobs.

Counselor reflection notes (completed after the lesson)

COURSE INTRODUCTION:

Career Development

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

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

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

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

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

Applying skills for career readiness 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: What Do the Adults In Your Family Do When They Go to Work? An important feature of this unit is the “investigation” of the world of work. Students will explore the work done by family members. Students will learn about roles, responsibilities, and skills during the lessons for the unit.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. What is 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 identify three roles and responsibilities of a family member’s job.		CD.8.A.0K: Identify roles and responsibilities of family members in the world of work. CD.8.B.0K: Identify the skills family members use in their work		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2
2. The student will identify three skills a family member uses in his/her job.		CD.8.A.0K CD.8.B.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6 RF.K.2 RF.K.3 W.K.8	CD C	DOK Level - 2

				SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6		
ASSESSMENT DESCRIPTIONS*:						
The student will draw pictures of family members at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2) Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2) Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming	

Grade Level/Course Title: K / Unit Template_CD8-GrK-Unit 1-What Adults Do When They Go to Work
 Course Code: Career Development

<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)	<input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<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"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls 1,2.) <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 checked="" type="checkbox"/> Interviewing (Ls 2.) <input type="checkbox"/> Conferencing
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UNIT RESOURCES:

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

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

Unit #1 Title: Working Together	Grade Level: K
Number of Lessons in Unit: 2	
Time required for each lesson: 30 minutes	
Best time to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Cooperative Puzzles	
Materials/Special Preparations Required:	
Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4.	
Lesson 2: Helping Others	
Materials /Special Preparations Required:	
Berenstain Bears: Lend a Helping Hand Book (or a similar helping story)	
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.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school. (DOK Level – 2)	
CD.9.B.0K: Identify helper jobs that are available in the classroom. (DOK Level – 1)	
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)

	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 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 and preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

Unit Essential Questions:

Why do people need to learn how to play and work with other people?
 Why do people need to be helpers at home and at school?

Unit Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.
 The student will identify at least two ways he/she is a helper at home and at school.
 The student will identify at least one classroom helper job.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect (Problem Solving)
 Experiential (Games, Role Playing)
 Independent Study
 Interactive Instruction (Role Playing, Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
 The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.

Brief Summary of Unit:

Students will learn about working in groups to achieve a goal by completing a puzzle using cooperation skills. Students will discuss helping at home and at school, and will identify the feelings they have when they are helpful.

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

Students will have some previous knowledge of cooperation skills such as sharing, turn-taking, encouraging others; ability to put puzzles together.
 Vocabulary: cooperation/cooperate

<p>Unit #1 Title: Working Together</p> <p>Lesson Title: Cooperative Puzzles Lesson: 1 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: Flexible (20-30 minutes)</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for Career Readiness and Success</p> <p>Grade Level Expectation (GLE): CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>
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Materials and Resources (include handouts or supporting documents)

<p>Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4 Puzzle: 1 puzzle for every 4 students</p>
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 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 and preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

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

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group and by identifying skills used to complete a puzzle.

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 use participate in the cooperative task and be assessed through observation.

Lesson Preparation

Essential Questions:
 Why do you need to learn how to play and to work with other people?
 What does it look like when a group is working cooperatively?

Engagement (Hook):
 The counselor enters the classroom with puzzles in bags, and asks, “Who likes puzzles?”
 The counselor hands 3 of the puzzle bags to 3 students. Stops and says, “Oops! I don’t have enough puzzles for everyone to have his or her own puzzle. I want everyone to work on a puzzle during our Lesson. What shall I do?” The counselor says, “Hold up your hand if you have a solution for me.” (Encourage and accept several responses and guide to share.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Response/Instructional Activities:
1. When students agree on solution (sharing, working in small groups), assign students to cooperative work groups.	1. Students go to assigned groups.
2. Counselor gives each group one of the puzzles, and instructs the group by role play how to work cooperatively such as turn-taking; sharing; listening; patience; and using kind words.	2. Students will listen and observe.
3. Counselor circulates around the room	3. Students work together to complete their

<p>observing group interactions for examples of cooperative skills. Counselor makes positive comments to reinforce desired behavior. If conflicts or inappropriate interactions occur, counselor encourages students to solve the problem independently, intervening only if conflict seems to escalate.</p> <p>4. When group puzzles are completed, say/ask: “You helped your group be successful. ‘Thumbs up’ if you are proud of your work. What cooperative skills did your group find important in this activity?”</p> <p>5. Summarize the lesson and close.</p>	<p>group’s puzzle using cooperative skills. (Some of the group work would include putting the puzzle away.)</p> <p>4. Students contribute ideas (such as sharing, turn-taking, patience, using kind words).</p> <p>5. Students share closing thoughts.</p>
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Teacher Follow-Up Activities

Teacher can relate the cooperative skills discussed (turn-taking; sharing; caring; using kind words; listening; patience) to other class activities that utilize teamwork such as helping others and cleaning up after activities. Keep the classroom a place everyone can learn safely.

Counselor reflection notes

Unit #1 Title: Working Together	
Lesson Title: Helping Others	Lesson: 2 of 2
Grade Level: K	
Length of Lesson: Flexible (20-40 min.)	
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.0K: Identify helper jobs that are available in the classroom.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include activity sheets and/or resources)

A story or book about helping (e.g. Bernstein Bears: Lend a Helping Hand Book)
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

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

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance

X	Respect	X	Helping others		
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Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.
 The student will tell the group at least two classroom helper jobs.

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 tell the names of the classroom helper jobs.

Lesson Preparation

Essential Questions:
 How does being a helping person make our home and our school better?
 What does it look, sound and feel like to be a helping person at home and at school?

Engagement (Hook):
 Counselor introduces a puppet friend who has helped picked out a book to read to the class.
 The counselor will then ask the class for a student helper to turn the pages of the book while the puppet “reads” the book.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor reads the book (via the puppet) to the children asking periodic questions to check for comprehension.	1. Students respond to questions.
2. After reading the book, counselor will say to the students, “I would like each of you to describe one time you were a helper at school and at home. (e.g., in the line, on the bus, on the playground, in the cafeterias, home chores). I would like for each of you to describe one time someone else was helpful to you.”	2. Students will describe a time they were helpful and/or someone was helpful to them.
3. The counselor will ask, “How did it feel in your heart when you helped? How did it feel to be helped?”	3. Students will share how they felt helping and being helped.
4. “Our class depends on each of us being helpers. In your classroom, there are jobs	4. Students name classroom jobs and tell why each is important.

<p>every student takes turns doing. What are those jobs? Why are they important?"</p> <p>5. The counselor will summarize by encouraging students to be helpers at home and at school.</p>	<p>5. Students will share closing comments.</p>
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Teacher Follow-Up Activities

The teacher will continue by reading other books associated with helping.
The teacher might emphasize the importance of helpers at school.

Counselor Reflection Notes

COURSE INTRODUCTION:**Career Development**

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

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

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

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

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

Applying skills for college and career readiness and success.

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

UNIT DESCRIPTION: Working Together		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will learn about working in groups to achieve a goal by completing a puzzle using group cooperation. Students will learn about helping at home and at school, and will discuss the feelings they have when they have been helpful.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. Why do people need to learn how to play and work with other people? 2. Why do people need to be helpers at home and at school?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will use his/her cooperative skills by working with a group to complete a puzzle.		CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school. CD.9.B.0K.a.i: Identify helper jobs that are available in the classroom.		R.I.K.1 R.I.K.2 R.I.K.3 R.I.K.4 R.I.K.10 R.F.K.2 W.K.8 S.L.K.1 S.L.K.2 S.L.K.3 S.L.K.4 S.L.K.6 L.K.1 L.K.4 L.K.5 L.K.6 K.G.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 2 DOK Level - 1
2. The student will identify at least two ways he/she is a helper at home and at school.		CD.9.A.0K. CD.9.B.0K.		R.I.K.1 R.I.K.2 R.I.K.3 R.I.K.4 R.I.K.10 R.F.K.2 W.K.8 S.L.K.1 S.L.K.2 S.L.K.3 S.L.K.4 S.L.K.6 L.K.1	CD C	DOK Level - 2

				L.K.4 L.K.5 L.K.6		
3. The student will identify at least one classroom helper job.		CD.9.A.0K CD.9.B.0K		RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.10 RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6	CD C	DOK Level - 2
ASSESSMENT DESCRIPTIONS*:						
The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.						
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: Lesson 1: Cooperative Puzzles Lesson 2: Helping Others					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Cooperative Puzzles Lesson 2: Helping Others					

	<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
	<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	<input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<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. 1) <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 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. 1) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					